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Educational Goals

The administration and faculty of the City School District of Newburgh in surveying and formulating its goals realizes its obligations to the student as an individual, as a member of society, and as a citizen.

The prime responsibility of the school system is to meet the needs of all children with the expectation that each child will achieve in accordance with his/her abilities. The School District leads the student to discover that before all else, he/she is an individual, unique, independent, and responsible. With this in mind, the educational program will seek to accomplish the following goals in its projected programs:

1. To teach each child in the best possible educational environment, the basic academic subjects necessary to make him/her a productive adult in his/her society.
2. To develop in each child, abilities for effective expression of ideas and an appreciation of the visual and performing arts while encouraging individuality and creativity along with self-discipline and self-appraisal.
3. To prepare each child to live in a democracy so that each will be able to fulfill his/her role as a law abiding, self-sufficient citizen.
4. To help each child to develop and maintain good and lasting mental, physical, and emotional health.
5. To instill in each child the concept of work and an awareness of the opportunities in the world of work, and to provide each with the basic skills to be competent in his/her chosen vocation.
6. To introduce to each child an understanding of, and respect for, the interrelationships of people of different races, cultures and governmental systems that make up the world.
7. To develop in each child a knowledge of the environment and the relationship between one's own acts and the quality of the environment.

Curriculum Development

The Board of Education recognizes its responsibility for the improvement of the educational program of the schools. To this end, the curriculum shall be continually developed, evaluated, and adapted in accordance with a plan for curriculum growth. For purposes of this policy, curriculum shall be defined as the courses of study, subjects, classes, and organized group activities provided by the District.

As agent responsible for the curriculum of the schools, the Board directs that the curriculum of this District be consistent with written goals, objectives and identified student needs; develop individual talents and interests, and serve diverse learners and diverse learning styles to motivate student achievement; provide for continuous learning through effective articulation; and provide all students equal educational opportunity, pursuant to law and regulation.

As educational leader of the District, the Superintendent shall be responsible to the Board for the development of curriculum, and shall establish procedures for curriculum development which insure the effective participation of teaching staff members.

The Superintendent may conduct experimental programs that are not part of the duly adopted curriculum and are deemed to be necessary to the continuing growth of the instructional program; he/she shall report to the Board prior to beginning such pilot programs the objectives, evaluative criteria, and costs of each such program.

The Board also directs the Superintendent to actively pursue state and federal aid in support of educational and research activities.

The Superintendent or designee shall report to the Board periodically on all progress in curriculum development, and submit an annual written report on curriculum activities.

Adoption of Courses of Study

The Board of Education shall provide a comprehensive instructional program to serve the educational needs of the children of this District by the adoption of courses of study suited to the ages and attainments of all students upon recommendation of the Superintendent.

No course of study shall be taught in the schools of this District unless it has been adopted by the Board. The Board shall determine which units of the instructional program constitute courses of study upon the recommendation of the Curriculum Committee and are thereby subject to the adoption procedures of the Board.

The Superintendent is responsible for the continuous evaluation of the efficacy of courses of study and shall recommend to this Board such new or altered courses of study as are deemed to be in the best interests of the students of this District. The Superintendent's recommendations shall include the following information about the proposed course of study:

1. Its rationale in terms of the goals of this District and justification, especially when it is proposed to take the place of an existing course of study;
2. A course syllabus and outline including a course description, learning goals, sequence of topics and themes, course expectation, and assessment and grading plan;
3. Its applicability to students and an enumeration of those groups of students to be affected by it;
4. The resources that its implementation will require, including textbooks, materials, equipment, and specifically trained personnel.

Course Guides

A guide or outline shall be available for each course of study approved by the Board of Education in order to direct and assist the professional staff toward the attainment of goals addressed by that course of study.

Each guide shall contain, as appropriate to the course of study, the expected learning outcomes including the goals, objectives, concepts, skills, and understandings in a given subject; suggested materials and resources appropriate to the course, suggested activities designed to achieve the objectives, and evaluation criteria intended to test the extent to which learning objectives have been achieved.

The curriculum guide shall be the basic instructional tool for each course of study. Each teacher shall conduct the course of study as required by the curriculum guide. Any deviation from the content of the guide must be approved by the building principal in advance of its implementation.

Whenever new curriculum guides are developed or existing guides revised, copies of these additions or changes shall be made available to the Board for review. The Board retains the right to reject any additions, changes and deletions to the presently approved curriculum guides. Copies of all current curriculum guides shall be kept on file in the office of the Assistant Superintendent for Instructional Services.

Equal Educational Opportunity for Instructional Practices

In the belief that equal opportunity in education is fundamental to equality in all other forms of human endeavor, the Board of Education declares it to be the policy of this District to provide an equal opportunity for all children to achieve their potential through the curricular and extracurricular activities provided in these schools regardless of race, sex, marital status, sexual orientation, color, creed, religion, ancestry, national origin, or disability; provided, that in the case of students with educational disabilities, such activities are appropriate to each such student's special educational needs.

Ceremonies, Holiday Displays and Observances

The Board of Education recognizes the value of certain ceremonies and observances in promoting patriotism and good citizenship among students. Therefore, activities in schools commemorating national holidays such as Memorial Day, Thanksgiving, and President's Day are encouraged. The Board shall foster and nurture in students a respect for, and an ability to relate to, other people. In order to reach this goal students need to learn to appreciate the diversity of mankind's historic and cultural heritage and to be aware of other cultures, values, and beliefs that are different from his/her own. To that end, the Board encourages activities in schools relating to cultural holidays, such as Kwanzaa, and celebrations of cultural heritage from other nations.

The Board remains impartial with regard to religion and seeks neither to advance nor inhibit religion. Staff members, when acting in such capacity, are representatives of the District and are prohibited from soliciting or encouraging religious activity (such as prayer) or anti-religious activity, and from leading or participating in such activities with students. Students, faculty, and administration are reminded of the pluralism of religious beliefs and are urged to be conscious of and respect the sensitivities of others.

Teaching about Religion

The Board recognizes the District's responsibility to teach students about religion's role as a vital force in the development of civilizations, as well as to foster respect for individual religious beliefs. In addition, the Board believes that it is the duty of the District to ensure that every student fully understands the principle of religious freedom that is part of this country's heritage. The Board also recognizes that the District may not provide religious instruction, but may teach about religion.

Therefore, the Board encourages instructional programs that:

1. focus on the role that religion has played in history and/or in the development of a society or culture; and
2. educate students about the principle of religious liberty as one of the central elements of freedom and democracy.

Religious and Cultural Holidays, Ceremonies, and Observances

The Board recognizes that activities related to the celebration of religious and cultural holidays, including but not limited to Christmas, Chanukah, Easter, Ramadan, Passover and Kwanzaa, present an excellent opportunity to teach students about religious and cultural traditions and beliefs and foster respect and understanding among students. In addition, educational goals motivated by secular purposes may include religious aspects, and sometimes require the presentation of material with religious themes. Therefore, instruction and activities related to the observance of religious holidays is permitted as long as they are conducted in an unbiased and objective manner, focus on the origins and cultural and historical significance of the holiday, and the generally agreed upon meaning of the holiday observance. Such teaching may neither promote nor disparage religious belief, and must avoid the implication that the religious doctrines on which such holidays are based have the support, endorsement or disapproval of the District or school personnel.

In planning activities related to a religious holiday or theme, special effort should be made to ensure that the activity does not involve the practice of rituals and religion and students of all faiths can participate without feeling that they are betraying their own beliefs. Therefore,

1. School and class plays, including scenery, shall not be overtly religious and shall reflect various heritages, where appropriate;
2. Seasonal programs may include religious music; however, religious music shall not entirely dominate the selection of music and an effort shall be made to be balanced and inclusive.
3. Program notes and illustrations shall not be religious or sectarian;
4. Holiday cultural decorations may be displayed in school buildings, but not in individual classrooms;
5. Secular decorations may be used in classrooms and hallways (e.g., candy canes, Santa Claus, dreidel); and
6. There shall be no mandated “grab bags.”

