

**DISPLAY OF THE FLAG REGULATION*****Flags Displayed Out-of-Doors and on Movable Hoists Indoors***

A United States flag shall be displayed in front of every school building in the district every day that school is in session and at such other times as the Superintendent of Schools shall direct. Unless otherwise stated, the flags shall be flown at full-staff. The flags may also be displayed at night upon special occasions, at the discretion of the Superintendent, when it is desired to produce a patriotic effect.

In addition to days when school is in session, the flags will be displayed on the following days: New Year's Day, Martin Luther King, Jr. Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, Flag Day, the Fourth of July, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Pearl Harbor Day and Christmas Day. If any of these days (except Flag Day) falls on a Sunday, the flag shall be displayed on the next day. In addition, the flag shall be displayed on each general election day and each day appointed by the President of the United States or by the Governor of New York as a day of general thanksgiving or for displaying the flag.

Flags shall be flown at half-staff on Pearl Harbor Day, on days commemorating the death of a personage of great importance, and on days designated by the President or the Governor.

The flags shall fly at half-staff to commemorate the death of a present or former Board member, or present employee.

***Hoisting of the Flag***

The flag shall be hoisted briskly and lowered ceremoniously.

In half staffing the flag, it first should be hoisted to the peak for an instant and then lowered to the half-staff position. The flag shall be again raised to the peak before it is lowered for the day. The flag shall never be put at half mast in the middle of the day. It must be put at half mast in the morning only.

***Indoor Flags and Those Not on Movable Hoists***

There shall be a United States flag in each assembly room of every school in the district. It is the duty of the teacher or other person in charge of each assembly room to ensure that the flag in the room is displayed from a staff standing at the audience's right as they face the stage. If the flag is placed on the platform, it should stand at the right of the speaker as he/she faces the audience and at the audience's left as they face the stage.

Adopted: 06/25/02

### OCCUPATIONAL EDUCATION

The Board of Education encourages educational programs which challenge and promote the realization of individual potential in all students. The Board also recognizes that further efforts are necessary to extend educationally and in a cost-effective manner the allocation of resources towards appropriate programs for all students.

Therefore, the Board of Education shall provide secondary school students and district adults access to programs of occupational education, commensurate with the interests and capabilities of those desiring and having a need for preparatory training. The district will develop programs with sensitivity to present and projected employment opportunities, based upon work force needs in existing and emerging occupations.

Occupational training is available for persons enrolled in secondary schools. Individuals who have graduated or left high school, may access occupational programs at their own expense. Classes for out-of-school youth sixteen years of age and over and for adults may be conducted during the day and /or evening

#### *Post Graduate Education*

The Superintendent of Schools is authorized to approve the applications of resident high school graduates to attend Rensselaer-Columbia County BOCES Occupational Education Programs and regular High School classes in accordance with the following provisions:

- a. there is room in the class or classes the student wishes to attend.
- b. tuition for non-veterans, equal to the established district and/or the BOCES Occupational Education rate, is received in advance.

Cross-ref: 4328, Alternative School Programs

Ref: Education Law §§1001 et seq.; 2045(2); 3602(17)(34); 3602-c; 4601 et seq.  
8 NYCRR §§100.2(h); 141 et seq.

Approved: 8/13/02

### TEACHING ABOUT DRUGS, ALCOHOL, TOBACCO

The Board of Education views with grave concern the serious implications of alcohol, drug, and tobacco use by people, specifically young people, all over the United States and especially in the school district. In keeping with its primary responsibility--the education of youth--the Board directs the professional staff of the district to continue to investigate the causes of student involvement with drugs, tobacco and alcohol, and to develop suitable preventive measures however and whenever feasible.

The Board and the professional staff shall continue to educate students and school staff of the district about the dangers of the illegal use of drugs and the abuse of alcohol and tobacco. Instruction will include sessions about the causes and effects of drug, alcohol and tobacco abuse, especially in young people. In addition, all high school students will receive instruction on the dangers of driving while under the influence of alcohol and/or drugs.

The following objectives must be realized if the goal of minimizing drug, tobacco and alcohol abuse is to be achieved:

1. students shall be encouraged to identify the problem and its causes and to organize to solve it;
2. they should understand the nature of legal and illegal drugs and tobacco;
3. they shall be encouraged to develop a set of values and behavioral insights which shall give them a deeper understanding of themselves and society;
4. they shall be encouraged to identify the variety of behaviors, other than drug or alcohol abuse and tobacco use, and
5. they shall be encouraged to make constructive decisions concerning the use of drugs, alcohol, and tobacco.

