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320 Philosophy and objectives of the instructional program

The Board of Education of the Saratoga Springs City School District (Enlarged) believes that education for all, to the extent that the individual and society may profit, is a goal more imperative than ever before. This means equality of opportunity is an obligation which must be assumed by the public schools. So long as our democracy places its faith in universal suffrage, our schools must strive for excellence which is the full potential of every child. Every individual pupil is entitled to the kind of quality education to which his talents and capability are suited.

The Saratoga Springs City School District (Enlarged) is concerned with more than mere subject matter. The children are regarded and treated truly as individuals, with consideration for their mental and physical health, their attitudes toward learning and life, and their moral values. The schools' responsibility in effecting these goals, is the provision of effective classroom teaching. Therefore, the curriculum shall be based on the philosophy that all students shall be taught as well as possible, as much as possible, and at a level which each can comprehend.

330 General organization plan

The centrally coordinated approach to instructional improvement which the Saratoga Springs City School District (Enlarged) employs maintains that the efforts of individual schools, individual teachers, individual principals and the central office are significant. The teachers in individual schools are encouraged to improve the instructional process in order to serve their children better. At the same time, staff members of some or all schools may combine their efforts to attack a problem of instructional improvement common to all or several schools.

The centrally coordinated position implies that there is need for both general authority and individual responsibility. This authority and responsibility are exercised by the school administrator, by a committee, or by both. Thus, problems peculiar to an individual school and problems of general concern can be attacked at the same time.

The centrally coordinated approach implies a team approach to instructional improvement. It strives to secure some of the logical orderliness of centralization, yet it also seeks some of the permissiveness, freedom, and democratic spirit of decentralization.

331 Elementary, middle and secondary

The educational policy of the district is set by the Board of Education in this and other sections of the district's policy manual. This policy should be carried out by all teachers, but teachers should be granted latitude in trying new approaches, provided the experimentation is, in the opinion of the superintendent of schools, for the best interests of the school and the students. It is to this end that the schools of the district have been organized.

In actual placement of specific grades and programs in individual buildings shall be determined by how best to meet the needs of the pupils and the community with the facilities available.

In general, the principal shall have the responsibility of managing and directing all activity carried on in the school to which he or she is assigned.

332 Continuing education (Adult education)

The district shall conduct an adult education program to meet the needs of the communities. The program shall be conducted so that the major financial support will come from sources other than the local property owner. The superintendent shall recommend courses and location of courses to the Board of Education.

332.1 Fees

Participants may be required to pay fees for enrollment, supplies or laboratory to help defray the cost of the program. The superintendent shall recommend fees, if any are required, to finance the program.

340 Elementary, middle and secondary education

341 Kindergarten through twelve (K-12) curriculum

The Board of Education shall have the power to prescribe courses in addition to statutory minimum requirements found in Part 100 and Part 200 of the Regulations of the Commissioner of Education, Education Law, and the Rules of the Board of Regents. The Board of Education has established policy which provides for curriculum with middle and secondary pupil programs planned through guidance consultation. Subject matter shall be planned and presented

so that the learning program is a continuous expanding series of learning experiences beyond the elementary field commensurate with student abilities and post-graduate plans. (3204-3a)

341.1 Curriculum study and improvement

341.11 Responsibility for initiating improvements

Responsibility for initiating improvements in the curricula of the District is vested in every teacher and principal, and in the directors and coordinators, as well as in the Superintendent. Approval at the Board level shall bring referral to the Superintendent for implementation.

341.12 Curriculum development procedure

It is the policy of the District to work continuously in curriculum development, always seeking the "best" materials available, employing an option and variety of techniques, and synthesizing ideas and experiences from whatever sources are available.

Because the sources of ideas and materials are complex and often conflicting, this synthesis demands the best collective thinking of all concerns with the result.

Ideas and creativity are to be encouraged at any level whether from teacher, administrator, another school, citizenry, or from a study group, local or regional. Because the resources are diverse, it is much more important that these ideas be channeled properly for a curriculum to be understood and effectively implemented.

341.13 Curriculum awareness and evaluation

Curriculum innovations and experimentations are encouraged, but need to have district-wide awareness and systematic evaluation.

341.2 Material for instruction use

If, after careful evaluation of all material by teachers and administrators, there is any doubt as to the suitability of presenting certain controversial material, the material in question shall be submitted to the Board of Education for approval of use in the schools.

341.3 Continuity and transition

Positive steps, such as the use of orientation programs and handbooks, shall be utilized to help ensure pupils a smooth transition from school to school.

342 Instructional arrangements

The Board of Education recognizes that various grouping patterns designed to achieve maximum opportunity for the development of individual capabilities may be necessary at the different grade level configurations existing throughout the District.

342.1 Homework assignments

Homework assignments are considered to be an integral part of the students' total program.

342.2 School Ceremonies and Observances

The Board of Education recognizes the value of certain ceremonies in promoting patriotism and good citizenship among the students. Therefore, activities in schools commemorating national holidays such as Memorial Day, Thanksgiving and President's Day are encouraged.

The Board supports a curriculum that is inclusive and diverse, remains impartial with regard to religion and seeks neither to advance nor inhibit religion. 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. Therefore, no religious celebrations or activities performed in a religious context may be held on public school property, except to the extent permitted by the Equal Access Act and United States Supreme Court case law.

