I. Objective

Goods and services which are not required by law to be procured by the district through competitive bidding will be procured in a manner so as to ensure the prudent and economical use of public monies in the best interests of the taxpayers. It is the policy of the District to “shop around,” and to maintain accurate records of the efforts made by District staff to buy wisely. Alternative proposals or quotations will be secured by requests for proposals, written quotations, or verbal quotations, as set forth below.

II. Methods of Solicitation and Documentation

A. Verbal Quotations

1. Verbal quotations may be solicited by telephone.

2. A log shall be maintained by each District employee or officer who solicits a verbal quotation. The Purchasing Agent is responsible for maintaining a master log by periodically consolidating all logs kept by District employees and officers.

3. Each log of verbal quotations shall record: name, date, and time vendor was solicited; whether contact was made with the vendor and, if so, who the contact person was; what the vendor was told about the good or service being solicited; and the vendor’s response.

B. Written Quotations

1. A standard “request for quotation” shall be used to solicit written quotations (Regulation 4502.1). All vendors sent a “request for quotation” for a particular good or service shall be provided with an identical written description of the good or service being solicited.

2. Written quotations may be solicited and received electronically, provided all documentation is preserved either physically or electronically.

3. The Purchasing Agent shall maintain a master file of all written solicitations and all written responses.

C. Requests for Proposals (RFP)

1. Written Requests for Proposals are generally used to obtain comparable
NON-BID PURCHASING

quotations for the provision of professional and other specialized services. A Request for Proposals will contain critical details of the engagement, including the methods which the District will use in selecting the service provider, and set a deadline for the submission of written Proposals.

2. A particular Request for Proposals shall be sent to a representative sample of individuals and firms known to offer the service being purchased (e.g., architects, engineers, accountants, lawyers, underwriters, fiscal consultants, etc.). To develop a pool of candidates, the District may advertise in professional journals, canvass directories of professionals in a particular field, and make inquiries of other school districts or users of the service being sought.

3. The evaluation of responses to a Request for Proposals will consider the price quoted, any special knowledge or expertise of the service provider, the quality of the service, the staffing of the service, and suitability for the District’s needs.

D. List of Vendors

The Purchasing Agent shall maintain a list of known and acceptable vendors, grouped by category of good or service provided. Any District officer or employee initiating a purchase shall consult this list.

III. Comparable Proposals Required

A. All items and/or groups of items whose total exceeds $2,500 but is less than the limits prescribed by Section 103 of the General Municipal Law will require at least 2 written quotations from vendors. Records of quotations will be maintained.

B. Specific Categories

1. Insurance: written quotes

2. Professional services: Requests for Proposals shall be issued periodically, as determined by the Board

3. Lease of personal property: written quotations; also, before a proposed lease of personal property is presented to the Board for consideration, an analysis of the relative costs and benefits of leasing rather than purchasing shall be prepared and presented to the Board, as well as an analysis of whether the proposed arrangement is a true lease rather than an installment purchase
NON-BID PURCHASING

agreement

4. Surplus or second-hand government equipment: written quotes for comparable equipment in the market

5. Certain food and milk purchases: written quotes, and documentation sufficient to satisfy Sections 114.3 and 114.4 of the Commissioner’s Regulations

IV. Comparable Proposals Not Required

A. Emergencies

When the Board passes a resolution that an emergency situation exists, the District will make purchases at the lowest possible costs, seeking competition by informal solicitation of quotes or otherwise, to the extent practicable under the circumstances.

B. Sole Source Situations

Whenever the Purchasing Agent determines that a good or service is available only from a “sole source” supplier, the Purchasing Agent shall document, before making the purchase, the unique benefits of the patented items as compared to other items available in the marketplace; that no other item provides substantially equivalent or similar benefits; and that considering the benefits received, the cost of the item is reasonable, when compared to conventional methods.

C. Professional Services

When feasible, professional services should be retained after considering information about the prices charged by alternative service providers. However, the specialized and confidential nature of some professional services makes them unsuitable for purchase through competitive proposals. For that reason, the Board shall monitor the District’s use of professional services and will periodically issue Requests for Proposals every five (5) years, or sooner at the request of the Board of Education, to assess the cost effectiveness of the services being utilized by the District.

D. Minor Purchases

Quotations need not be obtained prior to a purchase that is so small that the use of District resources to solicit and document the quotations would not be cost effective.

E. Purchases Through County
NON-BID PURCHASING

The procedures set forth above need not be followed when a purchase is made through any county of New York State. However, a purchase shall not be made in that manner unless the Purchasing Agent has documented that the purchase may be made upon the same terms, conditions, and specifications at a lower cost by purchasing through the county.

F. Other Special Source Purchases

1. The procedures set forth above need not be followed when a purchase is made from or through the state Office of General Services, from individuals with severe handicapping conditions as defined under the state Finance Law, or from correctional institutions pursuant to the Corrections Law.

2. The procedures set forth above need not be followed when a purchase is made of an apparatus, materials, equipment or supplies, or to contract for services related to the installation, maintenance or repair of apparatus, materials, equipment, and supplies through the use of a contract let by the United States of America or any agency, state or any other county, or political subdivision or district, if such contract was let in a manner that constitutes competitive bidding with state law and made available for use by other governmental entities.

V. Purchasing

A. Tie Quotations

In the event of tie quotations, the Purchasing Agent may award the purchase to one of the low quotations or reject all quotations and resolicit quotations.

B. Purchase Other than for Lowest Quoted Price

When a purchase is made from other than the lowest responsible dollar offeror, the documentation of the quotations shall be supplemented with a statement justifying such award. Such justification must demonstrate that the award provides for the prudent and economical use of public moneys in the best interests of the taxpayers of the District.

C. No Quotes Received

When no quotations are received despite solicitation by the means of either mail or telephone above, the Purchasing Agent should attempt to broaden the District's solicitation if at all feasible. However, where the District has taken steps to obtain
NON-BID PURCHASING

quotations, the Purchasing Agent may make purchases in the open market until conditions change.

D. Purchase Orders

1. The purpose of requisition forms and purchase orders is to provide formal documentation and authority for the purchase of goods and services.

2. The Principal, Director or Program Supervisor will be held responsible for the completion of all requisitions. Requisitions shall be sent to the Business Office to initiate a purchase order.

3. In all instances, purchase orders are to be completed before a purchase is made. The sole exception shall be in the event of an emergency.

4. The Purchasing Agent shall be responsible for the purchasing of all District materials. The Purchasing Agent shall be responsible for verifying that all laws pertaining to purchasing are complied with.

5. All purchase orders must be approved by the Purchasing Agent before the purchase is made. In no event are purchase orders to be mailed directly to the supplier without first routing through the Purchasing Agent's Office.

E. Blanket Purchase Orders:

1. Blanket purchase orders may be used when items are used in a day to day operation and cannot be pre-ordered and inventoried economically. The purpose of blanket purchase orders is to allow multiple purchases at different times up to a stated amount on a blanket purchase order.

2. The total dollar amount of blanket purchase orders for items in the same general category shall not exceed the limits of the General Municipal Law applicable to the procurement of goods per annum. The Purchasing Agent shall keep a record of the purchases made to insure that they do not exceed the aggregate.

3. Blanket Purchase Orders will show the maximum dollar amount covered by each purchase order. This dollar amount should also be encumbered. The preparation and distribution of blanket purchase orders shall be by the same methods as those utilized for standard purchase orders.

F. Confirming Purchase Orders
NON-BID PURCHASING

When a department has an emergency requiring an immediate purchase, the following procedure will be followed:

1. The Principal, Director or Program Supervisor will verbally notify the Purchasing Agent.

2. The Purchasing Agent will make a judgment as to the urgency of the purchasing requirement.

3. The Purchasing Agent affirms the purchase and a record is kept noting the circumstance and that verbal authorization was given to the vendor. A confirmation order is prepared to verify the verbal order.

G. There are certain expenditures for which the processing of a purchase order is unnecessary. "Overpapering" can ruin the effectiveness of the system almost as quickly as non-compliance. The following should be made without purchase orders:

1. Contracts for personal services.

2. Employee expenses such as conference expense, mileage and other reimbursable expenses in performance of day-to-day duties.

3. Reimbursement of petty cash funds.

4. Utility bills.

5. Service contracts for a fixed monthly or annual amount.

6. Interdepartmental charges.

7. Medical examinations.

8. Legal Notices.

9. Postage meter costs.

10. Subscriptions.

11. Textbooks.

VI. Responsibility
NON-BID PURCHASING

A. It is the responsibility of each employee involved in procurement process to become familiar with these procedures and to follow their requirements. Failure to do so may cause an unnecessary delay in the process.

B. If there are any questions or concerns relative to either these procedures or the ability of the employee to respond effectively to their requirements, it is the responsibility of that employee to bring such matters to the attention of the Purchasing Agent.

VII. Invoice from Vendor

Upon receipt, goods should be checked for condition, and for quantity and quality as stated in the purchase order or contract. This will be accomplished by having the requisitioner sign his/her copy of the purchase order and return it to the Business Office as evidence of receipt of goods or services. If only a partial shipment is received the requisitioner shall note on his/her copy of the purchase order which items have been received and shall forward to the Business Office the packing slip or duplicate invoice which accompanies the shipment, as evidence of receipt of the partial shipment. The requisitioner shall retain his/her copy of the purchase order until all items have been received. Notice of partial shipments must be mailed to the Business Office immediately.

The Senior Custodian and Building Secretary are to act as receiving clerks at each school and are authorized to receive and sign for shipments. A receiving point at each school shall be designated, and vendors and carriers shall be so informed. These designated individuals shall be responsible for receiving shipments and insuring that the number of items indicated on the freight bill or delivery ticket have actually been received and are without visible damage. The Business Office shall, without delay, notify the requisitioner that the shipment has been received. It shall be the responsibility of the requisitioner to inspect the shipment for concealed damage, and notify the Business Office so that claims may be made on the carrier.

VIII. Quality Control

The responsibility for quality control and insuring that items purchased meet specifications rests with the Purchasing Agent. The Business Office shall work closely with department heads, and user(s) of the materials to insure that items received are put to specifications, and to determine potential ways to improve specifications.

X. Approval for Payment of Invoice or Claim

Invoices and claims for materials or services shall be delivered directly to the Business Office. These claims shall be processed expeditiously and prepared for prompt payment in order to take advantage of discounts, and also to maintain good relationships with
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vendors.

The Purchasing Agent shall maintain catalog files to assist in the purchasing function. The catalogs shall be arranged as to be easily accessible, not only to the Purchasing Official, but to all interested persons in the school organization.