While the Board in does not condone the student use of alcohol and other drugs, it is in the interest of student and staff health that a climate be created in the schools so that individuals with problems may seek to confidentially receive help.

Cross-ref: 5312.3, Smoking  
5440, Drug and Alcohol Abuse

Ref: Education Law §804  
8 NYCRR §§100.2(c)(3)

### LIMITED ENGLISH PROFICIENCY INSTRUCTION

The Board of Education 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) students are provided with an appropriate program of transitional bilingual education or free-standing English as a second language program.

Pursuant to this policy and the regulations of the Commissioner of Education, the Superintendent of Schools is directed to develop appropriate administrative regulations to ensure that LEP students are:

1. diagnostically screened for limited English proficiency, in accordance with Part 117 of the Commissioner's Regulations. Those students who according to their scores are identified as LEP will be annually evaluated. Included in the evaluation shall be each student's performance in content areas to measure academic progress;
2. assured of access to appropriate instructional and support services, including guidance programs; and
3. assured of having equal opportunities to participate in all school programs and extracurricular activities as non-LEP students.

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 students in English, or when necessary, in the language they understand. In addition, the Superintendent shall ensure that all teachers employed for any bilingual and/or ESL program are properly certified in accordance with the Commissioner's Regulations.

The Limited English Proficiency policy does not pertain to foreign exchange students.

Cross-ref: 4325, Compensatory Education

Ref: Education Law §3204  
 Bilingual Education Act of 1974, §§701 et seq., 20 U.S.C. §§880b et seq.  
 Equal Educational Opportunities Act of 1974, §§201 et seq.,  
 20 U.S.C. §§1701 et seq.  
 8 NYCRR §§80.9; 80.10; 117; 154 et seq.  
*Lau v. Nichols*, 414 U.S. 563 (1974)  
*Rios v. Read*, 480 F. Supp. 14 (1978)  
*Cintron v. Brentwood UFSD*, 455 F.Supp 57 (1978)  
*Aspira of New York v. Board of Educ. (City of New York)*,  
 394 F. Supp. 1161 (1974)

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Adopted: 08/27/02

## LIMITED ENGLISH PROFICIENCY INSTRUCTION REGULATION

In attempting to ensure that students who are limited English proficient (LEP) receive appropriate schooling in English and curriculum areas, the school district shall:

1. in accordance with Part 117 of the Commissioner's Regulations, diagnostically screen every new entrant to the schools 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;
2. 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;
3. ensure that all LEP students have access to appropriate instructional and support services, including guidance programs;
4. ensure that all LEP students have equal opportunities to participate in all school programs and extracurricular activities as non-LEP students;
5. annually provide the Commissioner with the following documents, in the form and by the dates prescribed by the Commissioner:
  - a. a copy of the Board of Education's policy;
  - b. a report by building of students initially identified and annually evaluated as being LEP in the preceding school year;
  - c. a report by building of the number of teachers and support personnel providing services to LEP students;
  - d. a description by building of the curricular and extracurricular services provided to LEP students; and
  - e. results of the annual evaluation of LEP students, including test data and any additional data required by the Commissioner.

The district will also distribute to the parents, or other persons in parental relation to LEP students, school-related information in English or when necessary, the language they understand, and refer LEP students who are suspected of having a disability to the Committee on Special Education.

[In addition to the above requirements, districts which desire to receive state aid for the operation of programs for LEP students must comply with the following additional requirements:]

In order to receive state funds for the education of LEP students, the district shall submit to the State Education Department by September 1 of each year a comprehensive plan to meet the educational needs of such students.

Such plan shall include:

1. the criteria used to place LEP students in appropriate transitional bilingual or free-standing ESL programs;
2. a proposed budget for the operation of the state-aided program;
3. a description of the nature and scope of the bilingual and/or ESL services currently available to LEP students;
4. an evaluation plan in the format specified by the State Education Department;

5. a description of procedures for the program's management, including: staff selection, parental notification, coordination of funds, training, and program planning;
6. an assurance that all regulations and laws governing programs for LEP students will be followed;
7. a description of the support services provided to LEP students;
8. a description of the transitional services provided to LEP students; and
9. a description of the in-service training plan for all school personnel.

#### *Bilingual Instruction*

Should twenty (20) or more 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 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.

#### *English as a Second Language Instruction*

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 with a free-standing English as a Second Language (ESL) 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.