The Board recognizes that activities related to the celebration of religious holidays present an excellent opportunity to teach about religion and foster respect and understanding among students. In addition, educational goals motivated by secular purposes cannot always filter out religious aspects, and sometimes require the presentation of material with religious themes. Therefore, activities related to the observance of religious holidays will be permitted to the extent that they are conducted in an unbiased and objective manner and focus on the origins of the holiday, its history, and the generally agreed upon meaning of the holiday observance.

In planning activities related to a religious holiday or theme, special effort should be made to ensure that the activity is not devotional and students of all faiths can join without feeling that they are betraying their own beliefs. Therefore:

- Music, art, literature and drama with religious themes may be included in a religiously neutral, prudent and objective manner and relate to sound, secular educational goals.
- Religious music or drama may be included in school events that are part of a secular program of education. The content must be primarily secular, objective and educational, and not focus on any one religion or religious observance.
- Program notes and illustrations shall not be religious or sectarian.

The display of religious objects or symbols is also prohibited except to the extent that they are used as a teaching aid or resource to provide examples of cultural and religious heritage within the context of a short-term study in the curriculum such as world religions, art or history. Symbols that are secular and seasonal in nature such as Santa Claus, decorated trees and Easter bunnies can be displayed in a seasonal context. Students shall be given the option to be excused from participating in those parts of a program or curriculum involving a religious theme that conflicts with their own religious beliefs.

The information in this policy will be shared with district staff on an annual basis.

343 Schedules and programming

343.1 School calendar

The Board of Education shall adopt a school calendar providing for school to be in session not less than one hundred and eighty (180) days each year.

343.2 School day

The school day shall be within the following broad guidelines:

- a. Meet legal requirements
- b. Designed to achieve the maximum results from the efforts of pupils and of teachers.
- c. Efficiently utilize school plant facilities and busses, where required.

343.21 School day for staff

The agreement between the recognized Certificated Employees' Organization, the Board of Education and the superintendent, shall establish the school day for teachers.

343.22 School day for pupils

The Superintendent, as directed by the Board of Education, shall establish school hours at each school plant prior to the start of the school year.

The superintendent shall have the authority to alter approved schedules on a temporary basis, and shall recommend to the Board of Education at its next meeting, desirable permanent changes.

343.23 Emergency school closing

Whenever in the judgment of the superintendent's designee, it

would be contrary to the safety and welfare of pupils to keep school open, the schools shall be closed. The superintendent's designee shall institute procedures and regulations to safely return pupils to their homes, and notify parents about the emergency closing, by utilizing radio announcements and all other appropriate means.

343.24 Homeroom procedures

It shall be the policy of the public schools of the Saratoga Springs City School District (Enlarged) to begin each day with the salute to the flag, followed by a moment of silent meditation or silent reflection.

It shall further be the policy of the board to encourage faculty and student body to observe the traditional seasonal occasions in such fashion as to inspire awareness of cultural diversity.

343.3 Released Time

Pupils may be released for a maximum of one (1) hour per week. The superintendent shall adopt regulations in conformity with the rules of the Commissioner of Education, pertaining to released time.

343.5 Recess

The board of education supports a daily recess for elementary students particularly as an addition to the regularly scheduled physical education program. Such determinations are best made by the educator with his/her supervisor. When the weather and circumstances permit, it is preferable for such "free play" opportunities to be held outside.

344 Progress reports and promotions

The Board of Education believes that parents are entitled to be informed concerning all phases of their child's education; and further, the board recognizes that report cards are an effective and vital form of communication between schools and parents. The district will, therefore, endeavor to see that these measures of accomplishment are as informative and as useful as possible.

344.1 Grading System

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

The district will use a uniform grading system. Teachers will evaluate students and assign grades according to the established system.

It is to be recognized that a student is an individual with his/her own abilities and capabilities. It is also recognized that an individual is part of a society which is achievement-oriented and competitive in nature. Hence, when a student's achievement is evaluated, attention should be given to his/her unique characteristics and to accepted standards of performance in the educational setting.

Grading will be based, in part, upon student improvement, achievement, and participation in classroom discussions and activities. Parent(s)/Guardian(s) will be informed regularly of their child's progress. The use of marks and symbols will be appropriately explained.

All students are expected to complete the assigned class work and homework as directed. Students are also expected to participate meaningfully in class discussions and activities in order to receive course credit. It is the policy of the school district that students be held accountable for work missed due to absence, whether the absence is excused or unexcused. Teachers will provide assignments to be completed and make arrangements for students to make up tests within a reasonable timeframe.

344.12 Modified Grading

Modifications to the district grading policy are allowed in certain circumstances with the approval of the building principal. Modified grading is sometimes allowed for students with excessive absences due to medical reasons, and for students participating in courses with substantial modifications to the curriculum, such as students eligible for Academic Intervention Services (A.I.S.), students whose primary language is a language

other than English, and students with disabilities who require a modified curriculum and modified grading.

When it has been determined that a student requires modified grades, the grade to be received by the student should be a measure of how successfully he or she has succeeded in meeting individual goals. There will be an indication on the report card that the grade was modified. Modified grades will be noted on the student's transcript, and an explanation of the modification and the rationale for the implementation of the modifications will be placed in the student's folder.