The Business Office staff shall remain informed of the services offered by the Division of Standards and Purchases.

New Hartford Central School District
Legal Ref: Sections 102, 103, 104-b, 109-a; 800 et seq., General Municipal Law; Section 207, 305 (14), 1604, 1709, 1725, 1950, 2053, 2554, 3602, 4403; 1725 Education Law; Section 163 State Finance Law; 8 NYCRR 200.2

Adopted: 09/01/92
Revised: 11/05/02, 03/02/04, 06/03/08, 12/02/14, _____
CURRICULUM MANAGEMENT

The primary mission of the New Hartford Central School District is to educate children. To that end, the Board of Education has a legal responsibility for reviewing and monitoring the curriculum. The School Superintendent shall generally be responsible to the Board of Education for overall curriculum development.

All new courses and programs must be approved by the Board of Education prior to implementation. Board consent must also be given when courses are being dropped from the curriculum.

I. Curriculum Development

Curriculum needs to be developed systematically. Specific steps need to be taken to insure high quality programs, as follows:

A. Curriculum Development Cycle

The New Hartford Board of Education will adopt a "Curriculum Development Cycle" as the procedure to be used when developing and/or selecting instructional programs. Under this procedure all programs are periodically reviewed on a cyclical basis. This is done to insure that the curriculum stays current and is meeting the needs of students. The Assistant Superintendent for Curriculum and Instruction is responsible for the implementation of this procedure.

B. Technology Planning

When Curriculum Development Teams report to the Board of Education, they will make specific recommendations on how technology can be used to enhance student learning. This requirement will help to insure that new technologies are effectively integrated into each area of the curriculum.

C. Curriculum Development Status Report

Each year, the Assistant Superintendent for Curriculum and Instruction will submit a "Curriculum Status Report" to the Board of Education. This report identifies all curriculum programs and specifies the stages of development/implementation. Programs under review for the upcoming school year will be presented to the Board for approval.

II. Consultation and In-service

A. State officials, research consultants, administrative staff, department chairpersons and appropriate staff shall be consulted when researching curriculum problems and needs.
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CURRICULUM MANAGEMENT

B. The Board of Education Staffing and Curriculum Committee shall be utilized as the appropriate pre-Board Committee for review of proposed curriculum changes and textbook adoptions.

C. Staff members shall be adequately involved, trained and prepared for the approved curriculum changes.

III. Adoption of Textbooks

A. The selection of high quality textbooks is of critical importance, because these materials play a major role in the instructional program. Only those texts that best present the objectives in the written curriculum will be adopted.

B. Major adoptions will only be undertaken as part of an approved curriculum development project. The process for selecting new texts will be linked directly to the steps in the "Curriculum Development Cycle".

C. In addition to matching the textbooks under consideration to the written curriculum, selection teams will also consider the principles outlined in the Selection and Procedures for Reconsideration of Instructional Materials" policy.

D. Whenever new texts are being considered, a textbook selection evaluation form appropriate to the subject area under review will be used.

E. All textbook or its electronic equivalent adoptions must be approved by the Board of Education.
INSTRUCTION

SELECTION AND PROCEDURES FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

I. Legal Responsibility

The Board of Education of the New Hartford Central School District is legally responsible for the selection of instructional materials. Since the board is a policy making body, it delegates to the professional personnel of the district the authority for the selection of materials in accordance with this policy.

II. Selection of Materials

A. The following principles should guide the professional staff in the selection of instructional materials such as library books, textbooks, periodicals, maps, globes, charts, slides, prints, films, filmstrips, film loops, micro-films, web based language software programs, and recordings of the highest quality any courseware or other content-based instructional materials in an electronic format, as such terms are defined in the regulations of the commissioner.

B. Principles for Selection of Instructional Materials

1. Materials will be selected that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils.

2. Materials will be selected that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.

3. Material will be selected that will provide a background of information which enables pupils to make intelligent judgments in their daily lives and foster attitudes which will carry into adult life.

4. Materials will be selected that will present opposing sides of controversial issues so that young citizens may develop, with guidance, the practice of critical reading, thinking and judgment.

5. Materials will be selected that will be representative of the many ethnic and cultural groups and their contributions to our society.

6. Materials will be selected that present the many and varied aspects of our culture and society including some aspects that may be considered to be negative, diversity of human society.
SELECTION AND PROCEDURES FOR RECONSIDERATION OF
INSTRUCTIONAL MATERIALS

7. The value and impact of any literary work will be judged as a whole in its fullest context, taking into account the author's intent rather than individual words, phrase or incidents out of which it is made.

8. Educators, remembering the maturity level of a child, may recommend for individual reading, materials they feel will have educational significance for an individual student.

9. Materials should be selected to provide a comprehensive collection appropriate for all patrons.

10. Pursuant to Section 200.2 of the Commissioner’s Regulations, the District shall give preference in the purchase of instructional materials to those vendors who agree to provide such instructional materials in alternative formats for students with disabilities.

C. Selection Tools

Reputable, unbiased, professionally prepared selection aids shall be consulted as guides. In addition the judgment of the professional staff must be respected as a valid source in the selection of materials.

D. Procedure for Reconsideration of Instructional Materials

1. Criticisms of books or other material deemed objectionable should be brought to the attention of the Superintendent and/or Building Principal of the building concerned. The attached request for Reconsideration of Instructional Materials form shall be used for a formal consideration.

2. The following procedures will constitute a formal reconsideration:

   A. Once a request for reconsideration is made, it will be referred immediately to a committee made up of the following:

   1. Assistant Superintendent
   2. Director of Pupil Personnel
   3. Building Principal
   4. Building Librarian
   5. At least two (2) staff members appointed by the Building Principal.
   6. Student government representative (for High School appeals)
SELECTION AND PROCEDURES FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

3. The committee will submit a recommendation in writing to the Superintendent. The recommendation will be based upon the "principles for selection of instructional materials."

4. The Superintendent will submit his/her decision in writing to the person or group asking for reconsideration; and will submit a copy of the complaint and the response to the Board of Education.

5. Appeals of the decision can be made in writing to the Board of Education. The Board of Education will then submit its decision in writing to the person or group asking for reconsideration.

New Hartford Central School District
Legal Ref: NYS Education Law Sections 701, 702, and 704; 8 N.Y.C.R.R. 21.1
Adopted: 10/25/77
Revised: 03/16/99, 02/27/01, 06/21/05, 05/03/11,
REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

(To be submitted by all citizens requesting the reconsideration of school materials)

Author: ___________________________ Hardcover: ____________ Paperback: ____________

Title: ____________________________________________________________

Publisher: (if known) _____________________________________________

Request Initiated by: _____________________________________________

Telephone: ___________________________ Address: _____________________

Complainant Represents:

_____ Him/Herself

_____ Organization: (Name) _________________________________________

_____ Other Group: (Name) _________________________________________

1. To what in the material do you object? (Please be specific, cite pages)

2. What do you feel might be the result of reading/reviewing this material?

3. For what age group would you recommend this material?

4. Is there anything of value about this instructional material?

5. Did you read/review the material in its entirety? ____________ What parts? _______

6. Are you aware of the judgment of this material by literary critics? ___________________
REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

7. What do you believe is the theme of this material?

________________________________________________________________________

8. What would you like your school to do about this material?

Do not assign it to my child.

____ Withdraw it from all students, as well as from my child.

9. In place of this material what would you recommend, of equal literary quality, that would convey as valuable a picture and perspective of our civilization?

________________________________________________________________________

DATE: __________________________

Print Name of Complainant ___________________________ Signature of Complainant ___________________________

Superintendent Approved: 05/03/11, __________________
INSTRUCTION

STUDENT BOOKS: FEES/RENTAL

I. Textbooks

Textbooks will be issued to students. Since there is no charge for these books, the responsibility of their condition and safekeeping rests directly with the student. Any excessive damage or loss will be charged to the student at the end of the school year. Costs is to be determined by the current replacement cost of the item.

II. Materials and Supplies

Fees, as approved by the administration, will be charged through the main offices of the Junior High and Senior High Schools for certain materials and supplies which are not paid for under the Textbook Law. Examples of such materials and supplies are materials for the fine and practical arts, Driver Education supplies, notebooks, and review books, etc.
INSTRUCTION

GRADUATION CREDENTIALS

I. Statement of Policy

The New Hartford Central School District recognizes that there are many ways to successfully complete the high school experience. The District awards students exiting credentials consistent with the standards established by the State Education Department. Not all available graduation pathways will lead to an exiting credential.

II. Accelerated and Deferred Completion

A. In the case of a student who completes exiting requirements in four or more years, the student’s graduation credential shall be determined by the standards in effect in the year the student first entered grade nine.

B. In the case of a student who completes exiting requirements in less than four years, the student’s graduation credential shall be determined by the standards in effect four years prior to the year in which the exiting credential will be awarded. Where a student seeks to exit at the conclusion of the Fall semester, eligibility shall be determined as though the student was exiting at the conclusion of the prior school year.

New Hartford Central School District
Legal Ref: 8 NYCRR 100.1, 100.2, 100.4, 100.5, 100.6, 200.4 and 200.5; Education Law 3202 and 4402
Adopted:
LIMITED ENGLISH PROFICIENCY INSTRUCTION ENGLISH LANGUAGE LEARNERS

I. The New Hartford Central School District believes that students, who, by reason of foreign birth or ancestry, have limited English proficiency, will be more effective learners of both the language and the curriculum if they receive instruction in both their native language and English. The District will therefore make every effort to ensure that limited English proficient (LEP) (English Language Learners (ELL)) students are provided with an appropriate program of transitional bilingual education or freestanding English as a second language program.

II. It is the policy of the District that the Superintendent be directed to develop appropriate administrative regulations, in accordance with Parts 117 and 154 of the Commissioner's Regulations, to ensure that LEP students are:

A. Screened for limited English proficiency, as part of the overall diagnostic evaluation, upon newly entering school or reentering without an available record of prior screening;

B. Identified, as appropriate, as an ELL student and notification and information provided to the parent, person in parental relation, or students 18 years of age or older.

B.C Evaluated annually in areas including student performance in content areas to measure academic progress prescribed by the Commissioner.

C.D Assured of access to appropriate instructional and support services, including guidance programs; and

D.E Assured of having equal opportunities to participate in all school programs and extracurricular activities as non-LEP ELL students.

III. It is the policy of the District that the Superintendent be responsible for ensuring the following:

A. That a description of the nature and scope of the instructional programs and services currently available to limited English proficient pupils to help them acquire English proficiency. The Superintendent shall be responsible for ensuring that a description of the nature and scope of the instructional programs and services to help them acquire English proficiency is available to limited English proficient pupils.