#### *Additional Concerns*

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.

The district shall notify, in English or 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, including the option of not having the student placed in a transitional 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. Such meeting shall be for the purpose of informing the parent/guardian of the nature and value of the transitional bilingual program. Any child that withdraws from a transitional bilingual program must participate in a free-standing ESL program.

Parents shall be informed that they have the option of transferring their child to another school within the district, when the number of eligible students in the student's building does not require the offering of a transitional bilingual education program. If a parent/guardian chooses not to exercise this option,

he/she shall be informed that the child will participate in a free-standing ESL program.

#### *Support Services*

The district shall provide appropriate support services to students who are participating in either transitional bilingual or free-standing ESL programs in order for such students to achieve and maintain a 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 students and the student's parent(s)/guardian(s).

#### *Transitional Services*

The district shall ensure a transition for former LEP students who are transferring from a bilingual or free-standing 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.

#### *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.

#### *Services to LEP Students with Disabilities*

If a student's score on an English language assessment instrument approved by the Commissioner 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.

Appropriate district personnel shall meet at least twice a year with all parents of LEP students to discuss the students' needs and progress.

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## HOMEBOUND INSTRUCTION REGULATION

### *Guidelines for Placing a Student on Homebound Instruction*

1. There should be a referral from the Director of Special Education or Building Principal.
2. A copy of the official Homebound Schedule Card will be forwarded to the homebound teacher, the Counselor and/or the Building Principal, the Attendance Department and the school nurse-teacher (if a medical referral).
3. The Principal is responsible for the arrangement and supervision of home teaching assignments. Upon receipt of a copy of the above mentioned card, the Counselor and/or the Principal or designee should:
  - a. contact the classroom teacher(s) for books and assignments; and
  - b. have the student's folder available for conference with the homebound teacher. The high school or middle school Counselor should expect the homebound teacher to contact her/him within one week after a student is placed on home instruction.
4. Upon notification by the Counselor or Building Principal that a student is on homebound instruction, the teacher of the individual subject should make available to the Counselor or Building Principal all future assignments and tests, as administered, and changes in text materials, if any.
5. If the student is from high school, the homebound teacher will pick up all pertinent books and materials at the high school office. If not a high school student, the teacher contacts the student's teacher for books and assignments.
6. Upon sending out the progress reports at the end of each marking period, the homebound teacher should consult the Counselor, Building Principal or designee concerning any negative comments.
7. Periodically there will be an investigation by the Director of Special Education or Building Principal concerning the continued need of those students with psychological problems receiving homebound instruction. A similar procedure will be followed by the School Physician in the case of those students who have been placed on homebound instruction for medical reasons.
8. When a student is to return to school, the CSE Chairperson or Building Principal will notify the homebound teacher and the transfer will be made by the Special Education office.

### *Instructions to be Followed Regarding Homebound Program*

1. Elementary students are to receive one hour of instruction per day. Secondary students are to receive two hours of instruction per day. *Instruction is only permitted on days when school is in session.*
2. Homebound teachers are to contact the home school for books and assignments.
3. Homebound teachers must contact parent or guardian to set up time of instruction. If it is to be conducted in the home, the parent or guardian should be present during the period of instruction.
4. If the student is from the high school or middle school, the homebound teacher should contact the student's counselor within one week of entrance date to homebound.
5. A separate time sheet is to be submitted for each student. Time sheets from homebound teachers are to be submitted weekly with the parent's or guardian's signature.



6. Homebound teachers shall be paid at the negotiated professional hourly rate. Claims must be submitted to and verified by the Building Principal every two weeks, accompanied by a report on student progress.
7. Three copies of the Progress Reports are to be submitted to the CSE Chairperson or Building Principal at the end of each marking period the student is on homebound instruction.
8. When a student is to be transferred from homebound to regular instruction, a final Progress Report must be submitted to the CSE Chairperson or Building Principal
9. The homebound teacher is responsible for returning books to the home school.
10. Regular homebound teachers are to submit time schedules at the beginning of the homebound program and as revised when additional students are assigned.
11. If notebooks or paper are needed for use in homebound instruction, they may be obtained from the student home school.