Cross-ref: 344.2 Methods of Reporting
447 Attendance/Grade Policy

Ref: Education Law §§3202; 3205 et seq.
Matter of Nathaniel D., 32 EDR 67 (1992)
Matter of Hegarty, 31 EDR 232 (1992)
Matter of Shepard, 31 EDR 315 (1992)
Matter of Handicapped Child, 32 EDR 83 (1992)
Matter of Ackert, 30 EDR 31 (1990)
Matter of Augustine, 30 EDR 13 (1990)
Matter of Boylan, 24 EDR 421 (1985)
Matter of Burns, 29 EDR 103 (1989)
Matter of Chipman, 10 EDR 224 (1971)
Matter of Dickershaid, 26 EDR 112 (1986)
Letter to *Runkel*, 25 IDELR 387 (1996)

(Adopted: 08/12/08)

344.2 Methods of reporting

Methods of reporting student progress in the elementary, middle and secondary schools shall be as provided on district report cards developed by the professional staff and approved by the Board of Education. Teachers are urged to not rely on the report card as the sole or major source of reporting pupil progress to parents.

Reporting at the middle and secondary level shall be by numerical grades to indicate academic achievement, and by defined comments indicating

attitude and effort.

Reporting at the elementary level is accomplished by means of teacher comments on progress reports. The comments shall pertain to pupil's attitudes, work habits, attendance, and achievement.

344.21 Parent conference

It is our belief that there is no substitute for direct, face-to-face, discussion of pupil problems and progress.

In the elementary grades, every parent should be encouraged to confer with the classroom teacher on a regular basis.

Although sheer numbers make a regular schedule of conferences difficult in the middle and secondary grades, teachers should request such conferences in all cases where problems are developing. In addition, they should help parents to feel welcome to confer whenever they have questions about the progress of their children.

344.3 Pupil placement

Placement of pupils shall be according to the procedures and requirements as prescribed by the Superintendent. The regulations shall take into consideration the recommendation of classroom and other teachers involved with the pupil, guidance counselors at the middle and secondary level, and the building principals. It is desired to keep parents fully informed, knowledgeable, and cooperative in pupil placement.

Although student placement shall be based primarily upon satisfactory achievement in grade level curriculum, and/or course or subject requirements (student placement in grades 9 - 12 is contingent upon high school credit earnings), it is, at times, necessary to consider a pupil's physical and emotional development in making placement recommendations.

In general, pupils should not be retained more than once in any grade, no more than once in an elementary school experience. Retention is usually

most effective at the primary level of the student's career.

The distinct abilities of students with disabling conditions require that placements be determined on an individual basis.

344.31 Progress in middle and secondary schools

Pupil progress in middle and secondary schools shall be determined by the number of subjects satisfactorily completed.

344.4 Release of pupil records

Release of any records, including all records defined as student records (public, cumulative, supplementary, and administrative records) of any individual student is, in general, not authorized to any person except upon the explicit authorization of the student or parent. The only exceptions to this policy shall be in the case of an order of a court having jurisdiction, or the provision of information by school personnel concerning solely such students' winning of scholastic or other awards, or participating in school activities or athletics, after written application for such information has been approved by the principal. The provision of any information whatsoever authorized by this section or otherwise shall, however, be in strict accordance with regulations issued by the superintendent to implement this section. (Ref. 344.6 b)

344.5 Graduation

All students who have satisfactorily completed the requirements of the Board of Education are entitled to receive a diploma.

344.51 Graduation Requirements

Graduation from the Saratoga Springs Senior High School shall be a right earned by all students who have met the qualifications for an Individual Education Plan diploma, a Regents diploma, or an Advanced Regents diploma, commencing with the entering ninth (9th) grade class of September 2001.

344.511 Individual Education Plan diploma

Individual Education Program (IEP) diplomas are bestowed upon students with severe disabilities.

IEP diplomas require satisfactory completion of the learning program outlined in the student's Individual Educational Plan.

All Individual Educational Programs (IEPs) will be based on attainment of state learning standards appropriate to the individual student's disability.

344.512 Regents diploma* **

The following must be satisfactorily completed in order to earn a Regents diploma:

<u>Subjects</u>	<u>Regents Diploma</u>
1. English	4.00 Units
2. Social Studies	4.00 Units
3. Mathematics #	3.00 Units
4. Science #	3.00 Units
5. Arts	1.00 Units
6. Health	.60 Units
7. Physical Education	2.00 Units
8. Second Language	1.00 Units
 Core units of credit required	 18.50 units of credit
Electives	3.50 units of credit
Total units of credit required	22.00 units of credit

- *5 Regents Credits
 Global History
 American History
 Math A
 Comprehensive English
 Science

**** Diplomas with Honor**

To earn honors, a student shall achieve an average of 90% in all Regents examinations, or their equivalent.

Each Regents examination score carries a weight of one and such score shall not be multiplied by the number of units of study being examined.

Averages below 90% shall not be rounded upward to 90%.

344.513 Advanced Regents diploma* **

The following must be satisfactorily completed in order to earn an Advanced Regents diploma:

<u>Subjects</u>	<u>Advanced Regents Diploma</u>
1. English	4.00 Units
2. Social Studies	4.00 Units
3. Mathematics #	3.00 Units
4. Science #	3.00 Units
5. Arts	1.00 Units
6. Health	.50 Units
7. Physical Education	2.00 Units
8. Second Language	3.00 Units

Core units of credit required	20.50 units of credit
Electives	1.50 units of credit
Total units of credit required	22.00 units of credit

*8 Regents Credits
Global History
American History
(2) Science
Comprehensive English
Math A & B
Language Other Than English

**** Diplomas with Honor**

To earn honors, a student shall achieve an average of 90% in all Regents examinations, or their equivalent.

