

Galway Central School District Goals 2013-2016

These goals reflect the Board of Education's commitment to increasing achievement and establishing a collaborative culture.

GOAL 1—Targeting Achievement

- Achieve a 90% 4 year graduation rate for the Class of 2016
- 40% of the Class of 2016 will graduate with an Advanced Regents Diploma
- Increase Regents performance to 80% proficient
- Increase the percentage of students participating in Advanced Placement and/or college level courses

GOAL 2— Success for ALL Students

- Increase the number of students achieving proficiency on Grades 3-8 ELA and Math scores, including subgroups measured for accountability.

GOAL 3—Focus on the Power of Literacy

- 80% of K-12 students will meet grade level reading benchmarks (Student Growth Percentiles at Effective or Highly Effective) as measured by the STAR Reading Assessment.

GOAL 4—Soaring to the Future: Common Core and Beyond

- By integrating the K-12 Common Core Standards in ELA and Math, and seeking increased business partnerships with the community, students will have increased opportunities to apply higher level skills through various activities such as STEAM (Science, Technology, Engineering, Arts, and Math) initiatives, career internships, and learning problems that encourage collaboration, analysis, problem solving, and computational thinking.

GOAL 5—Building a Culture of Achievement, Pride and Responsibility

- Improve the conditions of the building and grounds by establishing a District Facilities Committee to prioritize building and grounds improvements needed.
- Survey the school community to develop baseline data on key indicators of student success, including but not limited to school culture, curriculum, communication, expectations, and accountability.

Federal Rules require school to archive all electronic records. The debate as to what a record is has been waged since this law first appeared back in 2006. Many schools have tried to circumvent the Rules by officially having email and other forms of electronic communications deemed as an unofficial record by its Board of Education. This again was debated until lawmakers made another official ruling that stated all email is an official electronic record that must be archived. The next step was to determine for how long email needed to be archived. At the last meeting of the NY State Archiving Management Training I attended in 2011 retention of email was stated to be for at least 7 years.

Federal Rules of Civil Procedure, Rule 26 and 34.

Email Archiving Laws & Regulations

Below is an overview of the laws and regulations governing email archiving. It is important to understand these regulations to ensure that your email archiving practices are in compliance. Complying with these email archiving laws and regulations also has other benefits such as data storage efficiencies and litigation support when required.

Freedom of Information Act (FOIA)

FOIA governs public access to government records. Its purpose is to ensure the public has access to information about government activities. It stipulates that the government agencies must disclose records, unless the agency can make a case for an exemption. Any person can request the information. (Text of FOIA)

With this law, there is a presumption of disclosure. This means the burden is on the government to prove why information should not be released. If proof is not made, government agencies must disclose the requested information. There are nine specific exemptions in the FOIA. These exemptions are rather narrow and specific, including such things as national defense, trade secrets, private personal information such as medical records or information concerning wells.

Open Records

While FOIA covers regulations concerning U.S. national public records, many states have enacted their own open records acts as part of the Freedom of Information Act. For

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example, New Jersey has the Open Public Records Act (OPRA). California has the California Public Records Act. The states vary in how responsive or restrictive they are in responding to requests for information.

The overall intent of open records laws is to promote government openness and transparency.

eDiscovery

"Discovery", in the legal sense, is the early phase of litigation when opposing parties must provide each other with pertinent information, records and documents. eDiscovery is this process in the electronic world. It refers to for seeking electronic data to be used as evidence in a legal case.

Electronic discovery covers any electronic data that could be considered evidence. For example, spreadsheets, word documents, audio files, video files, and most importantly, email are all subject to eDiscovery.