*End of Year Instructions Regarding Homebound Instruction*

1. It will be the responsibility of the homebound teachers to return all books to the same person who originally supplied the books, i.e., Principal, Counselors, etc.
2. All homebound teachers are to submit End of Year Reports on each student indicating grade earned in each subject with recommendation for school and class placement for the following year.
3. Permanent Record Cards: It is the responsibility of regular homebound teachers to complete permanent record cards of elementary and middle school students whose names appear on their registers.
4. Homebound Teachers will advise their students of grades earned as well as the teacher's recommendation for placement for the following year.
5. The high school will send copies of report cards to parents of high school students and special education upper grade high school students who have been on homebound instruction.
6. Regular homebound teachers are to meet with the Building Principal or designee to coordinate all closing data.

**PARTICIPATION OF HOME INSTRUCTION STUDENTS  
IN AVERILL PARK CENTRAL SCHOOL DISTRICT  
INSTRUCTIONAL PROGRAMS**

Students instructed at home by their parents may take part in non-credit bearing organized school activities under the following circumstances:

1. The legislature has not authorized part-time attendance and, therefore, a student instructed at home may not participate in the instructional programs of the school district.
2. The Board of Education must offer a student with disabilities the special education services and/or programs as recommended on the Individualized Education Program (IEP) by the Committee on Special Education. The district may claim state aid for the provision of dual enrollment services in district-operated programs. Services provided through BOCES, while generating BOCES aid, do not generate dual enrollment aid.
3. The district is not responsible for providing remedial programs for students instructed at home.
4. Commissioner's Regulation 135.4(c)(7) directs that a participant in interscholastic sports must be enrolled as a full-time student in the public school; however, children educated at home by their parents will be allowed to participate in intramural and other school-sponsored club activities as long as public school students are not displaced by the presence of the home instructed student(s).
5. Home instructed students may not participate in school district band and/or choral groups since they are considered a part of the instructional program and are credit-bearing courses.

AVERILL PARK

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**USE OF SURPLUS ADULT EDUCATION FUNDS**

The Board of Education authorizes the use of surplus adult education funds to update and replace regular school equipment and supplies used by or during adult education classes.

Adopted: 06/10/75  
Updated: 12/21/04

**ESTABLISHMENT OF ELEMENTARY SCHOOL BOUNDARIES**

The Board of Education reserves the right to determine and establish the boundaries for student attendance at each elementary school. Such determination shall be based upon the educational needs of all students in the district and the district's ability to support the additional costs associated with proposed changes.

**CLASS SIZE**

The Board of Education recognizes class size impacts the quality of instruction in the district. Towards that end, the Board will review, annually, the number of students in each class. With recognition that higher class sizes may occur from time to time as a result of lack of space, scheduling, unexpected increases in enrollment, and the district's financial resources, the Board shall consider reasonable efforts to alleviate excessive class size which may have an adverse effect on the quality of instruction.

**Elementary Class Size Guidelines**

The district will strive to achieve the following class size guidelines:

K-3	18-22
Grades 4-5	21-25

If budgetary constraints, or enrollment growth, prevent the district from achieving the class size guidelines, efforts will be made to meet the guidelines in the following priority order:

- Grade K
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5

The goal of the district is to achieve class sizes of 20 for K-3 which is supported by the Class Size Study Group's recommendations, dated 11/14/00. To address class size at the elementary level, the district will also review multiage classes and combination classes, to help meet these guidelines.

When a class section meets the maximum after scheduling has been completed for the coming school year, new entrants will be placed in another elementary building which can accommodate the new entrant and maintain district class size guidelines.

**Middle School Class Size Guidelines**

The guideline for grades 6-8 maintains class size ranges of 20-25 students per section.

### High School Course Offerings and Class Enrollments

The maximum number of course offerings are to be made available to high school students, consistent with the ability of the community to support such offerings.

In order to balance breadth of course offerings with cost effectiveness, course offerings will be limited to classes with enrollment of at least 12 students with the following exceptions:

1. Courses required by students to complete a sequence.
2. Independent study-type courses (such as cooperative work study).
3. Where there are two or more sections of the same course, and the sections average 12 or more students each.
4. Remedial sections.

The 12-student limit will be applied after the first run of the high school's scheduling process.

The Board will consider approving a course offering for which fewer than 12 students enroll if there are special circumstances warranting such consideration.

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## TUTORING GUIDELINES

Often parents request extra tutoring support beyond the classroom in particular subject areas.

Following are guidelines for tutoring not provided by the district. These guidelines are intended to avoid potential conflicts of interest for the teacher, school and parent.

1. During the school year a teacher should not tutor a child assigned to his/her own classroom for additional compensation.
2. When a unique situation occurs, the Building Principal should be consulted to review the situation in relationship to these guidelines. Exceptional cases should be referred to the Superintendent for review.
3. Tutoring for pay should not occur on school premises.