Each Regents examination score carries a weight of one and such score shall not be multiplied by the number of units of study being examined.

Averages below 90% shall not be rounded upward to 90%.

344.514 Course assignment

In cases where more pupils are qualified to study a course than space will permit, pupils will be assigned according to the remaining time before graduation, and with regard to the length of time each pupil has been waiting for the course.

344.52 Participation in graduation exercises

All students who have successfully completed the requirements of the Board of Education and are in good standing, may participate in the graduation exercises. The principal of the high school is authorized to withhold participation privileges in the graduation exercises and other senior activities for good cause. The principal, upon withholding the participation privileges, shall make an immediate and complete report to the superintendent.

344.6 Student records

It is the policy of the Board of Education to collect and maintain student records for the purposes of reporting the growth and development of individual pupils, providing information to parents and authorized staff, and to establishing a basis for the evaluation and improvement of school programs.

It is also the District's policy to disclose personally identifiable information from student records, without consent, to other school officials within the District whom the District has determined to have

legitimate educational interests. A school official has a legitimate educational interest if the official needs to review a student record in order to fulfill his or her professional responsibilities.

Upon request, the District will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.

Upon request, the District will disclose a high school student's name, address and telephone number to military recruiters and institutions of higher learning unless the parents or eligible student exercise their right to prohibit release of the information with prior written consent. The District will notify parents of their right and the right of their child to request that the District not release such information without such consent. The parent/guardian or eligible student will have fourteen (14) days to respond.

The Superintendent shall promulgate rules and regulations to comply with federal and state laws relating to the type of records to be maintained, procedures for assuring confidentiality of pupil records including access rights of pupils and parents, and procedures for changing or modifying entries in the records. (Adopted: 03/11/03)

345 Special education

All pupils in the (Enlarged) Saratoga Springs City School District who are identified as having a disability shall be provided with educational opportunities to assure their rights to an appropriate education at public expense. (IDEA, 1997)

The Board recognizes that, to the maximum extent appropriate, disabled pupils must be provided education programs in the least restrictive environment. In addition, pupils with disabilities will have the opportunity to participate in School District programs, including extra-curricular programs and activities which are available to all other pupils enrolled in the public schools of the district.

The Superintendent shall recommend the establishment of special education programs when said programs improve the instructional program, and are in compliance with state and federal law. The Superintendent shall also promulgate rules and regulations for all special education programs provided in

the District and establish administrative procedures for the appointment and training of appropriate qualified personnel, including the members and chairperson of the Committee on Special Education, to carry out the functions identified in Commissioner's Regulations - Section 200.2.

The Board of Education shall establish a list of impartial hearing officers and surrogate parents as required in Commissioner's Regulations - Section 200.7.

345.1 Access to High School Diploma and Other Programs by Disabled Students (Part 100.2 [s] and 100.6 [a])

It is the policy of the Saratoga Springs Board of Education that each student with a disability shall have access to the programs and curriculum leading to a high school diploma. (Part 100.5)

- A. In order to ensure access to such programs, the Committee on Special Education will review at least annually each disabled student's program in accordance with Commissioner's Regulation, Part 200.4.
- B. *Annual review and reevaluation:* The individualized education program (IEP) of each student with a disability shall be reviewed and, if appropriate, revised, periodically but not less than annually.
 1. The annual review of each student with a disability to be conducted by the committee on special education or subcommittee thereof, pursuant to section 4402(1)(b)(2) of the Education Law, shall be based upon review of a student's IEP and other current information pertaining to the student's performance. Such review shall:
 - (i) consider the educational progress and achievement of the student with a disability and the student's ability to participate in instructional programs in regular education and in the least restrictive environment; and
 - (ii) revise the IEP as appropriate to address
 - (a) any lack of expected progress toward the

annual goals and in the general curriculum, if appropriate;

- (b) the results of any reevaluation and any information about the student provided to, or by, the parents;
- (c) the student's anticipated needs;
- (d) or other matters, including a student's need for test accommodations and/or modifications.

345.2 Diplomas for disabled students (Commissioner's Regulations Part 100.9)

Students who have completed the goals of their individualized educational program (IEP) during the school year in which their twenty-first birthday occurs, shall be awarded an IEP diploma. Students who have completed at least twelve years of school beyond kindergarten and have achieved the educational goals in the current IEP may, upon application of a student or his/her parents, be awarded an IEP diploma. A student who has received an IEP diploma prior to 21 years of age is eligible to continue to attend the public schools of the Saratoga Springs City School District until the student has earned a high school diploma, or until the end of the school year in which the student's twenty-first birthday occurs, whichever is earlier.

The IEP diploma will be clearly annotated on the front to indicate that the award is based on the student's successful achievement of the educational goals specified in the student's current individualized education program as recommended by the Committee on Special Education.

345.3 Method

The needs of the pupils shall be met by enrollment in general education classes with assistance, as appropriate, or in special education classes, as determined by the CSE.