Students shall be given the option to be excused from participating in those parts of a school ceremony, observance or holiday event which substantially burden their own or their parents’ sincerely held religious beliefs.

Religious Symbols

Religious symbols are sacred to particular faiths and belong primarily in a place of worship or home. Historically, religious symbols have been an integral part of society and cultures, and use in the school must be in the classroom for temporary periods of time and only when appropriate for educational purposes. Religious symbols include but are not limited to Star of David, Creche, Cross, Buddha, Crucifix, Menorah with candles or lights.

Holiday religious symbols must be used primarily for educational purposes. Their meaning should be explained to students with sensitivity and respect for the feelings and beliefs of individuals. The Board only authorizes the use of religious objects or symbols in the classroom, on a temporary basis, as a teaching aid or resource to provide examples of cultural and religious heritage in conjunction with teaching about religions.

Holiday religious symbols are sometimes cultural symbols that have no religious significance themselves but have been allowed to become associated with a particular religious belief in connection with holiday celebrations. Holiday cultural symbols may be used for decorative purposes in the schools and include but are not limited to Santa Claus, Menorah without candles, Christmas trees, wreaths, Easter eggs, Kinara, Star and Crescent, candy canes and dreidels.

The Board permits the display and use of holiday cultural symbols within the school buildings, at the discretion of the Building Principal, as long as such display is balanced and inclusive, illustrative of the world’s religious traditions and cultural heritages, temporary in nature, coinciding with the holiday season and does not impose a risk to the health and safety of students and staff. The Board directs that the Superintendent of Schools make final determinations about the appropriateness of individual holiday displays.

District Calendar

The District will note on the District calendar only those religious holidays that will actually affect school attendance.

Out of respect for a student's observance of religious holidays, teachers will be sensitive to the needs of the students by allowing them to make up all new work, homework and tests without penalty. Parents/guardians are encouraged to notify the school prior to the absence in order to assist the staff in instructional planning and in meeting the needs of the student.

1. To the extent possible, school events will not be scheduled on religious holidays, including evenings of observance.
2. In scheduling graduations, the school administration will be sensitive to the religious observances and restrictions of all students.

Homework

The Board accepts the principle that homework, when properly planned and appropriately assigned, is an essential means of reinforcing learning and developing responsibility in the child.

The Superintendent shall develop regulations for the assignment of homework according to these guidelines:

1. Homework should reinforce school learning through further practice or through actual application of what has been learned at school.
2. Homework should encourage the use of initiative and responsibility.
3. Homework can bring about more effective learning when it ties in with the interest of the child — when the child sees meaning and use in his/her homework. In other words, when the assignment is more individualized, it will have greater learning value for the pupil.
4. When homework assignments are effectively carried out, the child should receive approval for his/her accomplishment. Children may lose enthusiasm for learning when little or no notice is taken of successful accomplishment.
5. Homework should not be given as busy work or without a definite purpose. If the assigned work is expected to be done by the pupil and handed in to the teacher, it should be corrected by the teacher and the pupil apprised of his/her achievement in regard to the work.

Animal Dissection

The Board of Education recognizes that animal dissection is an integral part of the study of living things and instruction in the life sciences. The Board also recognizes that some students have a moral or religious objection to dissection or otherwise harming or destroying animals. In accordance with Section 809 of the Education Law, any student who objects to dissecting animals may opt-out of dissection activities, provided that the student performs an alternative project through which he or she can learn and be assessed on material required by the course. An alternative project may include but is not limited to computer programs, internet simulations, plastic models, videotapes, and digital videodiscs, and is subject to approval by the student's teacher. The student's objection must be substantiated in writing by the student's parent/guardian.

At the start of each year, teachers of courses that include animal dissection shall give written notice to the students in those classes and their parents/guardians of the right to opt-out of animal dissection and to perform an alternative activity.

No student shall be discriminated against based upon his or her decision to exercise the right to opt-out of animal dissection.

Field Trips and Other Trips

The Board of Education recognizes that field trips properly planned and integrated into the curriculum, not merely recreational, are an educationally sound and important part of the program of the schools that can supplement and enrich classroom instruction by providing learning experiences in an environment outside of the schools, arouse new interests among students, and bring all the resources of the community - natural, artistic, industrial, commercial, governmental, and educational - within the ambit of a student's learning experience.

For purposes of this policy, trips are classified as follows:

1. **Educational Field Trips** – any journey by a group of students away from the school premises, under the supervision of a teacher that is an integral part of an approved course of study. No payment or fee may be required for these trips.
2. **Other Trips** – although not an integral part of the educational program, trips that are desirable as an enrichment to the regular course of study. These include trips by school organizations, such as interscholastic athletic teams, performing groups and/or student clubs, when approved by the District; approved excursions by student groups, such as the senior class trip; and approved exchange programs. Since these trips are extracurricular, students may be required to pay necessary fees and expenses. Students who choose not to participate in these types of trips shall be required to attend school and will be assigned appropriate schoolwork.

Board of Education review and approval shall be required, in advance, for all proposed field trips which are planned to keep students out of the District overnight or longer. The Superintendent shall be responsible for reviewing and approving all other field trips.

The cost of transportation, as well as the related costs of trips other than educational field trips, is to be paid in advance of the field trip, by students, fundraising activities and/or through donations.

Fundraising activities and donations can only be applied to the cost of the trip if applied equally to all students participating in a field trip. Fundraising shall not be limited to selected students participating in a field trip. Provision will be made by the Superintendent to ensure that no student is denied participation because of financial conditions. It is the Board's intent that these fees are kept to a minimum.

It is the policy of the Board of Education not to endorse or support field trips that require travel out of the country, except where such field trip is directly related to the curriculum, is of significant educational value and the students are required to attend classroom instruction (e.g., exchange programs).

The Board does not endorse, support or assume liability in any way for any staff member of this District who takes students on trips not approved by the Board or Superintendent, as required

by this policy. No staff member or other individual shall announce any non-school sponsored trip, nor solicit students of this District for such trips within the facilities or on the school grounds of the District. In addition, no individual shall use the name of the District or any of its organizations in conjunction with such trip. Nor shall such trip commence or take place on or during school hours.

Any staff member who leads, sponsors, or participates in a non-school sponsored trip involving District students shall in advance and in writing inform the participating students and their parents/guardians that the trip is not sponsored by the District and the District bears no responsibility for such trip.

The Superintendent of Schools shall prepare regulations for the operation of field trips and other trips which shall insure that:

1. Students on field trips remain under the supervision of this Board of Education and are subject to its rules and regulations, including the Student Code of Conduct. The safety and well-being of students shall be protected at all times.
2. A so-called educational trip, initiated by the parent and not sponsored by the school, is by attendance regulations, an illegal absence.
3. Private transportation will not be used for school-sponsored trips without the prior written permission of the Superintendent or designee.
4. For any activities which involve travel beyond the school grounds to which a student is assigned, a Parent Permission Slip is required.
5. In the event that emergency conditions exist that are outside of the control of the School District, including but not limited to the designation of a heightened security alert by the U.S. Department of Homeland Security or inclement weather conditions, the Superintendent may determine that a trip should be rescheduled or cancelled.

The Board requires that a consent form, completed by the student's parents/guardians be obtained for every participating student prior to departure. No student will be permitted to participate without such completed form.

Transportation

Transportation for field trips and other trips, extra-curricular and other activities shall be provided if such trips and activities are approved by the Superintendent of Schools or Board of Education. The District Code of Conduct shall be in effect for all such transportation.

The following methods of transportation are approved for use in connection with such trips and activities, in the following order of preference:

1. School District owned or contracted vehicle.
2. Rental vehicle, rented in the name of the School District that holds five or fewer passengers and does not require a livery or bus driver's registration or license.