## INSTRUCTIONAL TECHNOLOGY

The Board of Education recognizes its responsibility to ensure that district staff and students have access to up-to-date technological materials and equipment. As used in this policy, “technology” refers principally to electronic materials and equipment, such as computers, telecommunications, lasers and robotics, as available.

The following reflect the districts goals for students regarding instructional technology:

1. to foster an atmosphere of enthusiasm and curiosity regarding new technology and its applications;
2. to heighten each student’s familiarity with and/or working knowledge of current technological materials/equipment;
3. to provide equal access to district technological materials/equipment and to instruction in their implementation;
4. to ensure that the various technologies are utilized in a variety of applications, and are not restricted to one subject area or one location in the schools; and
5. to promote district educational goals through the use of such technology(ies).

In order to achieve the above-state goals, the Board shall seek the advice of representatives from groups utilizing technology in pursuit of district goals (i.e., Board members, administrators, teachers, support staff, parents, and students). In addition, the Board directs the Superintendent of Schools to equip district schools with appropriate and up-to-date hardware/software, to schedule “hands-on” inservice activities for district staff, and to implement suggestions from the above representatives and the instructional materials planning committee, within budgetary constraints.

Note: Policy added – Prior policy, Instructional Technology Long Range Plan

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Adopted: August 27, 2002



**TEXTBOOK SELECTION AND ADOPTION REGULATION**

The Board recognizes the following operational guidelines for the selection of instructional material:

1. It is the responsibility and right of teachers and librarians to suggest instructional material which is carefully balanced to include various points of view.
2. The students and residents of the district shall have the right to suggest instructional materials to the teacher. If any student or resident feels instructional materials which he/she deems relevant are not considered adequately when suggested to a teacher, he/she has the right to request to have his/her suggestion reviewed in accordance with the procedures outlined in number 5 below.
3. The selection of materials will be assisted by the reading, examination and checking of standard evaluation aids, such as standard catalogues, book and magazine review digests, and publications of the State Education Department.
4. Quality of content, as well as pertinence to the curriculum, should be given careful consideration, with particular attention to:
  1. accuracy of factual information;
  2. readability;
  3. interest level;
  4. appropriateness to levels of instruction;
  5. impartiality on controversial subjects unless other points of view are presented equally by the teacher or through use of other materials;
  6. scope of available resources
  7. imaginative presentation; and
  8. organization.
5. Instructional materials for classroom use shall be examined in accordance with the procedures outlined below, to select those in which the presentation and the subject matter are suitable for the grade and the interest level at which they are to be used. They will be considered in relation to both the prescribed curriculum and to the personal interests of students and teachers.

Operating with such a policy:

1. Each teacher or other interested party shall present his/her list of choices to a meeting of the department for discussion and consideration.
2. The teacher or other interested party shall be given a chance to explain his choice if any instructional matter is questioned.
3. Those selections approved by the department shall be filed with the Building Principal.

Note: Regulation added from prior policy, Policy Manual, IFAA/IFAB

Adopted: August 27, 2002

**USE OF TEACHER AIDES**

Teachers may be relieved of some routine clerical and supervisory duties so that they can devote more of their time and skills to teaching.

The duties of teacher aides must be in keeping with Civil Service Regulations and all state and federal requirements regarding the non-instructional role of teacher aides.

Adopted: 06/24/69  
Revised: 05/22/90  
Updated: 01/11/05

## EXTENDED TRIPS FOR STUDENTS

### B. Extended Trips

#### I. Prior To Preliminary Board Approval

Any requests for trips which are to extend for a period of time in excess of one day must be approved by the building principal, normally three months prior to the trip. Upon preliminary approval of the principal, the request shall be submitted to the superintendent. Upon conceptual approval of the superintendent, the request shall be submitted to the board of education. No planning, discussion or announcements except those required in the approval process concerning a proposed extended trip, shall occur within the school or during the normal school day prior to conceptual approval of the trip by the board of education.