B. The Superintendent shall be responsible for ensuring that the Commissioner is provided with all information required under the Commissioner's Regulations and that the District provides appropriate school-related information to the parents of LEP ELL students in English, or, when necessary, in the language they understand.
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LIMITED ENGLISH PROFICIENCY INSTRUCTION, ENGLISH LANGUAGE LEARNERS

C. The Superintendent shall ensure that all teachers employed for any bilingual and/or ESL/ELL program are properly certified in accordance with the Commissioner's Regulations.

IV. The District shall develop and update as necessary, a comprehensive plan ("Plan") in accordance with the Commissioner's Regulations to meet the needs of ELL students enrolled in the District. The Plan will be kept on file in the District office and made available for review by the State Education Department upon request.

New Hartford Central School District
Legal Ref: 8 N.Y.C.R.R., Sections 117 and 154; New York State Education Law, Section 3204.
Adopted: 12/04/90, 06/21/05
Revised: 12/16/03, 05/03/11, ________
LIMITED ENGLISH PROFICIENCY INSTRUCTION ENGLISH LANGUAGE LEARNERS

A. In accordance with Part 117 of the Commissioner's Regulations, diagnostically screen every new entrant and reentrant with no available record of prior screening to determine whether they are possibly LEP in accordance with subdivision 2 a of Section 3204 of the Education Law. It will also be determined through such screening whether the student is of foreign birth or ancestry and comes from a home where a language other than English is spoken as determined by the results of a home language questionnaire and an informal interview in English;

B. Ensure that students diagnostically determined to be LEP are annually evaluated. Such evaluation will include evaluation of each student's performance in content areas to measure the student's progress;

C. Ensure that all LEP students have access to appropriate instructional and support services, including guidance programs;

D. Ensure that all LEP students have equal opportunities to participate in all school programs and extracurricular activities as non-LEP students;

E. Annually provide the Commissioner with the following documents, in the form and by the dates prescribed by the Commissioner:

1. A copy of the Board of Education's policy;

2. A report by building of number of students initially identified and annually evaluated as being LEP in the preceding school year, including their grade level, native language and instructional program;

3. A report by building of the number of students that took the NYSESLAT in the preceding school year;

4. A report by building of the number of teachers and qualifications and support personnel providing services to LEP students;

5. A report on the expenditure of state, local and federal funds in the prior year on programs, activities and services for LEP students;
LIMITED ENGLISH PROFICIENCY INSTRUCTION ENGLISH LANGUAGE LEARNERS

6. A description by building of the curricular and extra-curricular services provided to LEP students; and

7. Results of the annual evaluation of LEP students, including test data and any additional data required by the Commissioner.

II. Comprehensive LEP Plan

In order to qualify for and receive State aid for the education of LEP students, the District shall submit to the State Education Department by September 1st of each year a comprehensive plan to meet the educational needs of such students.

Such plan shall include:

A. The information required under Section I(E) of this Regulation;

B. The criteria used to place LEP students in appropriate transitional bilingual or freestanding ESL programs;

C. A proposed budget for the operation of the state-aided program;

D. A description of the nature and scope of the bilingual and/or ESL services currently available to LEP students;

E. An evaluation plan outlining the time schedule for data collection, approved assessment devices and techniques, and the time schedule for the submission of data to the State Education Department in the format specified by the Department;

F. A description of procedures for the program's management, including: staffing site, selection, parental notification, coordination of funds, training, and program planning;

G. An assurance that all regulations and laws governing programs for LEP students will be followed;

H. A description of the support services provided to LEP students;

I. A description of the transitional services provided to LEP students; and

J. A description of the in-service training plan for all school personnel.

III. LEP Instruction
LIMITED ENGLISH PROFICIENCY INSTRUCTION ENGLISH LANGUAGE LEARNERS

A. Bilingual Education Program:

Should twenty (20) or more LEP students with the same native language at the same grade level be assigned to the same school building, such students shall be provided with a bilingual program. Such program shall be composed of:

1. English as a second language (ESL) instruction which emphasizes listening, speaking, reading, writing and communicating skills in English;

2. Course content instruction in both English and the native language; and

3. Native language arts instruction which emphasizes communication skills in the student's home language.

B. Free-Standing English as a Second Language Program:

Should fewer than twenty (20) LEP students with the same native language at the same grade level all attend the same school building in the District, such students shall be provided either with a freestanding English as a Second Language (ESL) program, or a bilingual education program. Such program shall be composed of:

1. Instruction which emphasizes listening, speaking, reading, writing and communicating skills in English; and

2. Course content area instruction using ESL methods.

Such program need not provide a native language arts component designed to develop skills in the native language.

C. The District reserves the right to contract with a Board of Cooperative Educational Services (BOCES) or another school district to provide bilingual and/or ESL programs.

IV. Parental Notification

A. The District shall notify, in English and in the appropriate native language, the parent(s) or guardian(s) of a student designated as LEP of the student's placement in a transitional bilingual or ESL program. Such notification shall include program options set forth in Section (B) below.

B. 1. The parents or other persons in parent relation shall have the option to withdraw their child from participation in a bilingual program. Should a parent wish to withdraw his/her child from a transitional bilingual program, the parent/guardian shall meet with the Building Principal and supervisor of bilingual education.
LIMTED ENGLISH PROFICIENCY INSTRUCTION ENGLISH LANGUAGE LEARNERS

Such meeting shall be for the purpose of informing the parent/guardian of the nature, purposes and educational values of the transitional bilingual program and the skills required of personnel. Any child that withdraws from a transitional bilingual program must participate in a freestanding ESL program.

2. In a school building where a bilingual educational program is not required to be offered, parents shall be informed that they have the option of transferring their child to another school within the District, if such program is available at such school. If a parent/guardian chooses not to exercise this option, he/she shall be informed that the child will participate in a freestanding ESL program.

C. The District shall make an effort to meet with the parents at least twice a year to help them understand the goals of the program and how they might help their children.

D. The District will also distribute to the parents, or other person in parental relation to LEP students, school related information in English, or, when necessary, the language they understand.

V. Support Services

The District shall provide appropriate support services to students who are participating in either transitional bilingual or freestanding ESL programs in order for such students to achieve and maintain satisfactory level of academic performance. Such services may include, but shall not be limited to, individual counseling, group counseling, home visits and parental counseling. If appropriate, such services shall be provided in the first language of the student and the student’s parent(s)/guardian(s).

VI. Transitional Services

The District shall ensure a transition for former LEP students who are transferring from a bilingual or freestanding ESL program into an English mainstream program. Transitional services shall be provided for the first year after such students are placed in the English mainstream instructional program.

VII. In-Service Training

The District shall provide in-service training to all personnel providing instruction or other services to LEP students in order to enhance staff appreciation for such students' native languages and cultures, and staff ability to provide appropriate instructional and support services.
LIMITED ENGLISH PROFICIENCY INSTRUCTION ENGLISH LANGUAGE LEARNERS

VIII. Services to LEP Students with Disabilities

If a student's score on the LAB R or the NYSESLA is the result of a disability, the student shall be provided special education programs and services in accordance with the individualized education program (IEP) developed for such student(s). Such student shall also be eligible for all services described above, if such services are recommended in his/her IEP.

Replaced All with new template

I. Identification Process

The District implements the following identification process to determine if a student is an English Language Learner (ELL) upon the student’s initial enrollment or reentry in the New York State public school system.

A. Step 1: Administration of the Home Language Questionnaire;

B. Step 2: An individual interview with the student by qualified personnel in English and the student’s home language, and a review of the student’s abilities or work samples of math, reading and writing in English and the student’s home language;

C. Step 3: For students with a disability, the Language Proficiency Team shall make a recommendation as to whether the student shall take the statewide English Language proficiency exam and whether the student should be identified as an English Language Learner;

D. Step 4: Administration of the statewide English language proficiency identification assessment, unless excepted in Step 3.

The identification process shall commence no later than the date of the student’s initial enrollment or reentry, except the assessment may not be administered before July 15 for students enrolling in grades 1-12 in September. For kindergarten students enrolling in September, the assessment may not be administered before June 1st. The student shall be provisionally placed until the identification process is completed.

II. Review of Identification Determination

A. If the District receives a written request for review of the determination within the first forty-five (45) days after a student’s initial determination, it shall initiate and complete a review. Such request may be submitted by (1) parent or person in parental relation, (2) a student’s teacher with parental consent, or (3) the student who is 18 years or older, and shall be in such form as prescribed by the Commissioner.
B. The review shall be completed by the principal and qualified school personnel and a
determination made within ten (10) school days of the receipt of a written request, unless
consultation with the CSE is required in which case a determination shall be made within
twenty (20) school days.

C. If the Principal determines that a student designation should change and the parent or
person in parental relation consents to the change, the Superintendent shall review and
make the final determination within ten (10) days of receipt. If the Superintendent
accepts the change, the District must inform the Commissioner, principal and parent or
person in parental relation.

D. If the student designation is changed, the principal, no less than six months and no later
than one school year following the determination shall review the decision to ensure that
the student’s academic progress has not been adversely affected by the determination.

III. Notification and Information to be Provided to the Parent, Persons in Parental Relation or
Students 18 Years of Age or Older

A. All notices to the parent, person in parental relation, or a student 18 years of age or older
shall be in writing, in English and in the language and mode of communication best
understood by the recipient. Notification shall be given upon each of the following
events:

1. Within five (5) school days of identification of the student as an English Language Learner, including the determination that the student scored less than
the state required level on the proficiency exam, and/or that the student has a
disability, and the right to seek review of the determination; and

2. Upon determination of the placement of the student in an English as a New Language Program or Bilingual Education Program, of the options concerning
choice of program, withdrawal from the program or transfer; and

3. If a review of identification or placement results in a proposed change in the
student’s designation; and

4. A decision by the Superintendent concerning a change in designation of the
student; and

5. A decision made upon subsequent review of a decision of placement of the
student in a program which reverses a prior decision or proposes a change in
placement.
LIMITED ENGLISH PROFICIENCY INSTRUCTION ENGLISH LANGUAGE LEARNERS

B. Upon a determination of placement of the student, the parent or person in parental relation will be notified that, where available, Bilingual Education shall be the default Program. The notification shall:

1. Explain the goals and purpose;
2. State that the program will not restrict the student’s access to extracurricular activities offered in the District;
3. If the program is not available in the school, explain the option to transfer to a school within the District and that transportation is provided by the District; and
4. If the District has been granted an exemption, the notification must explain how the District will offer to support home language and provide a summary of its plans for instituting a Bilingual Education program the following year.