3. Rental vehicle, rented in the name of the adult driver that holds five or fewer passengers and does not require a livery or bus driver's registration or license.

Transportation by parent or other community members, teachers and coaches in private vehicles for school-sponsored trips and activities is discouraged and should only be used sparingly and if the Superintendent or designee determines that it is absolutely necessary. Before transportation in a private vehicle may occur, the driver must submit to the District a copy of his/her current driver's license, current vehicle registration and New York State Insurance Identification Card. The District will provide this information to the District's insurance carrier. If private transportation for a trip or activity is contemplated, a second driver must be available to drive in case of the driver's absence or inability to be present on the day of the trip or other activity. The back-up driver must also submit all required information to the District and the District's insurance carrier.

Any individual who seeks to transport students in his/her personal vehicle shall be advised of the potential for personal liability and that his/her insurance is primary and the District's insurance is secondary.

The permission slip submitted for the approval of school-sponsored trips and activities shall indicate the method of transportation to be used, who will be driving and the vehicle to be utilized. The District will not provide blanket approvals to enable employees to drive for school-sponsored trips and activities. Approval will not be granted for a trip or activity where there is a ratio of one student to one chaperone/driver unless the chaperone is the student's parent/guardian.

The District reserves the right to predetermine whether or not an individual has an acceptable driving record for purposes of driving students on trips or to activities.

Where the District provides transportation for students to a school sponsored field trip, other trip, extracurricular activity or any other similar event, the district shall provide transportation back to either the point of departure or to the appropriate school in the district unless:

1. the student's parent/guardian provides the District with prior written notice authorizing an alternative form of transportation for such student; or
2. intervening circumstances make such transportation impractical, in which case a representative of the district shall remain with the student until the student's parent/guardian has been contacted and informed of the intervening circumstances and the student is delivered to his/her parent/guardian.

A student must remain with the group at all times and may not leave the group to meet a parent/guardian elsewhere.

In the event of an accident while on a field trip or other trip, the procedures set forth in Policy No. 8620 shall be followed.

Guidance Counseling

The basic educational philosophy of the Newburgh school system recognizes the wide range of abilities and interests of its students, and endeavors to improve the educational advantages for them all; prepare them for further education, for business and for industrial careers; and train them for independent and logical thinking.

In order to serve the students of the district, the Board requires that a planned program of guidance counseling with the following major responsibilities be offered:

1. Educational counseling
2. Vocational counseling
3. Personal counseling
4. Student record maintenance.

Home and Hospital Instruction

The Board of Education shall provide instruction to a student who is confined to home or hospital for mental or physical disability, illness or injury, for more than five consecutive school days upon receipt of a doctor's certificate. The Board shall also provide alternative instruction or home instruction to a student suspended from school, at the District's discretion.

Applications for such instruction shall certify the reasons such instruction is requested, state the probable duration of the confinement or suspension and be approved by the School Physician, if appropriate, and the Superintendent of Schools or designee.

The program of instruction given each student shall conform to the rules of the Commissioner of Education, with such exceptions as may be recommended by the Superintendent or designee or the Committee on Special Education in accordance with the individual needs of the child's educational program.

The Board reserves the right to withhold such instruction when:

1. the reason for the student's confinement is such as to expose a teacher in his/her presence to a health hazard;
2. a parent or other adult in authority is not at home with the student during the hours of instruction and an alternative site is not appropriate; or
3. the condition of the student is such as to preclude benefit from such instruction as indicated in writing by the physician.

Occupational Education

The Board of Education recognizes its role in providing leadership in the institution and implementation of a K-12 occupational educational program.

The main thrust of occupational education shall be to prepare all pupils for a successful life of work by increasing their options for occupational choice, by eliminating barriers — real and imagined — to attaining job skills, by preparing pupils for enrollment in advanced or highly skilled vocational and technical education programs, and by assisting pupils in making informed and meaningful occupational choices.

The Board will support a program of occupational education which shall include:

1. courses of instruction as part of the regular curriculum of the school;
2. a shared time program of occupational education outside this District, provided that such program is not offered in this District and provided that such enrollment has been approved by the parent or guardian of the pupil;
3. a school-to-employment program to improve pupil capacity to perform successfully as full-time employees; and
4. the establishment and maintenance of school space for occupational education.

In order to maintain these programs the Board of Education shall approve the content and organization of all courses of study and employ and supervise all education staff.

The Superintendent shall develop regulations which insure that all programs are operated in conformity with the current District plan for occupational education; all teachers are properly certified for their specific teaching assignments; all approved courses of study are carried out; and pupils participating in part-time cooperative programs are not exploited, illegally employed, or employed under conditions which fail to safeguard their health and interests.

Physical Education

The Board of Education requires that a program of physical education be an integral part of the District curriculum. Achievement of the program's goal of physical fitness, skills, knowledge, social qualities, and attitudes will provide a meaningful and profitable experience for each student. Particular attention shall be given to students who possess lower levels of physical ability.

The ultimate goal of the District physical education program is the inculcation of a strong appreciation of, desire for, and interest in participating in physical activities which will endure throughout life.

In order to secure a state diploma of any type, a pupil must satisfactorily complete the physical education requirements. A student is required to participate in physical education each year he/she is in school prior to graduation.

Criteria for successful completion of physical education requirements are regular attendance at each scheduled class, promptness, appropriate attire, and satisfactory participation in assigned activities. A student who fulfills these requirement and has exhibited acceptable evidence of satisfactory progress in terms of his/her abilities but who has been unable to meet minimal standards of physical performance may not be given a failing grade in physical education.

Co-Curricular Activities

The Board of Education believes that the goals and objectives of this district are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular classroom curricular program of the school.

The purpose of co-curricular activities shall be to develop pupil initiative and provide for the exercise of responsibility, to develop leadership capacities and good organizational skills, to aid in the socialization of pupils, and to enable pupils to explore a wider range of individual interests than might be available in the regular curricular program.

For purposes of this policy, co-curricular activities shall be those activities conducted on or off school premises by clubs, associations, and organizations of pupils sponsored by the Board. Co-curricular activities must be related to the curriculum but shall not be offered for credit toward promotion or graduation. Such activities are ordinarily conducted wholly or partly outside the regular school day. No co-curricular activity shall be considered to be under the sponsorship of this Board unless its relationship to one or more course of study has been demonstrated. Co-curricular activities shall be available to all applicable pupils who voluntarily elect to participate.

The Board of Education expressly declines to create a limited open forum for activities initiated by pupils. Accordingly, a group of pupils wishing to meet on school premises shall apply to the building principal for permission to meet and must demonstrate to the principal the relationship of their meeting to the curriculum. The principal shall permit only those meetings that relate specifically to the curriculum.

The Board shall make school facilities, supplies, and equipment available and assign staff members for the support of a program of co-curricular activities for pupils in grades 7 through 12 which enhance the educational program of the schools. No co-curricular activity shall be considered to be under the sponsorship of this Board unless it has been approved by the Principal, Superintendent and Board.

Interscholastic Athletic Competition

The Board recognizes the value of a program of interscholastic athletic competition for both boys and girls as an integral part of the total school experience. In order that the athletic program be successful, certain goals must be set and strived for. The following are the goals of the Newburgh School District athletic program:

- To develop sportsmanship and a sense of fair play.
- To learn to follow rules and regulations.
- To develop the body and mind through physical and mental activity.
- To develop positive relationships with teammates and opponents.
- To develop a sense of responsibility.
- To develop self-discipline.
- To learn personal sacrifice for the good of the team, teammates, and others.
- To develop the ability to learn, follow rules and make decisions that may help to achieve success as an athlete.

For purposes of this policy, the interscholastic athletics program shall include all activities relating to competitive sport contests, games or events or sport exhibitions involving individual students or teams of students of this District when such events occur between separate schools within this District or with schools outside this District.

