I. **Opening of Meeting**
   A. Call to Order – 6:00 p.m.
   B. Adjourn to Executive Session
      1. To discuss a confidential personnel matter.
   C. Reconvene meeting to Open Session – 7:00 p.m.
   D. Pledge of Allegiance

II. **Approval of Minutes**
   A. Minutes of February 26, 2014 Regular Board Meeting.

III. **Student Senate Report**
   A. Student Senate Report

IV. **Superintendent’s Report**
   A. Superintendent’s Report

V. **Board of Education Report**
   A. President’s Report
   B. Committee Reports

VI. **Presentation:**
   A. Presentation of the Proposed 2014-15 Technology Budget – Sal DeAngelo
   B. Presentation of the Proposed 2014-15 Special Education Budget – Kathy Johnston

VII. **Recognition of Visitors**
   This time is set aside for visitors to address the Board of Education on any agenda items.

   “It is the policy of the Board of Education to allow public comment during the visitor’s period of the meeting, it is not our policy to engage in public debate. Your comments and statements are heard and are greatly appreciated. If there is information we can provide for you after the meeting, feel free to contact the superintendent’s office with your request and we will do our best to get information for your needs, as soon as possible.”
VIII. Finance

It is recommended that the Board of Education approve the following finance action item:

A. Treasurer’s Report and Budget Status Reports – It is recommended that the Board of Education accept the Treasurer’s Report for the month of January 2014 and Budget Status Reports from the period ending January 31, 2014.

IX. Professional Personnel

It is recommended that the Board of Education approve the following instructional staff action items A through E: (All appointments and payments for services are subject to out possession of proper certification and transcripts substantiating credits and diplomas and a notice from the Commissioner of Education, that (s)he is fully cleared for employment.)

<table>
<thead>
<tr>
<th>A.</th>
<th>Name: Laurel Jones</th>
<th>Position: Part-time Consolidated Grants Coordinator (Job Share)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Building: District Office</td>
<td>Start Date: 7/1/2014 (approximately one week)</td>
</tr>
<tr>
<td></td>
<td>Salary: $202.00 per day, up to a maximum of $750.00</td>
<td>Reason: Coordinate the Title Grants for the 2014-15 school year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B.</th>
<th>Name: Peg Warner</th>
<th>Position: Part-time Consolidated Grants Coordinator (Job Share)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C.</th>
<th>Name: Laurel Jones</th>
<th>Position: Summer Enrichment Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Building: Middle School</td>
<td>Salary: $1,000 a week for supervising the program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D.</th>
<th>Name: Peg Warner</th>
<th>Position: Summer Enrichment Coordinator</th>
</tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>E.</th>
<th>It is recommended that the Board of Education approve the following Interscholastic Sports Coach Recommendation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Christopher Holoday</td>
</tr>
<tr>
<td></td>
<td>Lily Corrigan</td>
</tr>
</tbody>
</table>
X. **Correspondence for Action**

It is recommended that the Board of Education approve the following correspondence action items A though C:

A. **Committee on Special Education/Preschool Special Education Recommendations** – It is recommended that the Board of Education approve the Committee on Special Education recommendations and the Committee on Preschool Special Education recommendations for the following meeting dates:
   2-25-2014, 2-20-2014, 2-14-2014

B. **Bethlehem Central High School’s proposed trip to Italy** – It is recommended that the Board of Education approve the Italy trip proposal for April 2015.

C. **Policies** – It is recommended that the Board of Education conduct a first reading of the following policies:

- Policy #4710 Grading Systems
- Policy #5153 Student Assignment to Schools and Classes
- Policy #0000 (New) Parents as Medical Providers

XI. **Recognition of Visitors**

This time is for visitors to address any items not on this agenda.

“It is the policy of the Board of Education to allow public comment during the visitors’ period of the meeting, it is not our policy to engage in public debate. Your comments and statements are heard and are greatly appreciated. If there is information we can provide for you after the meeting, feel free to contact the superintendent’s office with your request and we will do our best to get information for your needs, as soon as possible.”

XII. **Future Meetings and Events**

A. Wednesday, March 19th  6:00 p.m.  **Regular Board Meeting (Budget)**
   Presentation of the Proposed 2014-15 Operations and Management Budget
   Presentation of the Proposed 2014-15 Athletics Budget

B. Wednesday, April 2nd  6:00 p.m.  **Regular Board Meeting (Budget)**
   Presentation of the Proposed 2014-15 Instructional Staffing and Programming Budget

C. Wednesday, April 9th  6:00 p.m.  **BOCES Annual Meeting**

D. Tuesday, April 22nd  6:00 p.m.  **Budget Adoption**

XIII. **Proposed Executive Session (if necessary)**

A. Adjourn to Executive Session

B. Reconvene to Open Session

XIV. **Adjourn the Meeting**
GRADING SYSTEMS

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

The District will use a uniform grading system. Classroom teachers will evaluate students and assign grades according to the established system. Grading will be based, in part, upon student improvement, achievement, and participation in classroom discussions and activities (see policy 5100, Student Attendance). Parent(s)/Guardian(s) will be informed regularly, at least two times a year, of their child’s progress. The use of marks and symbols will be appropriately explained.