C. Upon notification, the parent or person in relation has ten (10) school days to sign and return to the District a statement of agreement with the child being placed or directs the District to place the child in a Bilingual Education program or English as a new Language program.

D. Prior to enrollment of the student, the parent or person in parental relation will be provided an orientation session on the state standards and assessments, the District’s expectations for the student, and goals and requirements for the Bilingual Education and English as a New Language Programs.

E. In addition to parent-teacher conferences, quarterly or other scheduled meetings, the District shall individually meet with the parents or persons in parental relation to the English Language Learner at least once a year to discuss the goals of the program, their child’s progress, assessment results and needs.

IV. Placement

Upon the student’s initial enrollment or reentry identification and parent notification, orientation, and placement shall be completed such that a student is placed in either a Bilingual Education or an English as a New Language program within ten (10) school days. Students identified more than ten (10) business days prior the first day of school in September shall be placed by such date.

V. Program Requirements

The District shall provide either a Bilingual Education or English as a New Language program to each student identified as English Language Learners.

A. The District shall annually prepare, submit to the Commissioner and make widely available through public means, an estimate of the number of English Language Learners
LIMITED ENGLISH PROFICIENCY INSTRUCTION ENGLISH LANGUAGE LEARNERS

who are expected to be enrolled the following school year in each school and in each grade within each school who speak the same home language.

B. If the estimate of enrollment of English Language Learners equals 20 or more English Language Learners of the same grade level, all of whom have the same language other than English, the District shall provide a sufficient number of Bilingual Education programs in the District in the following school year.

C. Each English Language Learner shall be provided the opportunity to transfer to another school in the District that operates a Bilingual Education program serving the same grade level and language, if such does not exist in the school in which the student is enrolled. Transportation shall be provided for such student according to Education Law §3635 and District policy.

D. The District may seek permission on an annual basis from the Commissioner for a one-year exemption from providing Bilingual Education programs for a language spoken by less than five percent (5%) of the total statewide ELL population, if the District:

1. Does not have qualified staff; or
2. Has been unable to recruit a sufficient number of qualified staff; or
2. Overestimated the number of English Language Learners that will be enrolled and the actual number is fewer than 20; and
4. The District can meet the requirements for providing alternative home language supports.

E. In order to ensure program continuity, the District will continue providing a Bilingual Education program if at least 15 students who speak the same home language were enrolled in such a program in the previous school year.

VI. Students with Disabilities for English Language learners

A. Determination:

The Language Proficiency Team (LPT) shall make a recommendation regarding the initial assessment of English Language Learner status for a student with a disability pursuant to Subpart 154-3 of the Regulations of the Commissioner of Education.

B. Assessment Criteria

The CSE shall annually make an individual determination in accordance with the student’s IEP whether the student will continue to be identified as an ELL. The CSE shall decide whether the student shall take:
LIMITED ENGLISH PROFICIENCY INSTRUCTION ENGLISH LANGUAGE LEARNERS

1. The statewide English language proficiency assessment without the use of testing accommodations;

2. The statewide English language proficiency assessment with appropriate testing accommodations in accordance with the student’s IEP; or

3. An alternate assessment prescribed by the commissioner.

VII. Professional Development

The District shall provide professional development pursuant to Commissioner’s Regulations for all teachers, level III teaching assistants and administrators that specifically address the needs of English Language Learners.

VIII. Annual Assessment

The District shall annually assess the English language proficiency of each student using such assessment as prescribed by the Commissioner. For each English Language Learner who scores below specified levels of performance on the annual English language proficiency assessment, the District shall determine the additional support services to provide to the student.

IX. Exit Criteria

The following criterial shall be used to make a determination to exit a student from English Language Learners status:

A. Scores at or above the state designated level of proficient/commanding on the annual English language proficiency assessment; or

B. Scores at or above the state designated level of advanced/expanding on the annual English language proficiency assessment in all modalities, and at or above proficiency on the English Language Arts assessment or met or exceeded proficiency standards in Comprehensive English or the Regents Examination in ELA or an approved alternative.

C. Students with Inconsistent/Interrupted Formal Education (SIFE) status shall continue to be identified as such until they are performing at the transitioning /intermediate level on the annual English language proficiency assessment.

D. The District will provide at least two years of Former English Language Learners services to support students who exit out of English Language Learners status.

X. Assurances, Plan and Reporting
LIMITED ENGLISH PROFICIENCY INSTRUCTION ENGLISH LANGUAGE LEARNERS

A. Prior to the start of each year, the District will submit to the Commissioner the following assurances, signed by the Superintendent:

1. Access to appropriate instructional and support services, including guidance programs;
2. Equal opportunities to participate in all school programs and extracurricular activities;
3. Bilingual Education and/or English as a New Language programs are offered;
4. The District provides the requisite number of Bilingual education programs or has a one-year exemption;
5. Parents or other persons in parental relation receive orientation and notification about programs;
6. The requisite amount of English as a New Language and Home language Arts instruction are prescribed;
7. Teachers in the District’s Bilingual Education and English as a New Language programs are appropriately certified;
8. Teachers receive the requisite number of in-service professional development;
9. The District complies with the Commissioner’s Regulations and Education Law governing programs for students designated as English Language Learners;
10. The programs are administered in accordance with applicable federal and state law and regulations and the District’s comprehensive plan.

B. Prior to the start of each year the District will develop a Comprehensive Plan in a form specified by the Commissioner. The Plan will be submitted to the Commissioner prior to the start of each school year by a date specified by the Commissioner. The plan shall include the following:

1. The District’s philosophy regarding the education of its English Language Learners, including but not limited to programs offered in the District;
2. The District’s administrative practices to screen identify and place English Language Learners in appropriate programs;
3. The District’s plan to provide parents and other persons in parental relation with information about all Bilingual Education and English as a New Language programs available and notices regarding program placement and their rights, in the language or mode of communication that parents or persons in parent relation best understand;
4. The District’s system to annually measure and track the academic progress and use of data to drive instruction;
5. The District’s curricular and extracurricular services provided;
6. The District’s administrative practices to annually evaluate English Language Learners;
7. The District’s procedure to identify support services for English Language Learners;
LIMITED ENGLISH PROFICIENCY INSTRUCTION ENGLISH LANGUAGE LEARNERS

8. A copy of the District’s English Language Learners policy;
9. The District’s exit procedures; and
10. The District’s services to support Former English Language Learners.

C. The District will annually submit to the Commissioner a data and information report in such forms and timelines as prescribed by the Commissioner. The report includes the following:

1. Summary of the number of English Language Learners students in the District;
2. Number of English Language Learners students by building identified in the preceding school year by grade level, home language and program type;
3. Number of English Language Learners students, if any, by building who have not received either Bilingual Education or English as a New Language instruction;
4. Summary of annual English language proficiency assessments;
5. Summary of teacher qualifications;
6. Expenditures; and
7. Summary of students for whom the District has requested an extension of services.

XI. Retention of Identification and Review Records

The District shall maintain all documents related to the initial identification and any subsequent review process, including Home Language Questionnaire, English language proficiency identification assessment results, and any other regards generated as part of the identification process and review process. Such information shall be maintained as part of the student’s cumulative record.

New Hartford Central School District
Legal Ref: 8 N.Y.C.R.R., Sections 117 and 154.2; Section 3204, New York State Education Law
Adopted: 12/04/90, 12/16/03, 06/21/05
Revised: 05/03/11, ________
INTERNET SAFETY POLICY

I. In compliance with the Children’s Internet Protection Act (CIPA) and the Neighborhood Children’s Internet Protection Act (NCIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet Safety Policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. Such technology protection measures apply to Internet access to both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

II. The Board of Education’s decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the school including the selection of appropriate teaching/instructional materials and activities to enhance the school’s programs; and to help ensure the safety of personnel and students while online.

A. No filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

B. In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the internet and World Wide Web may include, but shall not be limited to, the following guidelines:

1. Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of email and chat rooms may be blocked as deemed necessary to ensure the safety of such students;

2. Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors.

3. The dissemination of the District’s Student use of Computerized Information Resources Policy to parents and students in order to provide notice of the school’s requirements, expectations, and student’s
INTERNET SAFETY POLICY

obligations when accessing the Internet. In compliance with this Internet Safety Policy as well as the District’s Computerized Information Resources policies, unauthorized access (including so-called “hacking”) and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action;

4. Appropriate supervision and notification to minors regarding the prohibition of unauthorized disclosure, use and dissemination of personal information regarding such students; and

C. The determination of what is “inappropriate” for minors shall be determined by the District and/or designated school official(s). It is acknowledged that the determination of such “inappropriate” material may vary depending upon the circumstances of the situation and the age of the students involved in online research.

D. Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by the Superintendent or his/her designee.

III. The School District shall provide certification, pursuant to the requirements of CIPA, to document the District’s adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all School District computers with Internet access.

IV. The District has provided reasonable public notice and has held at least one public hearing or meeting to address the proposed Internet Safety Policy prior to Board adoption. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of the District’s Internet Safety Policy, as well as any other District policies relating to the use of technology.

New Hartford Central School District
Legal Ref.: 47 United States Code (U.S.C.), Section 254(h) and (1), 47 Code of Federal Regulations (C.F.R.) Part 54; The Children’s Internet Protection Act (CIPA): The Neighborhood Children’s Internet Protection Act (NCIPA) (Public Law 106-554)
Cross Ref: Policy 7102, Staff use of Computerized Information Resources and Policy 7103, Student Use of Computerized Information Resources
Adopted: 03/19/02
Revised: 06/21/05, 05/03/11, ____
STAFF USE OF COMPUTERIZED INFORMATION RESOURCES

I. The Board of Education will provide the New Hartford Central School (NHCS) District staff with access to the Internet and other various computerized information resources through the NHCS computer network. These resources can consist of, but are not limited to, software, hardware, computer networks, web based services and e-mail. This access includes the opportunities for some staff to have access to some NHCS web-based applications from their home or other remote locations. All use of the NHCS computer network, including independent use off school premises, shall be subject to this policy and accompanying regulations.

II. The Board encourages staff to make use of the NHCS computer network 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 or his/her designee(s) to provide staff with training in the proper and effective use of the NHCS computer resources.

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

IV. Generally, the same standards of acceptable staff conduct, which apply to any aspect of job performance, shall apply to use of the NHCS computer network. Employees are expected to communicate in a professional manner consistent with applicable District 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.

V. This policy does not attempt to articulate all required and/or acceptable uses of the NHCS computer network; 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.

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

VII. Staff members who engage in unacceptable use may lose access to the NHCS computer network 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
STAFF USE OF COMPUTERIZED INFORMATION RESOURCES

member who willfully, maliciously or unlawfully damages or destroys District data or property within the NHCSD computer network.