Any student who wishes to participate on any District athletic team(s) must exemplify the qualities of good citizenship and abide by all school regulations and policies. Every participant must also attend school regularly and on time, and work to his/her fullest capacity to achieve academic excellence.

Students in grades 7 and 8 may compete on any senior high school team provided such students are placed at levels of competition appropriate to their psychological maturity, physical fitness, and ability and skills in relationship to other students on those teams in accordance with standards established by the Commissioner.

Teachers should feel free to work with coaches and use the athletic program as a tool to mold the desirable qualities necessary to develop good citizenship in students. The athletic program for the School District, both for physical education and sports activities, will comply with Title IX and its rules and regulations.

The Superintendent shall annually prepare, approve, and present to the Board for its consideration a program of interscholastic athletics that shall include a complete schedule of athletic events within the budgetary constraints of the District.

Summer School

The Board may conduct a summer program at the elementary and secondary levels for pupils of this District and such other pupils as the Board may admit. Summer school instruction shall be designed to provide opportunities for pupils to make up a failed course and/or to enrich a scholastic program.

Pupils eligible for the summer school of this District shall include resident pupils eligible for regular attendance in the public schools of this District and may include nonresident pupils whose age or grade level is appropriate to the course of study applied for.

Tuition fees shall not be charged to pupils domiciled within the District for enrollment in courses related to the curriculum content of the regular school program. Tuition may be charged of nonresident pupils.

The Board shall not provide transportation to and from summer school classes for secondary 7-12 pupils, unless extraordinary circumstances require such transportation. Transportation will be provided for twelve month IEP students and may be provided for elementary K-6 pupils.

For summer school programs which are given for credit, regular attendance is imperative. In general, for those programs such as summer school which meet on a regular basis, three (3) days of unexcused absence could result in a student being dropped from the course or program.

The Superintendent shall be responsible for developing regulations for the operation of the summer school which shall be consistent with Board of Education policies. The operation of summer school shall not conflict in any way with the administration of the regular school sessions of this District.

Adult Education & Community Education

In the belief that education should not terminate with a diploma or a degree, the Board of Education will establish and maintain a program of continuing education and shall utilize its school facilities for accomplishing the legitimate educational purposes of serving the civic, vocational, avocational, and cultural interests of the community.

The Board shall maintain a program of instruction in English language and in government and laws for the benefit of foreign-born residents of the District, and general continuing education covering music; dramatic arts; and fine, applied and practical arts subjects as well as recreation and leisure time instruction in physical education, health education, sports, games, arts and crafts, etc.

The Superintendent shall utilize appropriate staff members, invite the participation of representatives of the community, cooperate with local organizations and agencies and assess the needs and resources of the community to develop a program of adult education and present that program to the Board for approval. Any such program shall not be inconsistent with the policies of this Board of Education.

Persons aged 21 years and above who have not received a high school diploma and who are residents of this district are eligible for attendance in the adult education program through the New York State Education Preparation for Employment (EPE) Program. Non-residents may also be accepted in adult education classes provided residents are given priority.

The program of adult school education shall be maintained at no cost to the Board of Education. Participating pupils shall be charged tuition pursuant to law and shall provide all supplies necessary to the accomplishment of the program, except that residents of the District who are 65 years of age or older shall be admitted to the adult education program without charge.

The Superintendent is directed to seek out and utilize such sources of revenue as may be appropriate for the financial support of the adult education program.

Referral to Committee on Special Education

Any student suspected of having a disability may be referred to the Committee on Special Education for initial evaluation to determine if the student is a student with a disability by the parent or person in parental relation. In addition, the Board of Education designates the Assistant Superintendent for Curriculum and Instruction-Pupil Personnel Services as the staff member responsible for referring students to the Committee on Special Education.

If the student is a resident of the District, any professional staff member of the District the student attends, professional staff member of the District in which the student resides, physician, judicial officer, professional staff member of a public agency or the pupil himself or herself if such pupil is eighteen years of age or older or is an emancipated minor may make a request for a referral to be made to the Assistant Superintendent for Curriculum and Instruction-Pupil Personnel Services. The Assistant Superintendent for Curriculum and Instruction-Pupil Personnel Services shall determine if a referral to the CSE shall be made. The procedures outlined in §200.4 of the Commissioner's Regulations shall be followed for all referrals made to the CSE. If the Assistant Superintendent for Curriculum and Instruction-Pupil Personnel Services determines that a referral to the CSE is not warranted, he/she shall advise the Building Principal, who shall determine if any building level services should be implemented.

Pre-Referral Interventions

The Board of Education will implement schoolwide approaches and pre-referral interventions in order to remediate a student's performance prior to referral to the Committee on Special Education. Prior to referral, the building Child Study Team will consider, create and exhaust all appropriate building level instructional support services, programs and accommodations to address the student's areas of academic difficulties. These may include, but are not limited to: differentiation of instruction within the general education setting, environmental accommodations, remedial reading, remedial math, speech improvement services, counseling, behavioral intervention plans and staff training. The Child Study Team shall document that pre-referral strategies have been implemented, monitored and assessed for a sufficient amount of time to ascertain the effectiveness of the intervention prior to considering a referral to the Committee on Special Education.

Pre-referral interventions will not be utilized as a barrier to prevent appropriate referrals for special education services, but will be utilized as a tool to assess the ability of the student to benefit from regular education services.

Referral to the Committee on Special Education

In order to assure an effective program for each child of this District who may have a handicapping condition, the Board of Education will provide the services of a Sub-Committee on Special Education in each school building as well as a District Committee on Special Education (CSE) whose work shall be supplemented by the services of approved diagnostic clinics, agencies, or professionals in private practice.

The Board directs that each child be considered for examination by a Sub-Committee or District Committee on Special Education if he or she has been identified or recommended by a professional staff member; his/her parents; or by an agency recognized by the administration which is concerned with the welfare of children. A pupil thought to be educationally handicapped must be referred in writing to the chairperson of the CSE or the principal of the school which the pupil attends or is eligible to attend. The referral must state the basis for the belief that the pupil may have a handicapping condition which impedes his or her educational performance. The parents of a referred child shall be requested to participate in decisions concerning the classification, placement, and program of their child.

The referral of a pupil shall initiate a sequence of events leading to a recommendation regarding the child's eligibility for special education services, and an individualized education program (IEP) designed to meet his or her developmental levels and educational needs. The CSE shall then forward its recommendation with a report of the evaluation to the Board within thirty (30) days of the pupil's referral and notify the parent(s) as required.

Within thirty (30) days of receipt of the recommendation, the Board will provide appropriate special programs and services, which will include provisions for the pupil to participate in physical education or adaptive physical education in the case of a pupil initially entering special education. The program of special education provided will include implementation in the recommended setting of the IEP to which the pupil's parent or guardian has consented; the program shall be continually evaluated. The Board shall notify the parents of its decision within thirty (30) days of the Committee's recommendation.

At any time after the receipt of notice of recommendation, or in the event that the CSE fails to make a recommendation within thirty (30) days from the date that a child has been referred for evaluation and recommendation, or that the Board fails to implement the recommendations of the CSE within thirty (30) days of the receipt of recommendations of the CSE, a parent or legal guardian may request in writing an impartial formal hearing. If, within thirty (30) days of the date of notification, the parent does not consent to the initial provision of special programs and services, the Board shall initiate a hearing.

Independent Educational Evaluations

An Independent evaluation of a student thought to have a disability, conducted by a qualified examiner who is not employed by the Newburgh Enlarged City School District or any public agency responsible for educating the student.