To receive permission to proceed with trip planning, a group's request for approval shall include:

1. Educational purpose and relationship of the trip to the educational program
2. Beginning and ending dates of the trip (trips not to conflict with important scheduled activities of students)
3. General itinerary-please note that there is to be no unsupervised time for students on a field trip. Teachers and chaperones are required to supervise students at all times during the trip.
4. Number of students
5. Nature of school group (district students only, except in unusual circumstances); age/grade level
6. Cost to students (transportation, living accommodations, food, tours, tuition, etc.) and affordability of the trip to all students eligible to participate
7. Teachers in charge. The teacher in charge takes overall responsibility for the field trip including supervising all chaperones and students.
8. Travel agency and nature of trip discount which teachers in charge have received (if any).
9. Number of adult chaperones-the ratio of students to adults should be:
  - 5:1 for Elementary trips
  - 8:1 for Middle School trips
  - 12-15:1 for High School trips
 No child will be left alone with only one (1) adult chaperone.
10. Provisions and costs for student/chaperone liability coverage (If the school must have liability insurance coverage extended for the trip, the cost of the excess insurance shall be paid by parents)
11. Provisions made for student/chaperone health insurance
12. Fundraising plans to defray the costs of the trip for students
13. Availability of scholarship aid to families in need
14. Fund disbursement plan in the event of trip cancellation
15. Estimated use of school equipment and facilities
16. Estimated costs to the school (phone, postage, paper, substitutes, etc.)
17. Information concerning world conditions, such as impending terrorist activities, which might affect student safety. (Note: If world conditions change after approval of the trip, the board reserves the right to cancel the trip.)

#### II. After Preliminary Board Approval

- a. After conceptual approval has been granted by the board of education to a group to proceed with trip preparations, the school principal shall monitor the group's fulfillment of the 17 elements of the trip plan.

- b. All funds raised or collected by the group which are to be used in support of the planned trip, shall be entered into a dedicated bank account under the direction of the school's extracurricular funds treasurer.
- c. Groups requesting use of school's facilities and/or equipment in order to raise funds for a trip, shall be charged "at cost" rates for school transportation, custodial services, postage, telephone, paper, etc. (Groups receiving Board of Education approval for student trips shall be exempt from the provisions of the district policy requiring groups to maintain separate liability insurance coverage when using school facilities.)
- d. All written communications regarding the planned trip shall receive the approval of the school principal prior to their dissemination.
- e. The school principal, as agent to the board, shall sign all contracts related to the trip or to fundraising in support of the trip.
- f. Prior to the trip, teachers in charge shall alert the principal and affected parents about any significant change in world conditions which might affect student safety. (See I-17)
- g. Prior to the trip, the group shall leave with the school the following data on each trip participant:
  - 1. Signed permission slip
  - 2. Home and emergency phone numbers
  - 3. Emergency medical information (prescriptions, etc.)
  - 4. Health insurance information
- h. Prior to the trip, the teacher in charge is required to review the school's code of conduct and emergency procedures with students and chaperones. In the event of an emergency on the field trip, the teacher in charge will immediately notify the building principal.
- i. Students are expected to travel to and from the field trip with the teacher leading the trip. Students are not permitted to leave the field trip on their own. Teachers must never send a student home alone – even for disciplinary reasons. Parents/guardians desiring to take their children home before a field trip ends must submit a note to the teacher about such arrangements in advance of the trip. The Board assumes no liability for students who are, for any reason, transported by parents in private cars.
- j. No staff member or student will be required to participate or pressured into participating in a field trip if he/she believes that his/her safety will be jeopardized. Such staff members and students will not be penalized for not participating in a field trip.
- k. In the event that the trip procedures outlined in this policy have not been satisfactorily addressed, the principal shall recommend to the superintendent that the trip be cancelled. Upon examination and upon concurrence with this recommendation, the superintendent shall recommend to the board of education that it rescind its earlier approval for the trip. Revocation of the approval by the board shall mean that school support for the planned trip has been withdrawn.

### **STUDENT PROGRESS REPORTS TO PARENTS**

An important aspect of the instructional program of the school is reporting student progress to parents. The goal is to communicate as often as is necessary and as effectively as possible with the parents of each child, and to encourage parents to communicate with the school.

In accordance with the provisions of No Child Left Behind (NCLB), parents and guardians shall be provided with reports on their child's progress. In addition, the parents/guardians of PSEN students shall be provided with semi-annual progress reports. Copies of letters sent to parents/guardians relating to a particular situation or problem will be kept in the student's folder.

Each student who receives academic intervention services will be monitored and evaluated frequently for academic progress with quarterly written reports will be distributed for students receiving AIS.

The district's formal reporting system includes report cards and/or forms developed by the professional staff and issued periodically, scheduled conferences between parents and teachers, and interim reports issued half way through the marking period. Parents are urged to visit the school and to confer with guidance counselors and teachers as deemed necessary.