VIII. Privacy Rights

Staff data files and electronic storage areas shall remain District property, subject to District control and inspection. The Director of Technology or Network Administrator, under proper authorization, may access all such files and communications to insure system integrity and those users are complying with requirements of this policy and accompanying regulations. Staff should NOT expect that information stored on or accessed through the NHCSD computer network would be private.

IX. Implementation

Procedures 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 NHCSD computer network.

X. School computers, networks and internet access are provided to support the educational mission of the school. They are to be used primarily for school-related purposes. Incidental personal use must not interfere with the employee's job performance, must not violate any of the rules contained in this policy or the student AUP, and must not damage the school's hardware, software, or communications systems.  

XI. Start Up Screen Notice

The following message will appear on all workstations during start-up:

Your use of this workstation implies that you have read, understand and agree to abide by the New Hartford Central School District's Policy 7102 Staff Use of Computerized Information Resources or 7103 Student Use of Computerized Information Resource whichever is applicable.

New Hartford Central School District
Adopted: 05/21/96
Revised: 01/20/98, 07/10/01, 06/21/05, 05/03/11
Reviewed:

1 Adapted from NSBA Legal Issues and Educational Technology
STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES

I. Program Implementation

A. The School District recognizes that effective use of technology is important to our students and will be essential to them as adults. Consequently, the School System will provide access to various computerized information resources through the District’s computer system (“DCS” hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so-called “on-line services” and the “Internet.” The District shall provide personnel support for such usage.

B. The DCS is for educational and/or research use only and must be consistent with the goals and purposes of the School District. The standards of acceptable use as well as prohibited conduct by students accessing the DCS, as outlined in the District policy, are not intended to be all-inclusive. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. In addition to the specific standards of student conduct delineated in this regulation, the general requirements of acceptable student behavior expected under the District’s school conduct and discipline policy and the Student Discipline Code of Conduct also apply to student access to the DCS. Communications to the network are often public in nature. General school rules for behavior and communications apply.

C. Legal and ethical implications of software use will be taught to students of all levels where there is such software use. In addition, the building principal or his/her designee and/or classroom teacher will be responsible for informing District students of rules and regulations governing student access to the DCS.

D. In order to match electronic resources as closely as possible to the approved District curriculum, District personnel will review and evaluate resources in order to offer “home pages” and menus of materials which comply with Board guidelines governing the selection of instructional materials. In this manner, staff will provide developmentally appropriate guides to students as they make use of telecommunications and electronic information resources to conduct research related to the District curriculum. As much as possible, access to the District’s computerized information resources will be designed in ways which point students to those which have been reviewed and evaluated prior to use. While students may be able to move beyond those resources to others which have not been evaluated by staff, students shall be provided with guidelines and lists of resources particularly suited to the learning objectives.
II. Instruction

All students in fourth, seventh and tenth grades will be required to attend an “Internet Right to Know” awareness session in which this policy will be reviewed and its implications discussed.

III. Standards of Conduct Governing Student Access to the DCS

A. The use of the DSCCS is a privilege, not a right; and inappropriate use may result in disciplinary action, including suspension or cancellation of those privileges. Each student who is granted access will be responsible for that usage. The DSC is provided for students in support of their educational program and to conduct research and communicate with others. Student access to external computer networks not controlled by the District is provided to students who act in a considerate and responsible manner. Individual users of the District’s computerized information resources are responsible for their behavior and communications over the District computer network. It is presumed that users will comply with District standards and will honor the agreements they have signed. IS THERE AN AGREEMENT SIGNED BY STUDENTS/PARENTS/GUARDIANS? DOES DISTRICT WANT AS REGULATION?

B. IS THIS DONE? A student is responsible for keeping a log of all contacts made on the District’s computer network. The full Internet address of each correspondence on the network must be included in this log. A count of all mail received must be included in this log. The District computer coordinator or his/her designee will be responsible for placing a log book near each computer capable of accessing the network.

C. Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property and subject to control and inspection. The computer coordinator may access all such files and communications to insure system integrity and that users are complying with the requirements of District policy and regulations regarding student access to the DCS. Students should NOT expect that information stored on the DCS will be private.

D. During school, teachers will guide students toward appropriate materials. Outside of school parents/legal guardians bear responsibility for such guidance as they do with information sources such as television, telephones, movies, radio and other potentially offensive/controversial media.
STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES

E. Use of the DCS which violates any aspect of School District policy; the Student Discipline Code of Conduct; and federal, state or local laws or regulations is strictly prohibited and may result in disciplinary action in compliance with applicable District guidelines and/or federal, state and local including, but not limited to, suspension and/or revocation of access to the DCS. In addition to the District’s general requirements governing student behavior, the following specific activities shall be prohibited by student users of the DCS:

1. Using the DCS to obtain, view, download, send, print, display or otherwise gain access to or to transmit materials that are unlawful, obscene, pornographic or abusive.
2. Use of obscene or vulgar language.
3. Bullying, harassing, insulting or attacking others.
4. Damaging, disabling or otherwise interfering with the operation of computers, computer systems, software or related equipment through physical action or electronic means.
5. Using unauthorized software on the DCS.
6. Changing, copying, renaming, deleting, reading or otherwise accessing files or software not created by the student without express permission from the computer coordinator.
7. Violating copyright law.
8. Employing the DCS for commercial purposes, product advertisement or political lobbying.
9. Disclosing the individual password or the password of others or using the passwords of others.
10. Transmitting material, information or software in violation of any District policy or regulation, the school behavior code, and/or federal, state and local law or regulation.
11. Revealing personal information about oneself or of other students including, but not limited to, disclosure of home address and/or telephone number.

F. Network accounts are to be used only by the authorized owner of the account. Any user of the DCS that accesses another network or computer resources shall be subject to that network’s acceptable use policy.

G. If a student or a student’s parent/legal guardian has a District network account, a non-district network account or any other account or program which will enable direct or indirect access to a District computer, any access to the DCS in violation of District policy may result in student discipline. Indirect access to a District computer shall mean using a non-district computer in a manner which results in the user gaining access to a District computer, including access to any and all information, records or other material contained or stored in a District computer.
STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES

IV. Sanctions

A. Violations may result in suspension and/or revocation of student access to DCS.

B. Additional disciplinary action may be determined by the building level in accordance with existing practices and procedures regarding inappropriate language or behavior, as well as federal, state and local law.

C. When applicable, law enforcement may be involved.

V. Security

Security on any computer system is a high priority, especially when the system involves many users. Users of the DCS identifying a security problem on the District’s system must notify the teacher in charge. A student is not to demonstrate the problem to other users. Attempts to log onto the DCS as a computer coordinator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the DCS. Further, any violations regarding the use and application of the DCS shall be reported by the student to the teacher in charge.

VI. Start Up Screen Notice

The following message will appear on all workstations during start-up:

Your use of this workstation implies that you have read, understand and agree to abide by the New Hartford Central School District’s Policy 7102 Staff Use of Computerized Information Resources or 7103 Student Use of Computerized Information Resource whichever is applicable.

New Hartford Central School District
Adopted: 05/21/96
Revised: 01/20/98, 07/10/01, 06/21/05, 05/03/11
Reviewed: ______
INSTRUCTION

DISTRICT WEB PUBLISHING POLICY

I. Overview

The availability of Internet access the New Hartford Central schools provide an opportunity for students and staff to contribute to the School District’s presence on the World Wide Web. The District’s web sites provide information to the world about school curriculum, instruction, school-authorized activities, and other general information relating to our schools and our District’s mission. The pages also serve as a link to educational resources on the Internet for students and staff to access. Creators of web pages need to familiarize themselves with and adhere to the following policies and responsibilities. Failure to follow these policies or responsibilities may result in the loss of authorizing privileges or other disciplinary measures.

II. School Board Policies

All documents on New Hartford server(s) must conform to School Board policies and regulations as well as established school guidelines. Copies of board policies are available on the District website, in all school offices. Persons developing or maintaining Web documents are responsible for complying with these and other policies. Some of the relevant issues and related Board policies include the following:

A. Electronic transmission of materials is a form of copying. No unlawful copies of copyrighted materials may be knowingly produced or transmitted via the District’s equipment, including its Web server(s).

B. Documents created for the web and linked to District web pages will meet the criteria for use as an instructional resource.

C. Any links that are not specifically curriculum-related will meet the criteria established in policies 7102 Staff Use of Computerized Information Resources and 7103 Student Use of Computerized Information Resources. Any other non-curricular materials should be limited to information about other youth activities, agencies, or organization which are known to be exclusively devoted to community interests or child welfare, are non-profit, and non-discriminatory. Web page links may not include entities whose primary purpose is commercial or political advertising.

D. All communications via the District Web pages will comply with policies 7102 Staff Use of Computerized Information Resources and 7103 Student Use of Computerized Information Resources and Policy #1010, Code of Conduct for the Maintenance of Public Order on School Property and at School Functions.
DISTRICT WEB PUBLISHING POLICY

Offensive behavior that is expressly prohibited by this policy includes religious, racial, and sexual harassment and/or violence.

E. Any student information communicated via the District Web pages will comply with New Hartford policies on data privacy and Policy #1020, Public Access to School District Records.

F. Any deliberate tampering with or misuse of District network services or equipment will be considered vandalism and will be handled in accordance with policies 7102 Staff Use of Computerized Information Resources, 7103 Student Use of Computerized Information Resources, and 1010 Code of Conduct for the Maintenance of Public Order on School Property and at School Functions, and other related policies.

III. Ownership and Retention

All web pages on the District’s server(s) are property of the School District. Web pages will be deleted when a student graduates or moves, unless prior arrangements have been made with the Webmaster or the technology director.

IV. Subject Matter

All subject matter on web pages should relate to curriculum, instruction, and school-authorized activities, general information that is appropriate and of interest to others, or it should relate to the School District, or the schools within the District. Therefore, neither staff nor students may publish personal home pages as part of the District Web Sites, or home pages for other individuals or organizations not directly affiliated with the District. Staff or student work may be published only as it relates to a class project, course, or other school-related activity.

V. Other

Material on web pages reflect an individual’s thoughts, interests, and activities. Such web pages do not, in any way, represent individual schools or the New Hartford Central Schools nor are they endorsed or sanctioned by the individual school or the District.

Concern about the content of any page(s) created by students or staff should be directed to the building principal of that school, that school’s or district webmaster and/or the district technology director.