345.31 Individualized Education Plans

The chairperson of the Committee on Special Education ("CSE") or his or her designee shall ensure that each regular education teacher, special education teacher, related service provider, aide, other staff member or consultant who is responsible for the implementation of a student's individualized education program ("IEP") shall be given a copy of such student's IEP prior to the implementation of the student's special education program.

The chairperson of the CSE or his or her designee will advise each regular education teacher, special education teacher, related service provider, aide, other staff member or consultant of his or her responsibility relating to the implementation of the student's IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.

Any copy of a student's IEP provided pursuant to this policy shall remain confidential and shall not be re-disclosed to any other person except in compliance with applicable federal and State laws and regulations.

(Adopted: 12/10/02)

345.4 Special programs

The superintendent shall promulgate rules and regulations for the following special programs:

- a. Speech Therapy
- b. Home teaching
- c. Gifted
- d. Vocational training
- e. Mentally handicapped
- f. Physically handicapped
- g. Remedial reading

345.5 Independent educational evaluations

The Board of Education of the Enlarged City School District of the City of Saratoga Springs recognizes the rights of parents or guardians of a student who has or is thought to have a disability to receive an independent evaluation at public expense if they disagree with the evaluation obtained by the Committee on Special Education (CSE) or the Committee on Preschool Special Education (CPSE). This exam must be requested in writing.

The independent examination shall be conducted by a qualified examiner who is not employed by the school district responsible for the child's education. Upon request, parents will be provided with a list of public and private agencies and professional resources where independent evaluations may be obtained.

Parents or guardians should file for an independent evaluation within forty-five (45) days from the date of the CSE or CPSE evaluation. The parent or guardian must specify the areas of disagreement with the district's evaluation. The district has the right to initiate an impartial hearing to demonstrate that its evaluation is appropriate. If the hearing officer determines that the district's evaluation was appropriate, a parent or guardian is not entitled to a publicly funded independent evaluation or the right to reimbursement for an independent evaluation they may have already obtained.

The Board directs the CSE and CPSE to administer regulations pertaining to allowable fees for specific tests, the geographic area in which such evaluations may take place, the minimum qualifications of the professionals who administer and interpret various tests, and a time line for seeking reimbursement. (Adopted: 03/08/94)

346 Summer programs

The Saratoga Springs City School District (Enlarged) may operate summer programs for the pupils of residents of the school district, and shall charge a registration fee to be determined by the Board of Education annually.

346.1 Purpose

The purpose of the summer programs may be corrective, enrichment, and recreational.

346.3 Transportation

Limited transportation may be provided for summer school attendance. The schedule shall be adopted annually by the Board of Education.

347 Instructional materials and services

347.1 Textbooks and other media

The Board of Education acknowledges its responsibility to provide textbooks, workbooks and related materials. It is the policy of the Saratoga Springs City School District (Enlarged) that these shall:

- a. Be the best available for the courses they cover.
- b. Represent (in areas of ideology, emotion or controversy) as objective an approach as possible.
- c. While avoiding the inculcation of propaganda, cover the essential elements of American society and the unique features of the United States and New York history, government, economy, and the contribution of all significant elements of our people to the development and growth of our society.
- d. Be as reasonably priced as possible.
- e. Be as attractively packaged as possible.
- f. Be of good quality construction.

347.11 Selection of textbooks

The selection of textbooks should be subject to three principle criteria:

- a. Planned regular and continuing analysis for effectiveness, of the curricula and textbooks in use in the district, and others that are, or become, available. This shall be done by the instructional staff of the district in cooperation with principals and classroom teachers of the level or subject matter area concerned, through textbook

selection committees.

- b. Objectivity and comprehensibility.
- c. Interest and involvement of the school board, the superintendent, and the certified personnel of the district in this program.

The Board of Education shall determine the need for textbooks based upon recommendations of the superintendent and the appropriate textbook selection committee.

347.2 Use and care of books

Textbooks are furnished to all students, and they shall be responsible for their appearance and safekeeping. Pupils shall be fined for damage to books, and shall pay for books lost.

347.3 Library resources

It is the policy of the Saratoga Springs City School District (Enlarged) that library facilities should be constructed and staffed as feasible.

347.31 Selection of material for libraries

- a. Books and other reading matter shall be chosen for values of interest and enlightenment of all the students of the school district. A book shall not be excluded because of the race, nationality, or the political or religious views of the writer.
- b. There shall be the fullest practical provision of material presenting all points of view concerning the problems and issues of our time, international, national, and local; and books or other reading matter of sound factual authority shall not be prescribed or removed from library shelves because of partisan or doctrinal disapproval.
- c. Censorship of books shall be challenged in order to maintain the school's responsibility to provide information and enlightenment. The responsibility of the school library as contained in the Library Bill of Rights of the

American Library Association will constitute a guideline for the selection of material.