Staff members are urged to maintain informal contact with parents through telephone calls and notes.

### **PARENT CONFERENCES**

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

Teachers have a responsibility to communicate with parents to discuss student problems and progress. When a parent requests a conference with a teacher, counselor, or Principal, the staff member shall make every effort to arrange a mutually convenient time. The parent has the right to know who will be present at the conference. Such conferences should be scheduled around the school day so as not to interfere with the instructional process.

## PUPIL PROMOTION AND RETENTION GUIDELINES K-5

Our promotion policy is based upon our philosophy of education and organization of our schools. Our schools are organized so that they may best promote the total growth of the children who attend them. Within the organizational framework of the school, provision is made for individual differences through a flexible plan of grouping. Our promotion policy is flexible so that each child may be considered as an individual and move through our school programs on a continuous progress basis.

The following principles are guides which will enable our schools to put into practice a plan of pupil progress that will be consistent with our philosophy of education. Procedures to be followed in the case of non-promotion or acceleration are also listed.

### Principles – Guidelines for pupil promotion and/or placement.

1. Children vary considerably in their rate of development.
2. Factors that affect pupil progress are: chronological age; communication skills; academic ability; achievement; social, physical and emotional maturity; attendance; motivation and background experiences.
3. Children of the same approximate chronological age tend to have more factors in common.
4. The programs of instruction within the grade should be adjusted to the individual pupil.
5. Some children will benefit from more time in the elementary or middle school if the curriculum is suited to their needs and if they continue to be socially and emotionally adjusted to the group.
6. If non-promotion is to occur, it is preferable that this take place in the primary grades rather than in the intermediate grades. However, in certain cases, intermediate grade non-promotion can be beneficial.

### Procedures for Retention

1. Children will be retained only after a careful consideration and documentation of all factors indicates that non-promotion will be for the best interests of the pupil.
2. Records will be kept on all phases of pupil growth.
3. The student's classroom teacher will complete the Light's Retention Scale and forward the information directly to the principal.

4. Reports to parents will inform the parents of the progress or lack of progress of the pupil and will be based upon a careful study of the objective and subjective evidence compiled.
5. When retention is being considered, a Child Study Team shall be convened consisting of:
  - principal
  - counselor (as appropriate at the elementary level)
  - teachers presently working with youngster
  - previous year teacher
  - psychologist
  - nurse (when appropriate)

This group will consult regarding cases of non-promotion and arrive at a common agreement concerning the reasons for it. Final confirmation of retentions will be the responsibility of the principal. It is the principal's responsibility to ensure CSE involvement when reviewing students with IEP's. Placement decisions for students with IEP's resides with the CSE.

6. The parents of the pupil who may be retained will be furnished with objective and subjective evidence concerning the reasons for possible retention as early as possible in the school year. It is the responsibility of the principal to convene a meeting with the parent to review a retention decision. Final confirmation of retention will be the responsibility of the principal. (See copy of notification letter)
7. Parents must confirm their agreement with the recommendation for retention before or during the last week of school in writing to the principal.
8. If parents are not in agreement with the recommendation for retention, they must sign a waiver indicating that they have been informed of the team's recommendation. This letter will allow the student to be placed in the next grade for one year. Before the conclusion of the school year, the principal will reconvene the Child Study Team to review the student's progress.
9. If the student has not successfully acquired the basis skills for the grade, he/she will be retained. This second consecutive recommendation for retention will not require parental consent.

#### Procedure for Acceleration

1. Children are provided instruction on a continuous progress basis. Peer group placement for capable as well as below average achievers is advocated. In unusual circumstances accelerated may be appropriate.



2. No child will be promoted on trial or on condition.
3. Referrals for acceleration may be made by teachers in writing to the building principal who shall put in motion the review process. This consists of collecting data, arranging for staff case conferences, and contacting the parents.
4. An initial Child Study Team shall be convened consisting of:
  - principal
  - counselor (as appropriate at the elementary level)
  - teachers presently working with youngster
  - previous year's teacher
  - one teacher representing receiving grade level
  - psychologist

A second meeting will be held including the parent of the student and student when appropriate.

At the conference convened and chaired by the principal, committee members are to make presentations concerning the child based on the information collected, which shall include:

- biographical data, standardized and other district test data
- previous school information
- counselor or psychologist recommendation
- review of the child's capacities, strengths and needs, levels of maturity in physical, emotional and social realms
- the teacher's supported statement
- any additional pro and con contributions from all members of the conference.