Given the rapid change in technology, some of the technical standards outlined in this policy may require change throughout the year. Such changes will be made by the
DISTRICT WEB PUBLISHING POLICY

district technology director with the approval of the Superintendent. The Superintendent will promulgate regulations for this policy.
STUDENT GRADING, SCHEDULING AND GRADUATION

I. Student Grading

A. To be consistent with the philosophy that children learn everyday, the final grade for the course work should not be based totally on any final examination. Grades should primarily reflect evaluation of daily learning and to a lesser extent long term retention of the development of facts and concepts.

B. The final grade for the year will be based upon a combination/average of ten week grades and mid-term and/or final examinations.

C. Advanced Placement courses represent a significant academic challenge. Grades for Advanced Placement courses, therefore, shall be weighted by adding 10 points for the purposes of calculating grade point average (GPA). Grades for Honors level courses shall be weighted by adding 5 points for the purpose of grade point average (GPA). This weighted grade point average will be used to calculate honor roll achievement.

D. For Grades 9-12, the Regents or State Achievement Test in any course will carry the same weight as any locally prepared final examination, and in order to receive credit for the course in which a Regents or State Achievement Test is given, a student must have a final average of sixty-five (65) or better.

E. In grades 7-12, courses with multiple sections/teachers will administer a common end-of-course, or final assessment.

II. Student Scheduling

A. 1. In order for a student to move on to the Senior High School, a student must earn 5 credits. Exceptions may be granted by the building principal in consultation with relevant staff to allow for extenuating circumstances (such as previous retention, program goals, etc.).

2. All students in grades 7-12 must be enrolled in six courses (or the block schedule equivalent). Exceptions may be granted through the Instructional Support Team or the building principal.

B. If requested, students will not be assigned to a teacher if the student previously had the teacher and failed unless there are extenuating circumstances.

C. Requests of schedule and course changes will be honored only because of changing educational goals and/or needs and only if classroom space permits. However, requests for a change of teacher or program once the course is underway will not be honored
STUDENT GRADING, SCHEDULING AND GRADUATION

unless there is a reasonable justification, such as a substantial personality conflict, medical or psychological excuse, etc.

D. In the case of a personality conflict, the teacher involved will be consulted before any change is made. In the case of a physical or psychological problem, a request from a medical doctor or psychologist stating the specific reason(s) that necessitate a change must be obtained. This request will be referred to the school physician or school psychologist for his/her recommendation.

E. Any decisions relating to the possible retention of an elementary school student requires review by and approval of the Instructional Support Team.

F. Grades 7-9

1. If a seventh or eighth grade student fails three or more non-credit bearing courses in the core areas of English, Social Studies, Math and Science, that student will repeat the grade level. In the case of a classified student, the Instructional Support Team and the Committee on Special Education will seek input from his/her teachers and determine the educational plan that would best fit the needs of the student.

2. If a seventh or eighth grade student fails one or two courses in the core areas of English, Social Studies, Math or Science the student must 1) attend summer school at Perry Junior High or 2) attend summer school elsewhere. If the student attends summer school other than at Perry, it must be approved by the building principal and an official grade report must be sent to Perry Junior High at the completion of the course. A grade of at least 65 must be achieved in each course that was failed.

3. If a seventh or eighth grade student fails one or two core courses and cannot attend summer school, the student may work with a private tutor approved by the principal. Tutoring must take place for a minimum of twenty hours during the summer. A project approved by the principal must be completed and the student must receive a grade of at least 65 on an exam prepared by the New Hartford Central School District.

4. If a seventh or eight grade student does not successfully complete any of the options above, he/she is required to attend daily after school academic development sessions for a minimum of ten weeks commencing in September of the following school year. If a student does not pass the required exam at the completion of the ten weeks, he/she will continue in this program until demonstrating proficiency.
III. Graduation Considerations

A. Class Rank

Class rank will not be published or made a routine part of the student's official transcript.

B. Graduation

Students must have completed all graduation requirements by the time of the graduation ceremony in order to be academically eligible to participate in the graduation ceremony. Only New Hartford students may participate in the ceremony if all requirements have been met by the time of the ceremony with the exception of a state-required exam, offered in the June exam period that occurs after the graduation ceremony. In that case, the student must be passing the course at the time of the ceremony.
RECOGNITION OF GRADUATING SENIORS

I. IV  Any student achieving a 90+ weighted cumulative Grade Point Average at the end of 8 semesters will be awarded his/her diploma “With Honors” as a separate and distinct designation.

II.  Any student achieving a 94+ weighted cumulative Grade Point Average at the end of 8 semesters will be awarded his/her diploma “With High Honors” as a separate and distinct designation.

III. Any student achieving a 96+ weighted cumulative Grade Point Average at the end of 8 semesters will be awarded his/her diploma “With Highest Honors” as a separate and distinct designation.

IV.  All students achieving designated levels of excellence will be honored. Past honors such as pictures in the paper and any other special publicity, will be awarded to those students achieving either “With High Honors” or “With Highest Honors” designation. Those students achieving “With Highest Honors” designation should receive the accolades and honors formerly reserved for the Valedictorian/Salutatorian. The achievement of standards becomes the goal rather competition among students. The school is not arbitrarily indicating a finite number of scholars, but is setting various standards for students to achieve. The motivation and quality of the students will determine how many are honored in any given year.

V.  The senior class traditionally makes some remarks upon the presentation of the senior gift. Any senior wishing to be designated as the senior spokesperson at graduation would apply in writing to a committee composed of a senior high administrator, 2 senior high faculty and 2 representatives from the junior class – the Junior Class President and Vice President. The committee would select no more than five (5) students from the applicants to audition. The committee would then select one of those five to be one of the designated speakers at graduation. The other designated speaker would be the Senior Class President. The Senior High Principal would review the commencement speech before graduation.

VI.  This policy is for District recognition purposes only. Each student’s official transcript from New Hartford will accurately reflect his or her actual cumulative grade average.

VII.  A. Grades from previous schools will be accepted as submitted on the student’s official transcript. Numerical grades are accepted at par value and letter grades are converted by letter/numerical conversion table as follows:

\[ A+ = 99, A = 95, A- = 92, B+ = 89, B = 85, B- = 82, C+ = 79, C = 75, C- = 72, D+ = 70, D = 68, D- = 66, F = 64 \] and below.
RECOGNITION OF GRADUATING SENIORS

B. The Guidance Office will contact the sending school district to verify the conversion.

C. All students transferring into the district will be made aware of this policy at an initial counseling session.

VIII. This policy is effective for the 2010–2011 school year.
ADVANCED PLACEMENT EXAMINATION REGULATION

I. It is the expectation that students taking Advanced Placement courses will take the appropriate Advanced Placement Examination offered in the course. Students will pay for the test.

II. A student may apply in writing to the principal for a waiver to this policy using the following exceptions as a guideline:

1. Student will be unable to receive advanced credit from college of his/her choice;

2. The college chosen by the student provides placement tests at no expense to the student;

3. Student is able to demonstrate monetary hardship, e.g. qualified for free or reduced lunch; siblings taking AP courses;

4. Student is taking more than two (2) AP courses;

5. Other reasons subject to approval of Director of Guidance and Building Principal.
PHYSICAL EDUCATION AND INTERSCHOLASTIC ATHLETICS REGULATIONS

I. A. The New Hartford Central School District adheres to the New York State Learning Standards for Physical Education

B. The development of physical fitness is one of our most important objectives and must be given primary concern at all grade levels. A physical fitness screening test will be given in the fall and spring of each year.

II. Physical Education Regulations

The following have been prepared to serve as a guide and reference to help the staff identify and carry on their responsibilities more efficiently.

A. Attendance

It is necessary to keep an accurate record of each pupil's attendance, tardiness and excuses from Physical Education. At the Junior High four excused absences from gym class per semester will be allowed. After that, all gym classes must be made up. No excused absences from swim class per semester will be allowed. All swim classes must be made up. At the high school, one excused absence from physical education per quarter and none from swim class will be allowed.

1. Students with a doctor's excuse need not make up physical education classes. A grade of "M" (Medical) may be registered on the report card for doctor's excuses of long duration. Parental excuses must be made up.

2. Students with a medical release for physical education are required to attend class. Students may be asked to participate in a non-physical manner such as keeping score. Students unable to attend class due to a medical condition will complete an appropriate alternative project assigned by the teacher.

B. Discipline

The teacher will instruct the students on the rules of conduct pertaining to all phases of the program. A firm but fair enforcement of the rules is expected of all teachers and should be accepted by the students. The teacher will insist upon good manners and proper respect and will in turn conduct themselves in such a way that this respect will be deserved. Teachers will follow the prohibition of Corporal Punishment policy as defined in the Code of Conduct Policy #1010. Students who refuse to follow procedures should be referred to the Dean of Students or the Principal.
REGULATION

INSTRUCTION

PHYSICAL EDUCATION AND INTERSCHOLASTIC ATHLETICS REGULATIONS

C. Dress

Students are required to wear proper gym attire for physical education classes. Physical education uniforms have been approved for all students from grades 4-12, as it is desirable that classes be uniformly dressed. Uniforms should fit properly and be neat and clean. All students are to be in full uniform as soon as possible after their first orientation class. Care of and security for the uniform is the sole responsibility of the student. Students should have an individual locker for the storage of their equipment. Gym uniforms for students are sold in the bookstores at the Junior and Senior High Schools. Physical Education teachers may loan extra uniforms to students. Once a uniform has been used, it will be returned, washed, sanitized and ready for use the following day. If a student cannot afford to buy a uniform, the office will be notified and a uniform will be provided at no cost to the student.

No jewelry is permitted for activities that require gym suits to be worn.

D. Medical and Health Services

1. Students who are limited in physical activity because of medical reasons must have the school medical form completed by their physician and filed with the School Nurse. The Nurse will notify the physical education staff about any limitations which have been prescribed for the student. The duration of the exclusion from activity should be noted and in no case should it exceed one (1) school year.

2. The school doctor has the responsibility for approving a first aid policy as set forth by the school nurse-teacher, who in turn informs the physical education staff. All students who are injured while under school supervision will be referred to the Nurse, who will place the pertinent information on the student's health record card. This information is useful in filing necessary reports for insurance purposes.

3. Injuries which occur after school hours when the Nurse is not available will be handled by the instructor as follows:

   a) Administer first aid when necessary.
   b) Call the parent if immediate medical attention is necessary.
   c) If parent is unavailable, leave a message if possible and depending on the nature of the injury, call 911.
   d) Use utmost caution in moving the student who has an injury of the head, neck, back or legs.
   e) Prepare a written report to be submitted to the building Nurse with copies sent to the building Principal and Assistant Superintendent for Business.
E. School Credit -- Marking

1. School credit in the amount of one-half (1/2) unit per year will be given for successfully completing the requirement for physical education in each of grades 9, 10, 11 and 12. The total of the one-half (1/2) units, or two (2) full units, is required for graduation. The exception to this is the accelerated student as provided by the Commissioner’s Regulations.