TEACHING ABOUT CONTROVERSIAL ISSUES

POLICY 4810

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

The Board of Education recognizes that controversial issues deal with matters about which there are varied levels of opposing views, biases, emotions and/or conflict. Therefore, it is essential that the classroom teacher have guidelines in order to prepare and execute lessons that will be as objective as possible while considering the nature of the subject matter. It is important that students and staff recognize the following responsibilities:

1. In the classroom, matters of a controversial nature shall be handled as they arise in the normal course of instruction and not introduced for their own sake. Such issues shall be neither sought nor avoided.
2. When presenting various positions on a controversial issue, the teacher shall take care to balance major views and to assure that as many sides of the issues as possible are presented in a fair manner, with no position being exposed 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:
 - . balance major views and provide as many sides of the issue as possible in a fair manner, with not position presented as the only one acceptable;
 - . be appropriate to the 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 materials on such an issue, the classroom teacher shall present the materials to the Department Head or Building Principal for prior approval. The Department Head or Building Principal will review the materials pursuant to the guidelines above and will direct that the materials not be presented if they do not meet the requirements of this policy.

4. Before a guest speaker is permitted to address the students, approval must be granted by the Building Principal, who must be informed of the scheduling of all guest speakers at least three (3) days prior to their presentation.

LIBRARY MATERIALS SELECTIONPOLICY 4513

The Board of Education, as the governing body of the school district, is legally responsible for the selection of library materials, including the selection and approval of printed and non-printed materials for its use. Since the Board is primarily a policy-making body, it delegates to the following professional personnel of the district the authority for the selection of materials: teachers, principals, librarians, etc. under the leadership of the Superintendent of Schools.

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 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 judgements 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 establishing a complaint procedure. This procedure provides for the review of such complaints or challenges by the principal of the building where the material is being challenged and an Instructional Review Committee. A decision will then be made by the Superintendent based on the recommendations of the principal and the Committee. The Superintendent's decision may be appealed to the Board which has the ultimate decision making authority. (See 1420-R, Complaints About Curricula or Instructional Materials Regulation.)

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 will determine whether 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 permanent removal of instructional materials, pursuant to the decision of the Board.

LIBRARY MATERIALS SELECTION REGULATION

POLICY 4513-R

The Board of Education shall have final approval of all library materials selected in accord with its selection policy.

The Superintendent and all staff designated by the Board to assist in the selection process shall ensure that library materials fostering respect and understanding of all people regardless of race, sex, national origin or religion are selected. Collectively, materials should provide a balanced view of issues and promote critical and analytical thinking in students. The materials selected should also reflect the needs, maturity, and comprehension level of the community served by the library.

Criteria for Selection of Library Materials

The Board delegates to the school library staff, under the supervision of the Superintendent, the responsibility for the selection of library materials. The following criteria will be considered in the selection of all materials:

1. educational significance;
2. contribution to the curriculum;
3. favorable reviews in standard selection sources;
4. favorable recommendations of professional staff;
5. reputation and significance of the author, producer, and publisher;
6. validity, relevance and appropriateness of material;
7. contribution to wide range of representative viewpoints on controversial issues;
8. high degree of potential appeal to library users;
9. high artistic quality or literary style;
10. quality and variety of format;
11. timeliness or permanence; and
12. integrity.

Procedures for selection of Library Materials

With the Board's approval, the Superintendent shall develop and implement procedures for the selection of library materials in accordance with the following guidelines:

1. When fiscally reasonable, selection and acquisition will be a systematic, continuing process throughout the school year.
2. Reliable and professional selection reference tools will be used.
3. The decision to replace lost, damaged or worn materials will be based on the availability of duplicates, the number of other materials on the same subject, the availability of more recent or better quality materials, and the continued demand for the material in question.
4. To ensure a vital collection of continued value to the school community, out-dated or no longer useful materials should be disposed of or put in storage depending upon condition and possible future use.
5. Complaints by parents regarding selected materials shall be reviewed in accordance with Policy 1420, by the building principal and an Instructional Review Committee appointed by the Board. The Superintendent shall review the recommendations of the principal and the Committee and make a decision regarding The complaint. The Superintendent's decision may be appealed to the Board for a final decision.

The Board retains the ultimate authority over the selection of library materials.