Following the presentations, the group is to provide a recommendation to the principal on the question of acceleration. Final confirmation of acceleration will be the responsibility of the principal. A written summary of the meeting will be provided.

If acceleration is to take place, a second conference is to be called by the principal, involving the parent (and child, as appropriate), psychologist, and counselor to communicate clearly the responsibilities of all parties involved.

If acceleration is not recommended, the principal will arrange a meeting with the parent to review the basis for this decision. (The principal may call upon some or all of the review committee as appropriate.)

**PUPIL PROMOTION AND RETENTION GUIDELINES 6-8**

Starting with the 2009-2010 school year, Algonquin Middle School adopted a new promotion policy. The previous policy needed to be modified due to the switch from letter to numeric grades.

A student who scores below a 65 in a course for a marking period or final exam is considered to have failed that course for the marking period or final exam in question.

At the end of the school year, all the marking period and final exam grades, if applicable, will be averaged for a course. A student who earns below a 65 for the year will be considered to have failed that course for the school year. It should be noted that, when determining a final average, courses that are less than a full year will be combined with the other courses that a student took in the same block. For example, if a sixth grade student has Spanish the first semester and Family and Consumer Sciences the second semester, then his/her final average for that block will be a combination of those two classes.

A student who has failed zero or one courses will have passed that grade level for the year. A team comprised of the student's teachers, counselor, and administrator will decide whether a student who has failed more than one course should be promoted into the next grade, placed into the next grade, or retained in the current grade. If the team votes to retain a student in the current grade, then that student's name and supporting documentation will be forwarded to the district office for final determination regarding placement or retention.

If a student fails a course for the year, then he/she may take that course during the summer, either in Averill Park, if offered, or in another school district. Students can earn credit for a course they took in summer school in an effort to minimize the number of classes they have failed for the school year, which may change whether they are promoted, versus placed or retained.

**MAKEUP OPPORTUNITIES**

Students who are absent shall be given reasonable time to make up assignments missed during their absence. When necessary and applicable, assignments may be sent home and teachers shall be available to render necessary assistance. The goal is to have the student complete all academic work, however, students whose misconduct is directly related to the student's academic performance (suspension from classes) may be denied the opportunity to make up work.

It is the student's responsibility to request all makeup assignments from subject teachers following absence from class. The student must request assignments early enough to allow adequate time for completion prior to the end of the marking quarter.

Ref: *Matter of Augustine*, 30 EDR 13 (1990)  
*Matter of Shannon*, 26 EDR 218 (1986)  
*Matter of Falcigno*, 22 EDR 599 (1983)

TEACHING ABOUT CONTROVERSIAL ISSUES – EXHIBIT  
FILE OF SPEAKERS

Name of Speaker \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Telephone Number \_\_\_\_\_

Organization \_\_\_\_\_

Topic \_\_\_\_\_

Date \_\_\_\_\_

Teacher and Course \_\_\_\_\_

Recommended by \_\_\_\_\_

This speaker may be considered controversial

YES \_\_\_\_\_

NO \_\_\_\_\_

\_\_\_\_\_  
Approval

\_\_\_\_\_  
Principal

*A copy of this with your comments should be sent to the Volunteer Coordinator as soon as possible after the speaking session.*

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In accordance with the district's "Use and Selection of Outside Speakers", as set forth in policy 4810, each teacher requesting a speaker is required to fill out the above form and submit it to the Principal's office.

This will also give the district an opportunity to build a speaker's file which will be available to the staff.

a\*d

## SAMPLE LETTER TO PARENTS REGARADING OUTSIDE SPEAKERS

Dear Parent/Guardian:

Your child is in my \_\_\_\_\_ class. In order to abide by our Board of Education Policy 4810 on the "Use and Selection of Outside

Speakers", I am informing you that \_\_\_\_\_ of  
Name

\_\_\_\_\_ is speaking to our class on  
Organization

\_\_\_\_\_ Topic

This topic is part of our curriculum and is considered a controversial issue by our Principal. It is district policy to present divergent viewpoints and positions on current issues and problems in order to make students aware of and more able to cope with multifaceted issues.

Please sign this notice and give it to our child to return to me.

Yes, I give permission \_\_\_\_\_  
Signature

\*No, I do not give permission \_\_\_\_\_  
Signature

\_\_\_\_\_  
Teacher

\*Note that an alternate assignment will be provided for a student who elects not to participate in this presentation.