2. The same marking system used for other subjects will be used for physical education. Report cards in the Junior and Senior High Schools will be marked at the end of the 10th, 20th, 30th and 40th weeks of school. The physical education grade for the year will be an average of the two (2) marking periods at the high school and four (4) marking periods at the junior high. The elementary schools will have a separate report card which will be marked at the end of the 20th and 40th weeks of school.

The mark will represent how well the student has met the requirements which are established for each grade level. The grades are computed according to the following criteria at the secondary level:

50% Attendance and participation which shall include; promptness, preparation, cooperation, doing one's best.
25% Skills and ability
25% Written tests which shall include knowledge, rules, strategy, techniques.

Missed work due to absences may need to be made up to obtain credit. The student will be given the opportunity to attend enough make-up classes to cover the subject area which was missed. Students are given until the end of the quarter to make up classes. Failure to do this may result in a failing grade.

F. Swimming

Students may receive instruction in swimming (depending upon availability of the pool and staff). Students are required to participate in all swimming classes, if scheduled. All swimmers will wear the school furnished suit unless permission is granted by the physical education instructor and the school principal (with the principal having the final determination). Students with long hair are required to wear bathing caps. A parent/student may also purchase a school approved swimsuit that will be worn only by the student who purchased that suit. Students are expected to furnish their own bathing caps. All swimmers are required by the New York State Sanitary Code to take a cleansing shower before entering the pool.
III. Physical Education Procedures

A. Budget

The yearly budget is prepared in the winter for the next school year. Close examination of the inventory, together with definite program plans for the next year are helpful in determining budgetary needs. All teachers should be able to justify the importance of equipment ordered for their program(s). Requests for alterations, repairs or replacement of equipment should be made at this time.

B. Class Organization

When necessary students will be given appropriate time to dress for physical education before and after class. Showering is recommended after each class, but not required. The teacher must assume the responsibility of excusing the class on time so that they will not be tardy for their next class.

C. Equipment

It is the teacher's responsibility to see that all school equipment is maintained in a safe and satisfactory condition, and that it is returned to its proper storage place. Inventories should be accurate and up-to-date. Necessary repairs should be referred to the Chairperson of the Physical Education. Some equipment is shared by more than one school and should be coordinated through the Chairperson. Moving equipment on the gym floor must always be supervised by a teacher.

D. Lockers

The following is a format for locker room procedures at the secondary level:

Gym lockers will be assigned by the teacher. Students may keep the same lockers during their entire stay in a particular school. Team lockers are assigned for each sport season and must be vacated when the student is not in competition. Students are responsible for their personal belongings.

E. Planning

District-wide curriculum books containing unit plans, have been developed and should be in plain view of the teacher's desk. Daily plans should conform to the master plan for the unit being taught and planned one (1) week in advance. Instruction for the unit may include history of the activity, benefits to be derived and effective use of bulletin boards.
PHYSICAL EDUCATION AND INTERSCHOLASTIC ATHLETICS REGULATIONS

to stimulate interest. The teacher should have all equipment in readiness before the class reports so that student time may be fully utilized. Constant evaluation is necessary to eliminate time lapses in which little or no education or teaching is taking place.

F. Supervision

The teacher has responsibility for supervising the students during the total time that they are assigned. This responsibility includes supervision of students in the gym, on the field and in the shower and locker rooms. Emphasis should be placed upon security measures in relation to lockers, and tidiness regarding the entire station. While students may be utilized for some of the routine tasks they should never be given the responsibility for supervision.

IV. Aims and Objectives of the Athletic Program

A. To enhance the morale of the student body within the framework of the total school program.

B. To develop teams of which the school and community can be proud.

C. To develop spirit, loyalty, responsibility and sportsmanship.

D. To so instruct and conduct practice in game skills that the participants will develop wholesome desires and ample ability to play the game.

E. To encourage and stress the importance of leadership, self-control, following directions and striving for high ideals.

F. To offer guidance and counseling to students and to stress the importance of scholastic achievement for the student's future welfare.

G. To give primary consideration to the well-being of students in the conduct of practice and games.
EXAM AND REGENTS WEEK ACTIVITIES

I. A. The New Hartford Central School District prohibits the scheduling of any contests, games, concerts, programs etc., during exam and Regents weeks to ensure that students have proper time for preparation for exams and Regents. During exam weeks, mid-year or end of the year Regents week, etc., there should be no athletic contests, games or after school extra-curricular activities. This includes the day before Regents week/exam week begins. All practices should be terminated at approximately 6:00 p.m.

B. Also, there should be no outside grounds or facilities work done during those weeks to distract the students.

II. The reason for this action is to ensure that students have proper time for preparation for exams and Regents.

New Hartford Central School District
Adopted: 11/87, 03/16/99, 06/21/05
Revised: 09/07/99, 05/03/11
Reviewed: ______
REGENTS EXAM “WALK IN” QUALIFICATIONS

Students must meet the following qualifications to be eligible to take the “Walk In” Regents exam:

1. An application, supplied by the guidance staff, must be completed, approved by the parent/guardian, and returned to the guidance counselor according to the schedule below. The principal must approve the application.

   A. By the end of the first (1st) marking period for January regents.

   B. By the end of the third (3rd) marking period for June regents.

   C. By the end of the first (1st) week of summer school for August regents.

2. Should a student choose this opportunity for “walk in” regents, the exam grade (passing or failing) will be recorded.
SCHOOL-WIDE ENRICHMENT

I. The New Hartford Central School District encourages educational programs which challenge and promote the realization of individual potential in all students. The District also recognizes that further efforts are necessary to extend educationally and in a cost-effective manner the allocation of resources towards appropriate programs of enrichment for all students and for students identified as gifted and talented. Consistent with district efforts to develop a continuum of learning experiences which addresses the special gifts and talents of students, the Superintendent of Schools, with input from appropriate school personnel, will develop a district plan for enrichment of all elementary students and education of the gifted and talented. The Assistant Superintendent for Curriculum and Instruction will be responsible for the criteria to determine students who will be eligible for curriculum compacting.

II. The District believes that programs traditionally viewed as for the gifted and talented greatly benefit the entire school program and encourages programs that provide enrichment opportunities for all students. The District also recognizes the value of community resources for special programs and periodic reporting of activities through the district newsletter or other media outlets.
GRADE LEVEL PLACEMENT, RETENTION AND PROMOTION

I. Statement of Policy

It is the responsibility of the Board to prescribe the course of study by which students shall be graded and classified, and to regulate the admissions of students and their transfer from one class or department to another, as their scholarship shall warrant. It is the responsibility of the Superintendent to supervise and direct the courses of study, and the examination and promotion of pupils. Accordingly, decisions regarding the grade level at which a student is admitted, and whether a student is retained in grade or promoted to the next grade shall be made by the Superintendent in consultation with appropriate administrators, and consistent with this Policy.

II. Evidence for Grade Placement

A. The decision regarding the grade level placement, retention, or promotion of a student shall be based on multiple measures, including: student performance on written assessments prepared by District staff or prepared by BOCES staff or vendors; student performance on the State administered standardized English language arts and mathematics assessments, including those for grades three through eight; student performance on other state administered written assessments; student performance on other standardized tests (e.g., Iowa Test of Basic Skills, California Achievement Test); other measures of classroom achievement and attitude; the student’s social and emotional development; and teacher recommendations based on observations of student mastery of material and skills.

B. The selection of assessment instruments shall be consistent with the District’s Annual Professional Performance Review Plan approved by the Commissioner.

C. No promotion or placement decision shall be based solely or primarily on a student’s performance on the State administered English language arts or the mathematics elementary assessments administered in grades three through eight.

D. In accordance with their individualized education programs, students with disabilities instructed in alternate academic achievement standards shall be administered a State alternate assessment to measure their achievement.

III. Recording and Reporting Student Achievement

A. Parents and persons in parental relation to students shall receive an appropriate report of student achievement at regular intervals. Parents and persons in parental
GRADE LEVEL PLACEMENT, RETENTION AND PROMOTION

relation to students shall be provided notice of this Policy and an explanation of how the Policy was developed, by the posting of that information on the District’s website.

B. The District shall maintain accurate records of all individual test scores, including those from State administered standardized English language arts and mathematics for grades three through eight. This information shall be available for compliance with State and federal reporting requirements, and for diagnostic purposes.

1. During the period commencing on April 1, 2014 and expiring on December 31, 2018, a student’s score on any State administered standardized English language arts or mathematics assessment for grades three through eight shall not be included on a student’s official transcript or maintained in a student’s permanent record.

2. During the period commencing on April 1, 2014 and expiring on December 31, 2018, when a parent or person in parental relation is sent or otherwise informed of a student’s score on any State administered standardized English language arts or mathematics assessment for grades three through eight, they shall also be provided with a clear and conspicuous notice that such score will not be included on the student’s official transcript or in the student’s permanent record, and that the score is being provided to the student and parent for diagnostic purposes.

New Hartford Central School District
Legal Ref: NYS Education Law §305, 1709, 1711 and 8 NYCRR 100.2, 100.3, 100.4
Adopted:
INSTRUCTION

RELIGIOUS EDUCATION

A student who is enrolled in religious education classes occurring off campus during school hours will be released to attend those classes pursuant to applicable law if the student’s parent or guardian has provided the District with a written request for release to such religious education.

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New Hartford Central School District
Legal Ref: 8 N.Y.C.R.R. 109.2.
Adopted: 09/88, 06/21/05
Revised: 11/04/03, 05/03/11
Reviewed: _______
TRADITIONAL HOLIDAY SEASONS - GUIDELINES

I. By law, religious indoctrination in the schools is forbidden.

II. Recognition of traditional holidays, including those which have their origins in the world’s religions is permissible.

III. Recognition of these traditional holidays may include only:

   A. Educational programs that give expression to those aspects of such religious holidays which reflect the social and cultural character of the community and its people.

   B. Teaching history, literature, music, customs, and the art of various religious faiths.

IV. Care must be taken to ensure balance and equity in recognition of traditional religious holidays.

V. In those cases where individual students request to be excused from educational programs relating to religious holidays, they shall be excused.
HOME INSTRUCTION

I. Rationale

Under Sections 3204(2), 3210(2)(d) and 3212(2) of the Education Law, the Board of Education has the responsibility to ensure that all students residing within the School District who are between the ages of six (6) and sixteen (16) receive a quality education and competent instruction. The Board recognizes that such instruction may be provided in the home, pursuant to the Regulations of the Commissioner of Education. The Board also believes that the legality of the concept of home instruction does not diminish the District's responsibility to see that every student of compulsory age receives instruction from a competent instructor that is substantially equivalent to the instruction provided in State-regulated schools. In order to accomplish this goal, a framework of mutual cooperation, respect and interaction must exist between the District and parents who desire home instruction for their children. It is with this framework in mind that the following policy is implemented.