347.32 Interpretation of selection of material for libraries

- a. The Board of Education believes it is the right and responsibility of teachers and librarians, under the supervision of the principal, to select reading material which is carefully balanced to include various points of view on controversial subjects. Books and materials meeting the above standards and principles may be selected for purchase unless they are of an obscene nature or advocate the overthrow of the government of the United States by force or revolution.
- b. Since materials are selected to provide for the interest and needs of the school community and the school program, therefore, suggestions for materials to be used in the library will be actively requested from teachers, principals, and students.
- c. Selection of materials will be assisted by the reading, examination, and checking of standard evaluation aids; i.e., standard catalogues and book review digests. In the case of a controversial volume, an evaluation committee composed of all the librarians of the School District shall meet to consider the book in the light of said criticism. The decision shall be based upon all the criteria in this policy.
- d. Two basic factors, truth and art, will be considered in the selection of books and other library materials. This first is factual accuracy, authoritativeness, balance, integrity. The second is a quality of stimulating presentation, imagination, vision, creativeness, style, appropriate to the idea, vitality, distinction. Materials for the school library shall be examined 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 curriculum and to the personal interest of pupils and teachers.

347.33 Criticism of selection of library materials

Criticism of books that are in the library should be submitted in writing on the form, Request for Clarification of Printed and Published Materials, to the building principal. Allegations thus submitted will be considered by a committee chosen from the building faculty by the principal. This committee, which should include a librarian as well as subject matter teachers, will judge the book as to its conformity to the aforementioned principles. If the matter is not satisfactorily resolved, it will be brought to the attention of the Superintendent for resolution.

347.4 Instructional media

The media program is indispensable to instructional programs that stress individualization, inquiry and independent learning for students. To assure that the media program functions and grows, the Board of Education shall approve sufficient funds as recommended by the superintendent.

347.41 Selection and Use of Classroom Film/Video Materials

Philosophy

- a. The goal of selection of film and video materials shall be to implement, enrich and support the overall educational program of the entire community including co-curricular and extra curricular activities.

Selection of materials shall be guided by the principles expressed in the American Library Association's Bill of Rights for School Library Media Program.

Delegation of responsibility

- a. Teachers and library media specialists shall be responsible for choosing appropriate materials based on criteria outlined in Section 3 below.

When questions arise regarding the suitability of such materials, a review team shall be convened by the principal.

Principals shall have responsibility for overall coordination of the selection of film/video materials.

Criteria for evaluation and selection of materials

- a. When film or video is used, it will connect clearly and relevantly to the course, enhancing or reinforcing student understanding of aspects of course content. Examples of criteria to be considered are as follows:
 1. The material makes complex concepts more accessible to students than other available materials do.
 2. The material generates thought and discussion regarding historical, sociological or artistic perspectives.
 3. The material illustrates techniques of media manipulation.
 4. The material enhances or illustrates ideas/concepts presented.
- b. The content of the film or video will be developmentally appropriate for the students.
- c. If the teacher or library media specialist has concerns regarding the suitability of materials, the work will be submitted to a review team as established by the principal.
- d. The criteria a - c will be followed whether a work is used in its entirety or excerpted.

Procedures

All films/videos shall be previewed prior to showing, using the selection criteria. Any films/videos with a question of appropriateness shall be previewed by a review team including teachers, library media specialists, supervisors, and/or parents,

and the principal or designee. The team will consider the experience and background of students, awareness of areas of sensitivity including, but not limited to language, violence, drug or alcohol abuse, and sexual issues.

The review team will be responsible for making recommendations to the principal regarding the use of film or video materials. The principal, following consultation with the superintendent, shall render a final determination.

Adherence to copyright law as it applies to non-print media and current fair use laws of broadcast programming for educational purposes must be maintained at all times.

Parent notification

In cases where the review team has identified potential controversy related to any issue, a summary including a brief description of the item and its relevance to the course and selection criteria will be developed. This summary will be sent to parents prior to the showing of the film/video with the option that the parent may contact the teacher if they have concerns about their child viewing the materials.

Teachers will make alternative assignments for students who themselves or whose parents do not wish them to view a specific film or video.

Complaint procedures (341.2)

Use same procedure as listed in "Selection of Instructional materials." (Rev. 1/26/96)

347.42 Replacement and maintenance

The superintendent shall promulgate regulations regarding the replacement of equipment on a regular schedule, and shall recommend funds for this purpose in his proposed budget.

The superintendent shall provide for the most economical and efficient repair of equipment, to minimize downtime and permit maximum utilization.

347.43 Student use of computerized information resources

The Board of Education will provide access to various computerized information resources through the District's computer system ("DCS" hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so called "on-line services" and the "Internet". It may include the opportunity for some students to have independent access to the DCS for their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the School District.

One purpose of this policy is to provide notice to students and parents/legal guardians that, unlike most traditional instructional or library media materials, the DCS will allow student access to external computer networks not controlled by the School District where it is impossible for the District to screen or review all the available materials. Some of the available materials may be deemed unsuitable by parents/legal guardians for student use or access. This policy is intended to establish general guidelines for acceptable student use. However, despite the existence of such District Policy and accompanying guidelines and regulations, it will not be possible to completely prevent access to computerized information that is inappropriate for students. Furthermore, students may have the ability to access such information from their home or other locations off school premises. Parents/legal guardians of students must be willing to set and convey standards for appropriate and acceptable use of their children when using the DCS or any other electronic media or communications. The District respects the right of each family to decide whether or not to apply for independent computer access.

Student use of the DCS is conditioned upon written agreement by all students and their parents/legal guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to insure acceptable use of the DCS. All such agreements shall be kept on file in the District Office.

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to the use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior.

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

Students who engage in unacceptable use may lose access to the DCS and may be subject to further discipline under the district's school conduct and discipline policy and the Student Discipline Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys District property pursuant to *General Obligations Law Section 3-112*.