If a parent disagrees with an evaluation obtained by the School District, the parent should explain, in writing, to the District's Director of Special Education the reason(s) why he or she objects to the District's evaluation. In the event that a parent does not provide an explanation, as described above, or if the District does not believe that a requested independent evaluation is needed or appropriate, the District will promptly make a decision not to allow the evaluation at public expense and will, without unnecessary delay, commence an impartial hearing to demonstrate the appropriateness of its own evaluation(s) and/or to demonstrate the inappropriateness of the evaluation which the parent seeks to obtain at public expense. Whenever approval of a parent's request for an independent evaluation is granted, the independent evaluator must be certified or have met any minimum qualification requirements that an evaluator employed by the District would need to possess in order to perform the same evaluation.

In the event that a parent obtains an evaluation at private expense, the results of the evaluation will be considered by the Committee on Special Education in any decision made with respect to the student's educational program.

The Board hereby directs the Superintendent of Schools to develop regulations which ensure that information regarding IEE's made available to parents who request the same. Such information should include the minimum qualifications required of independent evaluators and provide a schedule of the fees that the District will pay for IEE's in a variety of disciplines. The fee schedule shall be reflective of community standard rates in each discipline. In exceptional circumstances, the Director of Special Education may authorize an independent evaluation for which the fee charged will exceed the allowable fee which may be paid for a particular type of independent evaluation (e.g., if an unusual evaluation is needed or if no appropriately certified independent evaluators can be found whose rates meet those set by the District).

Independent Educational Evaluations Procedure

Introduction:

The following are the procedures established by the Newburgh Enlarged City School District for obtaining independent educational evaluations (IEE's) for children with educational disabilities or for children who are referred to the Committee on Special Education because they are suspected of having an educational disability and may, therefore, be in need of special education.

Parents of disabled children have the right under Federal and State regulations to obtain an IEE at public expense under certain conditions. Regulatory standards are outlined in the Regulations of the Commissioner of Education at Part 200.5(g). Additionally, the Federal Regulations at 34 CFR §300.502 specify requirements for IEE's. These documents, in addition to *A Parent's Guide to Special Education: Your Child's Right to an Education in New York State*, detail IEE requirements. These documents are available from the Special Education Office for parent(s) who desire additional information.

The School District has established reasonable reimbursement rates for independent evaluators that are within the rates that the School District would be required to pay to BOCES. Absent exceptional circumstances, the District will not pay more than the following rates:

Individual Psychological	\$500.00
Educational Evaluation	\$500.00
Combined Education/Psychological	\$1,000.00
Speech Evaluation	\$400.00
Occupational or Physical Evaluation	\$300.00
Audiological Evaluation	\$400.00
Neurological Evaluation	\$1,600.00
Psychiatric Evaluation	\$800.00

Procedures Following Request for IEE:

The School District may pay for an independent evaluation or assessment only if conducted by an individual who possesses a current license or certification from the New York State Education Department in the area of evaluation. Such IEE's may also be presented as evidence at a hearing conducted by the School District or requested by the parent.

Upon receiving a request for reimbursement for an IEE, the Director of Special Education will forward an acknowledgment letter to the parent and/or independent evaluator within 10 calendar days. Any further information needed by the School District to reach a decision regarding payment will be requested in the letter. (A copy of the evaluation report, if already obtained, should be attached to the request for reimbursement.) The bill for the evaluation should include some breakdown of costs (e.g., record review; client interview; test administration, scoring and interpretation; and report writing). No payment will be made until the district receives a copy of the evaluation report.

If denial for reimbursement is indicated, the reason(s) for the denial, as well as the intention

of the School District to initiate a hearing to defend this refusal will be addressed to the parents in writing. Conversely, if the District agrees to pay for an IEE, the parents will be notified by letter.

Responsibilities:

Parents may select any professional who meets the criteria stated above. If an independent evaluator is selected from the approved list, it becomes the responsibility of that professional to contact the School District to arrange for payment, dates of classroom visitations and discussions with school staff. The independent evaluator is also responsible for sending a copy of their state certification/license to the Director of Special Education. Requests for exception to these procedures should be forwarded in writing to the Director of Special Education.

Listing of Qualified Professionals:

The School District will permit parents to select any independent evaluator, as long as the qualified professional selected by the parent is a certified and/or licensed evaluator in New York State. The School District has also established a list of qualified professionals who are in private practice or employees of other public agencies to whom parents may go to secure an IEE which is available to parents upon request. This list of independent evaluators includes professionals in all areas of a child's suspected disability. In addition, the School District will pay for an evaluation performed by an employee of any other public school district or BOCES within Orange County whom the parent chooses to employee as an independent evaluator at the then current hourly rate paid to that licensed or certified individual by their respective public school district or BOCES.

Further Information:

The School District has developed these procedures in order to avoid any misunderstandings and ensure that the School District is following its responsibility to provide IEE's at parental request. Parents can obtain further information on IEE's by contacting the Director of Special Education. Parents can also contact the New York State Education Department for additional information on IEE's by contacting the Office of Special Education Services at (518) 483-3530 and speaking to the Regional Associate assigned to Orange County.

Programs for Students With Disabilities

The Board of Education shall make available to all students eligible under the Individuals with Disabilities Education Act and Article 89 of the Education Law, and their implementing regulations, a free appropriate public education (“FAPE”) in the least restrictive environment appropriate to meet their individual needs.

The Board acknowledges its responsibility to offer, at public expense, special education and related services which are designed to provide educational benefits to students in conformity with their individualized education program. Special education services or programs will be designed to enable a student with disabilities to be involved in and progress in the general education curriculum, to the extent appropriate to his/her needs.

Consistent with the requirements of federal and state law and regulations, the Board will:

1. Appoint a committee on special education (CSE), and as appropriate, CSE subcommittees to assure the identification and placement of eligible students with disabilities.
2. Based upon the recommendation of the CSE, arrange for special education programs within legally prescribed time frames. Should it disagree with the recommendation of the CSE, the Board, upon notice to the parents involved and in accordance with the procedures set forth in the Regulations of the Commissioner of Education, may forward its concerns to the CSE or reconvene a second CSE for review of and revisions to the original recommendation as appropriate.

The Board hereby appoints a Committee on Special Education comprised of at least the following mandated members:

- the parents or persons in parental relationship to the student;
- the regular education teacher of the student if the student is, or may be, participating in the general education environment;
- the special education teacher or special education service provider of the student;
- a school psychologist, whenever a new psychological evaluation is reviewed or a change to a program with a more intensive staff/student ratio is considered;
- a representative of the district qualified to provide, or supervise the provision of special education and is knowledgeable about the general curriculum and about the availability of the resources of the school district;
- an individual who can interpret the instructional implications of evaluation results, who may be a member of the team selected from the general or special education teacher or provider or district representative described above;
- the school physician, if specifically requested in writing by the parent or by a member of the school at least 72 hours prior to the meeting;
- a volunteer parent of a student with a disability, or a parent of a student with a disability who has been declassified, or become ineligible to receive special education services within the past five years, who resides in the district or a neighboring school district, provided that such parent is not a required member if the parent(s) of the student request that the additional parent member not participate in the meeting;

Adopted: April 27, 1982

Revised: October 30, 1984

Revised: September 29, 1987

Revised: December 18, 1990

Revised: August 31, 1993

Replaced: April 26, 2011 “***Programs for Handicapped Students***”

Ref.: Ed. Law §4401 et seq. (Article 89)

20 U.S.C. §§1400 et seq. (IDEA)

34 CFR Part 300

8 NYCRR Part 200

- other persons having knowledge or special expertise regarding the child, including related services personnel as appropriate, as the school district or the parents shall designate. The determination of knowledge or special expertise of that person shall be made by the party who invited the individual to be a member of the CSE;
- whenever appropriate, the student with a disability;
- a representative of a private school, BOCES or educational facility when CSE is considering out of district placement;
- a designee of the appropriate CSE county or State agency when considering a residential placement.

Testing and evaluation procedures will be used for the identification and placement of students with disabilities, which meet the requirements of federal and state law and regulations. As part of the periodic reevaluation of a student with disabilities, the CSE will determine if the child continues to have a particular category of disability, or continued need for special education and related services. The continued eligibility for services of a student previously classified as a student with disabilities will be determined in accordance with the procedures set forth in federal and state law and regulations.