II. Definitions

A. Parent
   The term "parent" is used to mean the person or persons standing in parental relation to the student.

B. Superintendent
   The term "Superintendent" refers to the Superintendent of Schools of the District or the person the Superintendent designates to act on his/her behalf.

C. Teacher
   The term "teacher" refers to either the parent or a tutor, depending on who is doing the actual teaching and providing the actual instruction to the student.

D. IHIP: The term “IHIP” means Individualized Home Instruction Plan.

III. Notification and Approval Procedure

A. 1. Parents who desire to provide home instruction for a student of compulsory school attendance age shall annually provide written notice to the Superintendent of their intention by July 1st of each school year. Parents who choose to commence such instruction after the start of the school year, or who establish residence in the District after the start of the school year, shall provide the written notice within fourteen (14) days following the commencement of home instruction.
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2. Any request for home instruction must include a statement signed by the parents which releases the Board of Education, the Superintendent of Schools, and the district staff from any liability for the quality of education received by any child being taught at home.

B. Within ten (10) business days of receipt of the written notice of intent, the District shall send to the parent(s) a copy of this policy, a copy of Section 100.10 of the Commissioner's Regulations and a form on which to submit an individualized home instruction plan (hereafter referred to as "IHIP") for a child of compulsory attendance age.

C. Within four (4) weeks of the receipt of the materials described in (B) above or by August 15th, whichever is later, the parents shall submit the completed IHIP to the District containing the following information:

1. The child's name, age and grade level;

2. A list of the syllabi, curriculum materials, textbooks, or plan of instruction to be used in each of the required subjects listed in Section 100.10(e) of the Commissioner's Regulations;

3. The dates for submission to the School District of the parents' quarterly reports, as required. These reports shall be spaced in even and logical periods; and

4. The names of the individual(s) providing instruction.

5. A statement that the child will be meeting his/her compulsory education requirements through full-time study at a degree-granting institution (meaning enrollment for at least 12 semester hours in a semester or its equivalent), if that is the case. In this situation, the IHIP shall identify the degree-granting institution and the subjects to be covered by that study.

The District shall provide assistance in preparation of the IHIP, if requested by the parents.

D. Within ten (10) business days of receipt of the IHIP, or by August 31st, whichever is later, the District shall either notify the parent(s) that the IHIP complies with the Commissioner's Regulations or give the parent(s) notice of any deficiency in the IHIP.

E. Within fifteen (15) days of receipt of a notice of deficiency in the IHIP, or by September 15th, whichever is later, the parent(s) shall submit a revised IHIP which corrects any such deficiencies.
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F. Within fifteen (15) days of receipt of the revised IHIP, or by September 30th, whichever is later, the Superintendent shall review the revised IHIP and shall notify the parent(s) as to whether the revised IHIP is in compliance. If the revised IHIP is determined not to be in compliance, then the parents shall be notified in writing of the reasons for such determination.

Such notice shall also contain the date of the next regularly scheduled meeting of the Board of Education that will be held at least ten (10) days after the date of mailing of the notice.

G. If the parents wish to contest the determination of noncompliance, the parents must notify the Board of Education at least three (3) business days prior to the scheduled meeting. At such meeting, the parents shall have the right to present proof of compliance and the Board shall make a final determination of compliance or noncompliance.

IV. Right of Appeal

A. The parents shall have the right to appeal any final School District determination of noncompliance to the Commissioner of Education within thirty (30) days after receipt of such determination.

B. When administrative review of a School District determination is completed (i.e. the parents fail to contest a determination at any level or receive a decision from the Commissioner of Education upholding the School District’s final determination), the parents shall immediately provide for the instruction of their children at a public school or elsewhere in compliance with Sections 3204 and 3210 of the Education Law.

C. Within ten (10) days after administrative review is completed, the parents shall furnish the Superintendent with written notice of arrangements for instruction provided to their children; except that such notice is not required if parents enroll their children in a public school.

V. Attendance Requirements

A. 1. Each child shall attend the substantial equivalent of one hundred eighty (180) days of instruction each school year.

2. The cumulative hours of instruction shall be nine hundred (900) hours per year for Grades 1-6 and nine hundred ninety (990) hours for Grades 7-12.

B. Absences shall be permitted on the same basis as provided for District students.
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HOME INSTRUCTION

C. Parents are required to maintain attendance records and such records shall be made available to the District upon request.

VI. Quarterly Reports

A. On or before the dates specified in the IHIP, a quarterly report for a child shall be furnished by the parent to the District. The quarterly report shall contain the following information:

1. The number of hours of instruction during said quarter;

2. A description of the material covered in a subject listed in the IHIP;

3. Either a grade for the child in a subject or a written narrative evaluating the child's progress; and

4. Evidence that the course materials as set forth in the IHIP have been covered.

VII. Annual Assessment

A. At the time of submission of the fourth (4th) quarterly report, the parents also shall file an annual assessment.

B. The annual assessment shall include the results of a commercially published norm-referenced achievement test, or an alternative form of evaluation, which meets the requirements of Section 100.1(h)(1) or (2) of the Commissioner’s Regulations.

C. 1. Any commercially published norm-referenced achievement tests shall be administered in accordance with one of the following options, to be selected by the parents:

   a. At the public school, by its professional staff; or

   b. At a registered non-public school by its professional staff, provided that the consent of the Chief School Officer of the non-public school is obtained; or

   c. At a non-registered non-public school, by its professional staff, provided that the consent of the Chief School Officer of the non-public school and of the Superintendent is obtained; or
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d. At the parents home, or at any other reasonable location, by a New York State certified teacher or by another qualified person, provided that the Superintendent has consented to said individual administering the test.

2. The test shall be provided by the School District upon request by the parent, provided that the cost of any testing facilities, transportation and/or personnel for testing conducted at any location other than the public school shall be borne by the parents.

3. The test shall be scored by the person(s) administering the test or by other persons who are mutually agreeable to the parents and the Superintendent.

D. 1. An alternative form of evaluation shall be permitted to be chosen by the parent, as follows:

a. A written narrative for Grades 1-3;

b. A written narrative, used no more often than every other year, for Grades 4-8.

2. a. The person(s) who prepare(s) the written narrative shall be a New York State certified teacher, a home instruction peer group review panel, or other person selected by the parent with the consent of the Superintendent, who has interviewed the child and received a portfolio of the child’s work.

b. Such person shall certify whether the child has made adequate academic progress.

3. Any resulting costs shall be borne by the parent(s).

4. In the event that the child has failed to make adequate progress the home instruction shall be placed on probation pursuant to Section VIII of this policy.

E. If a dispute arises between the parent(s) and the Superintendent, including disputes over the administration of tests or alternative evaluation methods, the parent(s) may appeal to the Board of Education. If the parent(s) disagree with the determination of the Board of Education, they may appeal to the Commissioner within thirty (30) days of the receipt of such determination.

VIII. Probation
HOME INSTRUCTION

A. If a child's annual assessment fails to comply with the provisions of Section VII of this policy and the corresponding Commissioner's Regulations, the home instruction program shall be placed on probation for a period of up to two (2) school years.

B. The parent(s) shall be required to submit a plan of remediation which addresses the deficiencies in the child's achievement. Such plan shall be reviewed by the School District. The School District may require the parents to make changes in the plan prior to acceptance.

C. If after the end of any semester of the probationary period the child progresses to the level specified in the remediation plan, then the program shall be removed from probation.

D. If the child does not attain seventy-five percent (75%) or more of the objectives specified in the remediation plan at the end of any semester of the probationary period, or if after two (2) years of probation one hundred percent (100%) of the objectives of the remediation plan have not been met, the Superintendent shall issue a notice of noncompliance.

E. The Board shall review any determination of noncompliance issued in (D) above, except that the parents' consent to such review is not required.

F. If, during the period of probation, the Superintendent has grounds to believe that the program of home instruction is in substantial noncompliance with this policy and the corresponding Regulations of the Commissioner, the Superintendent may require one or more home visitations. Such visits shall be made only after three (3) days written notice; and shall be conducted by the Superintendent or his/her designee.

IX. Participation in School Activities

A. Children who receive home instruction may not participate in interscholastic sports, intramural activities, school sponsored clubs, occupational/vocational education programs and gifted programs.

B. Children who receive home instruction may not participate in instructional programs except that the District must provide special education services, as recommended on the Individual Education Program (IEP) by the Committee on Special Education.

X. Verification of Preliminary Education Requirements:

A. The District is aware that individuals seeking a college degree may have to verify to college administrators that they have completed certain "preliminary education
HOME INSTRUCTION

requirements.” The district will take the following steps to help these individuals provide colleges with that verification:

1. If requested by a student, the Superintendent will perform an evaluation of substantial equivalency of the student’s IHIP.

2. If requested by a student or former student, the Superintendent will certify in writing to the student, whether the student’s program was substantially equivalent to a four year high school program.

B. The District will open Regents Examination admissions to any district resident, including home schooled students, who is seeking to fulfill his/her preliminary education requirements to take five specific Regents Examinations or approved alternative examinations. If possible, the resident should provide the District with reasonable advance notice in accordance with regulation 7106.1 of his/her intent to take a specific Regents Examination.

XI. Home instruction is highly-individualized approach that can only be undertaken after a great deal of careful preparation. It is the obligation of both parents and school officials to make sure that no child is deprived of the right to an appropriate instructional program.
New Hartford Central School District
SUPERINTENDENT'S REGULATION
Draft 12/08/2015

APPLICATION FOR HOME INSTRUCTION

Date

Pupil’s Name: ___________________________ Grade: ___________

Age: ___________ Date of Birth: _________________________

Current School: ___________________________

Name and Address or Parent (s) or Guardian (s):
______________________________________
______________________________________
______________________________________

Telephone Number: ( ) __________________________

Name and Address of Tutor (if applicable):
______________________________________
______________________________________
______________________________________

Period for which Home Instruction is requested:

Begin: ___________________________ End: ___________________________

Background, credentials and experience of parents and/or tutor (include formal education,
degrees earned and applicable occupational and life experiences):
______________________________________
______________________________________
______________________________________

Please attach the following:
1. Syllabi and curriculum materials or textbooks.
2. Sample daily or weekly schedule and calendar for year.
3. Evaluation plan, including progress reports and standardized tests.

Superintendent Approved: 05/03/11, _____