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

The Superintendent or his or her designee is authorized to establish regulations as necessary to implement the terms of this policy.

347.5 Instructional aids for subject areas

It is the policy of this school district that the following identified special subject areas shall be supported by proper and adequate housing, and by the provision of instructional material and equipment as indicated:

347.51 Musical instructions

Musical instruments will, in general, be provided by the students except that the odd instruments (that is, the heavy brass, floor string and percussion instruments) may be purchased by the district and rented to the students in accordance with the schedule approved by the Board of Education.

347.52 Supplies for arts and crafts

General art equipment and material for approved courses will be supplied by the district.

347.6 Resources available for teachers

Every effort shall be made to provide maximum feasible resources for teachers.

347.61 Individual assistance available

Individual assistance may be obtained from district personnel attached to the superintendent's office or from principals or vice principals.

347.65 Research

Research programs conducted by the professional staff and utilizing school facilities, staff and pupils, shall be approved by, and be under the direction of, the superintendent.

347.651 Research policy and guidelines

Projects submitted shall conform as follows:

1. It is the policy to encourage the development and operation of soundly designed research projects and pilot programs by the professional staff. Such projects and programs may be financed by the state and federal agencies, by philanthropic foundations, and other groups, or a combination of such sources.

2. All research projects of a major nature and/or those in which no plans are made for informing parents, must be approved by the Board of Education. All other research projects shall be approved by the superintendent.
3. Approval shall be based upon the soundness of the program and the method of evaluation to be employed, all of which shall be outlined in writing in the application for approval.
4. The following guidelines for conducting research projects and pilot programs, are suggested:
 - a. Study should give evidence of being able to make a definite contribution to the educational profession and/or to the Saratoga Springs City School District (Enlarged).
 - b. Study must be feasible to carry out in terms of the amount of time involved, number of teachers and students participating, and possible expenses to be deducted.
 - c. Study should avoid the use of classroom and professional staff time unless this is essential to its success.
 - d. Overall design of study should be sound and give evidence of being able to be completed successfully.

347.7 Student exchange programs

The Board of Education and staff shall cooperate with approved organizations in providing student exchange programs for the pupils of the district.

348 Extracurricular activities for secondary schools

It is the policy of the Saratoga Springs City School District (Enlarged) that extracurricular activities shall be carefully controlled for the best interests of the students and the district, and shall be approved by the Board of Education.

Recognizing that extra-classroom activities represent an essential part of the educational experience, which should be available to young people, the Board of Education will recognize and support those extra-classroom activities which are formed for educational and school service purposes.

348.1 Definition

The definition of an extracurricular school activity is one which falls into one of the following seven categories:

1. Activity as members of student council and its member organizations (clubs, etc.)
2. Service as editors or business managers of school publications
3. Adjudicated music festivals or contests
4. Speech contests, debates, dramatic contests, etc.
5. All organized activities which are a part of the presentation and conduct of interscholastic athletic activities. Included in these would be membership in the bands, drill teams, cheerleaders.
6. Interscholastic athletic contests of all types
7. Any other extra-class activities which result primarily in inter-school competition, and for intra-school competition.

348.2 Responsibility for approved activities and authorized groups

All organizations shall be approved by the Board of Education. The superintendent shall maintain an up-to-date register of activities that have been approved.

Each activity shall have a faculty sponsor appointed by the principal, who shall report the names of sponsors for annual revision and approval of

the activity register. The sponsor shall attend all meetings of the activity. Activities shall not meet outside school property unless prior consent of the school principal has been obtained.

Responsibility for approved activities and authorized groups shall be vested in the secondary principals.

348.3 Authorized organized groups

Each activity shall have officers elected annually from among the membership, by secret ballot. Each organization shall adopt a constitution prescribing the purpose of the organization, the duties of the officers, membership requirements (to be applied equally and consistently to all students), rules of procedures, and other matters deemed necessary. Constitutions shall be approved by the faculty sponsor, the school principal, and the Board of Education. Constitutions shall be on file in the principal's office.

348.31 Secret organizations

No secret society, fraternity, sorority or organization shall be recognized, nor shall students in the Saratoga Springs City School District (Enlarged) be permitted to belong to same.

348.4 Eligibility for participation

The privilege of participating in any extracurricular activity shall be earned by each student through creditable performance in his studies, together with proper school conduct. This policy shall apply to eligibility for those activities which the superintendent shall list.

348.5 Student publications

The Board of Education shall make provision for the publication of a student newspaper and a yearbook.

348.6 Athletic policies

Athletics are a part of the regular school program; therefore, are under the control of the superintendent. The superintendent shall delegate the responsibility for the athletic program to the Director of Physical Education.

348.61 Financing

The Board of Education supports the athletic program with budgeted District funds as recommended by the superintendent.

The superintendent shall issue regulations on the manner of accounting for all funds and expenditures for athletics.

348.62 Coaching

The Superintendent, with the recommendation of the Director for Physical Education, is delegated the authority by the Board of Education to make coaching assignments.

Coaching assignments shall be for one year only, and like all other assignments, tenure is not earned in coaching.

Compensation for coaching shall be determined by contract.

348.64 Athletic regulations

The Superintendent shall issue rules and regulations regarding athletic eligibility.