Parents of students with disabilities and their children will be provided with notice of the procedural safeguards available to them and their children. The district will use the procedural safeguard notice prescribed by the Commissioner of Education and make the notice available in the manner prescribed by the Commissioner's Regulations. Students with disabilities and their parents will be afforded the procedural safeguard rights set forth in the notice.

To ensure the appropriate delivery of services to students with disabilities in the district, the Superintendent of Schools shall ensure that:

1. All children with disabilities residing in the district, including those attending private schools located in the district are identified, located, evaluated and provided with FAPE if eligible in accordance with law.
2. School-wide approaches and pre-referral interventions including, but not limited to, academic intervention services in order to remediate a student's performance prior to referral for special education are implemented.
3. The CSE is informed of the process prescribed by law and regulations for the appropriate declassification of students with disabilities.

The Superintendent shall ensure that personally identifiable data and information or records pertaining to students with disabilities remain confidential as required by law and regulations.

The Superintendent shall also develop and maintain a comprehensive personnel development plan so that the professional and paraprofessional staff working with students with disabilities possess the skills and knowledge necessary to meet the needs of such students.

The Board hereby directs the Superintendent to develop regulations which identify how universal design principles will be utilized in developing and administering District-wide assessment programming.

Programs for Gifted Pupils

The philosophy of the Board for the education of the children in this District specifies that each child be given the opportunity to achieve in accordance with his/her abilities. Therefore, it is the expectation of the Board that the needs of the gifted pupil will be met wherever possible.

For purposes of this policy a “gifted child” shall be defined as follows:

“Identified by professional qualified persons, the gifted are those children and youth who, by virtue of outstanding abilities and potential are capable of high performance in general intellectual activities, specific academic aptitudes, creative and productive thinking, aesthetic expression and in other areas. These are children and youth who require differentiated programming and services beyond those normally provided by the regular school program in order to realize their contributions to self and society.”

The following procedure for identifying the gifted and talented is to be used for each elementary school:

1. Each principal should select a representative committee of teachers to serve as its “gifted and talented” team.
2. The team will evaluate a pupil who is recommended as either gifted or talented, and help to identify the particular strengths of the child. The team may call on various resource staff members in this process.
3. The team will also recommend to the classroom teacher and principal, the resources of the school and other needs that would stimulate and challenge the target pupil.

Courses of study may be devised at the secondary level in cooperation with other learning institutions, agencies, or individuals for the development of one or more pupils. Pupils attending college courses under such an arrangement will be responsible for any tuition charged.

Preschool Special Education

Special Education services for pupils suspected of having a handicapping condition, age three to four, will be provided in accordance with Chapter 243 of the Laws of 1989 and Section 4410 of the Education Law.

Eligibility

- A. A child with a handicapping condition who is three years of age on or before December 31 will be eligible for services beginning September 1 of the calendar year in which the child becomes three.
- B. A child with a handicapping condition who becomes three years of age on or before April 1 is eligible for services beginning January 2 unless the child is already receiving services under Section 236 of the Family Court Act.
- C. All students attending preschool programs in July and August must meet the District's criteria for 12 month programming and 12 month programming must be recommended on their IEP's.
- D. All students attending preschool programs must be classified as having a handicapping condition in accordance with Part 200 of the Regulations of the Commissioner of Education.

Evaluation

- A. The Board of Education will provide parents of a preschool child suspected of having a handicapping condition with a list of State Education Department approved programs.
- B. Upon consent of the parents, the Board of Education will arrange for the program provider, which the parent has selected, to conduct an evaluation in accordance with Chapter 243 of the Laws of 1989.
- C. If consent to evaluate is not received by the CPSE Chairperson, a second consent form will be sent to the parent/guardian, and, if necessary, a phone follow-up.
- D. If a parent disagrees with the evaluation, the parent may obtain an additional evaluation at public expense, to the extent authorized by regulation.

Placement

- A. In accordance with Chapter 243, the Board of Education will appoint a Committee on Preschool Special Education (CPSE) to include at least:
 - a chairperson who is an appropriate professional employed by the school district
 - a parent of a child with a handicapping condition (preschool or elementary);
 - an appropriate licensed and certified professional who participated in the evaluation of the child.
- B. Within thirty days of obtaining parental consent, the CPSE will meet and make a recommendation to the Board of Education.
- C. If a preschool child is found to be eligible for service, the Board of Education will arrange for those services by a State Education Department approved provider per Chapter 243.

- D. The Board of Education will notify the parent, the designated county program and the Commissioner of its decision.
- E. The Board of Education will ensure that each preschool child with a handicapping condition residing in the district has the opportunity to participate in preschool programs, except that prior to July 1, 1991, the board will ensure such opportunity only to the extent that approved preschool programs within a reasonable distance from the preschool child's care location, as such term is defined in Section 4410 of the Education Law, are available.

Annual Review

- A. In accordance with the Part 200 Regulations, the CPSE will review, at least annually, the status of each preschool child.

Appeal

- A. If the determination of the Board of Education is not acceptable to the parent(s) or if the CPSE or Board of Education fails to make or effectuate its recommendation within the time periods required by regulation, the parent(s) may file a written request with the Board of Education for an impartial hearing.
- B. Upon receipt of such request, the Board shall provide for a hearing to be conducted in accordance with Section 4410 of Chapter 243.

Declassification of Students with Disabilities

The declassification of a student with disabilities occurs when the Committee on Special Education determines, after conducting a reevaluation of the student, that the student no longer requires special education services. The Committee will consider the student's ability to participate in regular education programs, the student's benefit from special education and the student's continued eligibility to be identified as a student with a disability in accordance with federal and state laws and regulations. If the Committee recommends declassification, the recommendation shall identify the declassification support services, if any, to be provided to the student, the projected date of initiation of such services, as well as the frequency and duration of such services, which shall not exceed one year after the student enters the full-time regular education program.

The School District is not required to conduct a reevaluation of a student who is graduating with a local or Regent's diploma or who exceeds the age of eligibility requirement, 21 years old, for a free appropriate public education.

Alternative Education Programs

For those students who are unable to benefit from the learning experiences offered within the regular school program, the Board of Education may offer alternative education programs. Those students attending alternative education programs within the District's schools will be provided with instruction for a minimum of four hours per day. Those students who receive alternative instruction at home or an institutional setting due to illness, injury or other valid reason, at the discretion of the Superintendent, will be provided with instruction for a minimum of two hours per day at the secondary level and one hour per day at the elementary level.

Alternative education programs shall be staffed by personnel trained in working with students who have difficulty in adjusting to traditional school routines. Alternative education programs will include opportunities for students requiring various approaches to learning. An alternative education program shall include attendance within the courses of study to which the student was assigned prior to referral to the alternative educational program. Alternative education programs may commence immediately before, during, or immediately after the regular school day.

A principal may recommend that a student be assigned to an alternative education program if, in the principal's judgment, the student's conduct raises a question as to the student's ability to benefit from the regular school program and the student would benefit from an alternative education program. Such placements shall be made by the Principal only with the consent of the parent/guardian or by the Superintendent pursuant to written agreement with the parent/guardian or through the Superintendent's hearing process. If the parent/guardian does not consent to the transfer, the procedures for involuntary transfer under §3214(5) of the Education Law shall be followed.

A student in an alternative education program shall return to the regular program at the completion of the alternative education program placement. The referring principal shall contact the administrator of the alternative education program and determine a plan to assist in the student's transition into the regular program.

The Superintendent shall review alternative education programs to ensure that they are in compliance with Education Law. Transportation to and from alternative education programs shall be consistent with Board policy.