Each student is an individual with his/her own abilities and capabilities. Hence, when a student’s achievement is evaluated, attention should be given to his/her unique characteristics and to accepted standards of performance in the educational setting.

A student is expected to complete the assigned class work and homework as directed. The student is 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)/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 should 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.

Grade Modifications

Modifications to the District grading policy are allowed in certain circumstances with the approval of the department supervisor and building principal. Modified grading is sometimes allowed for students with excessive absences due to medical reasons, and for students participating in courses with substantial modifications to the curriculum, such as a student eligible for Academic Intervention Services (AIS), a student whose primary language is a language other than English, and a student with disabilities who require a modified curriculum and modified grading.

When it has been determined that a student requires modified grades, the grade to be received by the student should be a measure of how successfully he or she has succeeded in meeting individual goals. An asterisk (98*, 85*, 75*, 71* or 64*) will be used to indicate the receipt of a modified grade. Modified grades will be noted on the student’s transcript, and an explanation of the modification and the rationale for the implementation of the modifications will be placed in the student’s folder.
Cross-ref: 4712, Student Progress Reports to Parents
5100, Student Attendance

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

Adopted: June 19, 2002
Revision: October 17, 2007
Revision: March __, 2014
STUDENT ASSIGNMENT TO SCHOOLS AND CLASSES

The Board of Education directs that assignment of students to schools and classes be consistent with the best interests of students and the best use of the resources of the District. The Board also recognizes that diversity in school environments has been shown to have a positive impact on student achievement. Such diversity can be on the basis of race, ethnicity, sex and/or gender, religion or religious practice, disability, socioeconomic status, language, neighborhood, academic achievement, and/or academic potential. In addition, schools must prepare students for a future in which they interact with people from all backgrounds. While some aspects of student diversity are outside the scope of the Board’s control, the Board aspires to prevent student isolation where possible. This does not, however, prevent the District from placing students into classes based on academic ability when it’s in the best interest of those students.

Assignment of students to schools and classes may be based on current District population patterns, enrollment projections, building capacity, educational programs, students’ educational needs, transportation requirements, demographic factors such as those listed in the paragraph above, and the presence of diversity where possible. The District has the right to determine the proper placement for all students.

Assignment to Schools
Periodically, the Board will review the status of enrollment in the District’s schools to ensure that the goals of this policy are being met. If the goals are not being met, the Board will solicit input from stakeholders, including but not limited to administrators, teachers, staff, parents, and students, to assist in determining changes that could be made to the school assignment process that better aligns with this policy.

Assignment to Classes/Teachers
In assigning students to classes/teachers, the following criteria shall be considered: age, social and emotional maturity, demographic characteristics, and academic achievement in relation to individual ability, in order to assure appropriate assignments. It is the goal of the administration to create classes that can productively learn together.

Parent/Guardian Requests
The Board recognizes that parents/guardians may wish to make requests as to school, and/or class/teacher assignments. Parents may write a letter to the building principal describing the ideal learning environment for their child and the attributes that a teacher should have that would most benefit their student’s educational growth. This information will be considered as part of the placement process. However, the District has the right to determine the proper placement for all students. Final decisions regarding all assignments of students to schools, classes, programs, and/or teachers rest with the District administration.

Cross-ref: 4750, Promotion and Retention
5110, Attendance Areas

Ref:  
Education Law §§1709(3); 2503(4)
Fisher v. University of Texas at Austin, 570 U.S. __, 133 S. Ct. 2411 (2013)
Appeal of Strade, 48 EDR 73 (2008)
Appeal of Knoer, 47 EDR 102 (2007)


Adoption date: June 19, 2002
Revised date: March __, 2014
PARENTS AS MEDICAL PROVIDERS

The New York State Education Department, Office of the Professions, Division of Medical Licensing, and the New York State Board of Medicine do not recommend and strongly discourage medical providers from treating their own children. Accordingly, because the District follows a “best practice” standard of care in our health offices, the District will not accept medical clearances, requests, forms, documents, prescriptions, certificates, or any other medical notice, etc., from a person in a parental relationship who is acting as his/her child’s health care provider. This includes a biological or adoptive parent, stepparent, and an unmarried partner living in the same home with a parent and child.

All medical orders, certificates, or other required statements or forms must be written by the child’s private primary care physician, or other treating health care provider who is not a person in parental relation. This includes but is not limited to:

A. School health examinations;
B. Medication orders, including permission for a student to carry and self-administer medication;
C. Sports physicals;
D. Medical approval for interscholastic team selection and classification;
E. Return-to-school and return-to-interscholastic sports clearances;
F. Concussion management medical documentation;
G. Prescriptions for related services for students with disabilities, when required by law;
H. Physical examinations for students with disabilities, when required by law; and
I. Medical orders related to special health needs.

Subject to approval by the school physician, the District may accept such medical orders, certificates, and other required forms from a child’s grandparent, aunt, uncle, cousin, or other nonparent family member, when such nonparent family member regularly serves as the child’s primary care physician or is otherwise serving as the child’s treating health care provider. A parent who is also a health care provider must complete all required parent documentation/permission to supplement the primary care physician or other treating health care provider’s information.

Adopted:

Cross Ref:
5280, Interscholastic Athletics
5280.1, Concussion Management
5420, Student Health Services