348.65 Scheduling

The Saratoga Springs City School District will schedule athletic contests, and other competitive events within the geographical boundaries of Section II.

The Director of Physical Education will seek Board approval for exceptions to the above.

Championship competition at the Sectional, Regional or State level does not require special Board approval.

348.66 Expenses for competitive events

The District will support expenses associated within league and Section II schedules.

Non-league events; i.e., invitational and tournaments, with the recommendation of the Director of Physical Education and Athletics, require Board of Education approval.

All efforts will be made to avoid competition outside of a hundred-mile transportation radius and the need for overnight accommodations.

In the event the District approves a non-league competition involving the need for overnight accommodations, transportation, food and lodging must be met by the competitors and/or their support group, and the Superintendent will provide rules and regulations for such occasions.

348.7 Field Trips and Excursions

The Board of Education recognizes the desirability of providing off-campus experiences which will enhance the educational program of the school district.

For purposes of this policy, a field trip or excursion shall be defined as any journey by a group of students away from the school premises, under the supervision of a teacher, which is an integral part of an approved course of study, co-curricular activity or extended classroom experience and conducted for the purpose of affording a first-hand educational experience not available in the classroom.

348.71 Approval of Field Trips and Excursions

Factors relevant in consideration of approval of field trips and excursions will include safety and security, the relationship to the curriculum, the distance of the trip, availability of transportation, the cost involved, weather conditions, and availability of district transportation and/or commercial transportation.

Principals shall screen all requests for field trips and excursions well in advance of the date and endorse only those of sufficient educational value to justify the time and expense involved.

Field trips or excursions of more than fifty (50) miles one way

require the approval of the Board of Education.

The Superintendent may cancel previously approved field trips due to extenuating circumstances.

348.72 Parental Permission

Written parental/legal guardian permission shall be obtained for each student for each school sponsored field trip or excursion that includes any activity or trip off school premises.

348.73 Student Conduct

Field trips and excursions are a part of the curriculum of the schools, and student attendance and conduct on such field trips and excursions are governed by the same rules and standards of behavior that govern regular classroom activities.

348.74 Transportation

Student transportation for all field trips and/or excursions shall be provided for through the use of district-owned school buses or licensed public carriers meeting all applicable State and Federal regulations.

348.75 Occasional Drivers

- a) The use of private automobiles to provide transportation for field trips is not permitted.
- b) An "Occasional Driver" shall mean a certified teacher employed by the district who is not primarily employed on either a full-time or part-time basis as a school bus driver or substitute school bus driver. Occasional drivers as defined by the State Education Department may provide transportation for other than regular routes and field trips using district-owned and operated vehicles. The Occasional Driver must meet the applicable requirements of NYCRR 156.3, as well as all other requirements established by the district or other governing agencies.

348.76 Regulation

The Superintendent shall promulgate rules and regulations for field trips and excursions, including but not limited to:

- a) Criteria and requirements for field trips;
- b) Procedures for the review and approval of field trip and/or excursion activities;
- c) Criteria for the chartering of public/private contractor transportation;
- d) Securing parental permission;
- e) Procedures for the denial of the opportunity to participate in a field trip or excursion;
- f) Length of field trip - distance and/or time;
- g) Walking field trips or excursions;
- h) Overnight field trips or excursions;
- i) Out of country trips;
- j) Use of chaperones - adequacy of adult supervision;
- k) Emergency conditions/events;
- l) Interscholastic and other regional and state-wide activities;
- m) Provisions for First Aid kits and AED units on field trips.

Ref: Education Law Section 1718
8 NYCRR Section 1720.2 (1)

(Adopted: 02/22/07)

348.8 Use of school facilities

The Board of Education encourages the use of school buildings and facilities whenever such use will not interfere with regular school or school-sponsored program.

The principal shall schedule the use of facilities on the school campus where he is assigned.

349 Evaluation

Operations of the educational system, like those of any big business, require that an annual review be made to assess the overall picture of the performances in order to determine the progress made during that period in the Saratoga Springs City School District (Enlarged). The superintendent shall report annually on the school district's performance.

350 Post-secondary education

351 Continuing Education

The Board of Education shall maintain a program of extensive continuing education for adults and out-of-school youth as part of its total commitment to improve educational opportunity and quality in the community. Each year, an effort shall be made to meet the needs of the local citizens in a rapidly changing world.

351.1 Responsibility

The Director of Continuing Education shall be responsible for the continuing education program, and shall have the advice of the advisory board for continuing education.

351.21 Offering

Courses shall be offered to meet the needs of the community and which comply with the class size requirement.

351.22 Schedules

Classes shall be scheduled when facilities are not required for the regular school program or school-sponsored activities.

351.24 Registration

Registration shall be conducted and publicized so as to ensure that all interested residents have the information.

351.25 Limitation

No local or state funds may be expended for non-educational courses.

351.26 Class size and enrollment

Regulations issued by the Commissioner of Education require that all adult classes maintain a level of attendance consistent with good educational instruction and sound economy.

Courses may be terminated if enrollment and/or attendance falls below minimum standards.

351.27 Fees

The Board of Education shall adopt, annually, a registration fee for each course. The fee shall be waived for senior citizens and for retired persons.

Laboratory fees and material fees may be charged for some courses, in accordance with the schedule adopted by the Board of Education.