Involuntary Transfer of Students

A principal may initiate the transfer of a student who has not been determined to be a student with a disability or presumed to have a disability, from one school program or facility to another school program or facility where it is believed that the student would benefit from the transfer or when the student would receive an adequate and appropriate education in such program or facility. The principal may make a recommendation for transfer only after the student and his/her parent/guardian have been provided with written notification that a transfer recommendation is being considered. The notification must set forth a time and place for an informal conference with the principal and the right to be accompanied by counsel or another person of their choice. After the conference, if the principal concludes that the student would benefit from the transfer, the principal may recommend the transfer to the Superintendent, in writing, which must include:

- a description of the behavior and/or academic issues indicating the need for a transfer; and
- a description of the alternatives explored and prior action taken to resolve the problem.

A copy of the principal's recommendation letter must be sent to the student and his/her parent/guardian together with a letter notifying them of their right to a fair hearing on the issue of the involuntary transfer within 10 days of receipt, if they disagree with the principal's recommendation. The letter must also provide a list of community agencies and free legal assistance, if any, which may be of assistance to them. The proposed transfer will not take effect without parental consent until the 10 day period has elapsed or a decision has been rendered after a fair hearing, whichever is later.

If the parent/guardian requests a hearing, a notice of hearing describing the reasons for the proposed transfer shall be served upon the parent/guardian. The notice shall also contain provisions indicating that the student has the right to be represented by an attorney or lay counsel, to present witnesses and evidence on his/her behalf, to cross-examine witnesses and that a transcript of the hearing will be prepared (tape recording or stenographic record). The time, date and location of the hearing shall also be set forth in the notice. If the student is 18 years of age or older, the letter described above will be mailed to the student as well as his/her parent/guardian.

The hearing shall be conducted by the Superintendent or a designated Hearing Officer, who shall make findings of fact and a determination regarding the transfer. The Superintendent's determination may be appealed to the Board of Education within 10 days of receipt of the Superintendent's decision. The Board's determination may be appealed to the Commissioner of Education within 30 days of receipt of the Board's decision.

Textbook Adoption and Loan

Textbook Adoption

The Board of Education shall approve all textbooks used in the educational program of this District. "Textbooks" shall mean any book or book substitute, which shall include hardcover or paperback books, workbooks or manuals which a student is required to use as a text or as a text-substitute, in a particular class or program in the school he/she legally attends. The Superintendent or designee shall be responsible for the selection and recommendation of textbooks for Board consideration.

In considering the approval of any proposed textbook, the Board will weigh its readability, its suitability for the maturity level and educational accomplishment of the students who will be using the book, freedom from bias, relationship to a course of study adopted by the Board, relationship to a continuous multi-grade program, impact on community standards of taste, manner of selection, costs, and appearance and durability.

Prior to adoption, the Board Curriculum Committee shall review proposed textbooks and make a recommendation to the Board of Education.

A list of all approved textbooks shall be maintained and updated annually by the Superintendent or designee and made available for the use of the professional staff and for the information of the Board members and the public.

It is expected, under normal conditions, that a textbook title will remain active in the District for a period of at least five years. In the event that a designated textbook is discontinued within five years of adoption, a three-quarters (3/4) vote of the Board of Education is required.

Textbook Loan

The Board will furnish free textbooks to all students attending the public schools. The Board will lend textbooks to resident students who attend nonpublic schools in accordance with the requirements of Section 701 of the New York State Education law. Parents of nonpublic school students must make written requests for loans of textbooks by no later than June 1st of each year for the textbooks to be used by such students.

The Superintendent of Schools shall establish regulations for carrying out an equitable loan program regarding the textbooks of the District.

Loan of Instructional Computer Hardware

The Board of Education shall loan, upon the request of an individual or a group of individual students, to all students attending nonpublic schools located in the Newburgh Enlarged City School District, instructional computer hardware which is designated for use in any public school or is approved by any school authorities. Such instructional computer hardware is loaned free, on an equitable basis, to students attending nonpublic schools located in the District and to students with disabilities residing in the District who attend programs under the provisions of Section 4401(s)(c), (2)(e), (2)(g), (2)(i) and (2)(l) of the Education Law.

Instructional computer hardware is defined as micro and/or mini computer equipment, terminals for instructional purposes, technology equipment with a useful life used in conjunction with or in support of educational programs, including but not limited to video, solar energy, robotic, satellite, laser and other equipment as approved by the Commissioner of Education, the repair of such equipment, and training/staff development for instructional purposes.

The District shall not be required:

1. To purchase or otherwise acquire instructional computer hardware or technology equipment the cost of which exceeds the amount of state aid provided in Section 753 of the Education Law;
2. To loan to nonpublic school students in the District or to students with disabilities, instructional computer hardware purchased with local or federal funds or with state funds other than instructional computer hardware aid funds;
3. To purchase and loan computer software programs which are religious in nature or content.

The Superintendent of Schools shall establish regulations for carrying out an equitable loan program regarding instructional computer hardware.

Instructional Supplies

It is the policy of the Board to loan to each pupil the supplies determined by the Superintendent to be required for the proper conduct of the course which the pupil is required to take as a condition of attendance, promotion or graduation.

The Board expressly exempts from this policy such clothing or personal equipment as may be required by the Board for reasons related to the safety and health of pupils or the protection of school property and which are individualized or non-reusable, but no pupil will be denied participation in any course of study or school sponsored activity because of his financial inability to bear the cost of such clothing. The Board may also require that pupils provide certain supplies for the conduct of co-curricular activities.

The Superintendent shall develop regulations for the selection and utilization of instructional supplies that includes effective consultation with teaching staff members at all appropriate levels.

Resource Materials

The Board of Education shall provide resource materials to implement District and school educational goals and objectives as pupil needs dictate and District resources permit. Such materials shall include reference books, other supplementary titles, maps, library print and non-print materials, and other sources of information for use by pupils and not designated as a textbook.

The Superintendent shall be responsible for the selection and maintenance of all resource materials. He or she shall apply the following standards to their selection:

1. Materials shall be suited to the varied interests, abilities, reading levels and maturation levels of the pupils to be served.
2. Wherever possible, materials shall provide major opposing views on controversial issues so that pupils may develop under guidance the practice of critical reading and thinking.
3. Wherever possible, materials shall represent the many religious, ethnic, and cultural groups and their contribution to American heritage.
4. Materials shall be factually accurate and of genuine literary or artistic value.
5. Materials shall be of a quality and durability appropriate to their intended use and longevity.
6. Materials shall relate to, support, and enrich the course of study adopted by the Board.

The Superintendent shall develop regulations for the selection of resource materials that provide for the effective consultation of teaching staff members at all appropriate levels, evaluate the effectiveness and utility of materials currently in use, insure that the Board's budgetary allotment for resource materials is efficiently spent and widely distributed throughout the instructional program, and insure an inventory of resource materials that is well balanced and well rounded in coverage of subject, types of materials and variety of content.

Removal of Library Books upon Complaint

All objections to the placement and circulation of a book or books in the libraries of the School District shall be made in writing and directed to the Superintendent of Schools, who shall establish a review committee comprised of the Building Principal, librarian, teacher(s) and others deemed appropriate by the Superintendent, who will review the objection and report its findings, with recommendation, to the Superintendent within two (2) weeks of receipt, based upon the following criteria:

1. Is the book pervasively vulgar and/or obscene?
2. Is the book libelous?
3. Is the book educationally suitable (e.g. age appropriate) to at least some students at the building where the book is shelved?

The committee, in making its review, should be guided by the notion that authors should expect that their right to have their works, once shelved, received by their reading audience will not be abridged based upon personal partisan views, personal political views, personal tastes or personal morals. The right to receive ideas must not be unduly suppressed.

Upon receipt of the committee's report, the Superintendent shall, within five (5) calendar days, issue his decision, in writing, regarding the disposition of the objection. The Superintendent shall apply the criteria of this Policy to his decision making.

If the objecting party wishes to appeal the Superintendent's determination, she/he may do so, in writing, to the Board of Education within two (2) weeks of the receipt of the Superintendent's determination. The Board shall rule upon the appeal, in writing, within twenty (20) days of the receipt of the same, by applying the criteria of this Policy.

Instructional Materials Recovery

It is the policy of the Board of Education to loan instructional materials and equipment required for the educational program and school library books to students who attend schools in this District. These instructional materials and library books are intended for use in school, as well as at home for student work outside of the classroom (e.g. homework).

All instructional materials must be returned to the District, in good condition, at the end of the course, whether it is a semester or full year course. The books and materials will be collected and stored by the classroom teacher at the end of each course.

If a student loses, destroys or renders such instructional materials and books unusable for school purposes, the parent/guardian, or student 18 years of age or older, must reimburse the District for each such item, in an amount to be determined by the District to allow the District to purchase replacement instructional materials. If the student or his/her parent/guardian refuses to do so, the student will not be allowed to participate in any extracurricular activities, such as athletics, clubs and after-school activities, which are privileges, until the book or other instructional material is returned in good condition or the fine is paid. In addition, during future school terms, the student will have access to textbooks and instructional equipment in school and in the school library, but will not be permitted to bring textbooks or equipment home or to any other off-campus location.

The District may bring legal proceedings against the parent/guardian or a student over 18 years of age for the cost of replacing such instructional materials.

Recobro de Materiales de Instrucción

La política de la Junta de Educación es prestar materiales de instrucción y equipos requeridos para el programa educativo y libros de las bibliotecas escolares a los estudiantes que asistan a las escuelas de este Distrito. Estos materiales didácticos y libros de la biblioteca son para uso en la escuela, así como en casa, para trabajos que los estudiantes tengan que terminar fuera del aula (tareas escolares para la casa, por ejemplo).

Todos los materiales educativos deben ser devueltos al Distrito en buenas condiciones al final del curso, sea un curso semestral o un curso de año completo. Los libros y los materiales serán recogidos y almacenados por el maestro de la clase al final de cada curso.

Si un estudiante pierde, destruye o hace que tales materiales didácticos y libros no puedan ser utilizados por la escuela, el padre/madre/guardián o estudiante de 18 años de edad o mayor, deberá reembolsar al Distrito el costo de cada uno de dichos artículos, en una cantidad que el Distrito determine para permitir que el Distrito compre materiales de instrucción de remplazo. Si el estudiante o su padre/madre/guardián se niegan a remplazarlos, al estudiante no se le permitirá participar en actividades extra-curriculares tales como atletismo, clubes, y actividades después de la escuela, las cuales son un privilegio, hasta cuando devuelva el libro o materiales de instrucción en buen estado, o hasta cuando pague la multa. Además, durante períodos escolares en el futuro, el estudiante tendrá acceso a libros de texto y materiales de enseñanza en la escuela y en la biblioteca de la escuela, pero no tendrá permiso para llevar los libros de texto o el equipo a la casa o a cualquier otro lugar fuera del plantel escolar.

El Distrito podrá tomar acciones legales contra el padre/madre/guardián o estudiante mayor de 18 años de edad para recobrar el costo de remplazo de dichos materiales de instrucción.

Evaluation of Educational Program

The Board directs the Superintendent to develop and implement a systematic plan for the continuing qualitative assessment of the progress of the educational program toward the goals established by the Board. To this end, he/she shall analyze the results of Regents Examinations and may employ such tests and methods as may be indicated by best professional judgment.

The Superintendent shall maintain a calendar of assessment activities and shall report annually at the close of the school year the results of Regents and other examinations, scholarships earned, graduates admitted to institutes of higher education, children retained in grade, and dropouts over the past year.

The Board will annually make available to the public the progress of the student body towards its goals, but shall not differentiate in that report among the pupils, staff members, or schools of this District.

The Superintendent shall annually recommend improvements in the program based upon the evaluation of the District's program. The Board may from time to time employ experts from outside the school system to assist in the evaluation process.

Appeals of Grades

The Board recognizes that a system of grading student achievement can help the student, teachers, and parents to assess better the student's progress toward personal educational goals and assist the student in the implementation of that progress.

Grading shall be that system of measuring and recording student progress and achievement, which enables the student, parents and teachers to learn the student's strengths and weaknesses, plan an educational future for the student in the areas of the greatest potential for success, and know where remedial work is required. Such grades shall measure the student's progress against both their own potential for achievement and the achievements of others in their class as appropriate to the grade level and subject matter.

A process for Appeals of Grades shall be set forth by the Superintendent. The Board delegates authority to the Superintendent to make final decisions regarding Appeals of Grades.

Appeals of Grades Procedure

Teachers are entrusted with and responsible for assigning students' grades in keeping with Board policy and in a fair and equitable manner. In the instance that a student's assigned grade is appealed, the following steps are to govern the process.

1. LEVEL 1: A student, parent guardian (hereafter parent) contesting a final/course grade, must provide to the teacher a written statement within thirty (30) calendar days of the last day of the term for which the grade was assigned giving reason for the grade appeal. The parent/student shall first meet with the teacher to discuss the concern.

The faculty member's decision regarding the appeal shall be communicated in writing to the administrator and the student within 10 calendar days of the parent/teacher meeting or receipt of the written notification. A copy of the appeal and the decision will be placed in the student's permanent file.

2. LEVEL 2: If the complainant is dissatisfied with the decision of the teacher, or in those cases where the relationship between the complainant and teacher is already so strained that further contact with the other party can only make matters worse, then the appeal may be filed directly to the principal. Such appeal must be requested within ten (10) days of receipt of the teacher's decision. If written appeal is not provided to the principal within ten (10) days of the complainant's receipt of the teacher's decision, the decision of the teacher will be final.

It will be the responsibility of the school principal to fully investigate the complaint and issue a ruling in the matter within ten (10) days of receipt of the statement of appeal.

3. LEVEL 3: If the complainant is dissatisfied with the decision of the principal, the appeal can be made to the superintendent of schools. If written appeal is not provided the superintendent within five (5) days of the complainant's receipt of the principal's decision, the decision of the principal will be final.

It will be the responsibility of the superintendent (or designee) to fully investigate the complaint. During the course of investigation, the superintendent (or designee) may consult teachers or other professional sources in an advisory capacity if deemed useful to reach an informed decision.

Within ten (10) days of receipt of the statement of appeal, the superintendent (or designee) will provide to the complainant a written ruling. The decision of the superintendent shall be final.

As used within this policy, days not listed as "calendar days" are considered "work days" (i.e., days the school offices are open for business). The superintendent may extend the specified number of days for communicating a decision at any level of the appeal if he/she determines there are extenuating circumstances that require additional time to properly conduct the investigation. If an extension is granted, the complainant is to be notified within the original 10-day period specified in the regulation.

<u>Appeals of Grades Form</u>		
<i>(Note: See Board Policy # _____ for detail regarding appeal procedure. Appeal must be filed within 30 calendar days of last day of the term)</i>		
Student Name	Student ID Number	School
Teacher Name	Course	
Grade Received/Term Ending (Month/Year)		
Reason for Appeal of Grade (Attach pages if needed)		
Signature of Parent/Student		Date

<u>Level 1 Appeal to Teacher</u>		
Meeting Date	Meeting Participants	
Finding (Attach pages if needed)		
Level 1 Decision:		
Is the parent/student requesting a Level 2 Appeal?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Signature of Teacher	Date	

<u>Level 2 Appeal to Principal</u>		
Meeting Date	Meeting Participants	
Finding (Attach pages if needed)		
Level 2 Decision:		
Is the parent/student requesting a Level 3 Appeal?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Signature of Principal	Date	

<u>Level 3 Appeal to Superintendent</u>		
Meeting Date	Meeting Participants	
Finding (Attach pages if needed)		
Level 3 Decision:		
Signature of Superintendent/Designee	Date	