

**CHAPTER 3**  
**EDUCATIONAL PROGRAM**

	<b><u>Policy #</u></b>
<b>CURRICULUM AND INSTRUCTION</b>	<b>A300</b>
Curriculum Adoption	.1
Priority of Instruction	.2
Continuous Progress & Grouping for Instruction	.3
Evaluation of Programs	.4
Homework	.5
Print & Non-Print Instructional Materials	.6
Copyright	.7
Accelerated Programming	.8
Education of Pupils with Limited English Proficiency	.9
Summer School	.10
Parental Involvement – Title I Program	.11
<b>SPECIAL PROGRAMS AND ACTIVITIES</b>	<b>A301</b>
Gifted Talented and Enrichment Education	.1
Basic Testing Programs	.2
School Volunteers	.3
Community Resource Persons	.4
Field Trips and Excursions	.5
Driver Education	.6
Instruction in Religion - Responsibility of the Schools	.7
Conservation of Energy Resources	.8
Occupational Education/Tuition Payment	.9
Academic Intervention Services	.10
Dual Enrollment Program	.11
Time-Out Room	.12
<b>ACADEMIC FREEDOM AND CONTROVERSIAL ISSUES</b>	<b>A302</b>
Academic Freedom	.1
Controversial Issues - Responsibilities of Teachers	.2
Instructional Materials Reconsideration Policy	.3
Constitutionally Protected Prayer in the Schools	.4
<b>PROGRAMS FOR STUDENTS WITH DISABILITIES UNDER IDEA AND ARTICLE 89</b>	<b>A303</b>
Individualized Education Program Diplomas	.1
Non-Discrimination Under Section 504 of Rehabilitation Act of 1973	.2
Selection and Appointment of Impartial Hearing Officer	.3
Providing Teachers and Service Providers Copies of a Student's IEP	.4
Provision of Instructional Materials in a Usable Alternative Format	.5
<b>DISTRICT EMPLOYEES - ATTENDANCE AT SCHOOL-SPONSORED ACTIVITIES</b>	<b>A304</b>

NORWICH CITY SCHOOLS  
Board Policy

A300.1

A300.1

CURRICULUM ADOPTION

A dynamic instructional program requires continuous alteration in courses of study. However, it is the policy of the Norwich School Board that no course of study shall be eliminated or new course added without approval of the Board nor shall any basic alteration or reduction of a course of study be made without such approval.

The intent of this policy is not to constrain curricular revision and alteration. Rather, it is designed to ensure that the Board of Education is consistently involved in curricular development matters and that the impact of such activities on associated district resources receive adequate consideration.

Policy Adopted: December 15, 1975

Policy Amended: January 17, 1983

NORWICH CITY SCHOOLS  
Board Policy

A300.2

A300.2

PRIORITY OF INSTRUCTION

The attitudes, skills and knowledge believed to be essential for all graduates of Norwich schools are reflected in the district's Learning Core. The Board of Education considers each outcome reflected in the Learning Core to be important in providing students with a comprehensive education.

Recognizing the critical need for all students to develop competency in reading, writing, mathematics and computer literacy skills as basic requirements for successfully functioning in society, the Board of Education establishes as the first priority of the school district the teaching of these basic skills.

Instruction in all courses in the curriculum will emphasize the development of the above basic skills and will require students to utilize these skills as an important part of the instructional process.

Policy Adopted: February 26, 1979

Policy Amended: January 17, 1983

Policy Amended: March 17, 1997

NORWICH CITY SCHOOLS  
Board Policy

A300.3

A300.3

CONTINUOUS PROGRESS AND GROUPING FOR INSTRUCTION

It shall be the policy of the Norwich School District to encourage and support, to the greatest extent possible, instructional programming based on the concept of continuous progress. Continuous progress is the educational concept which allows all students to advance through developmental skills and curricular areas at the maximum rate of learning consistent with their abilities and educational needs.

To the extent possible given constraints of space, staffing and other resources, students will be taught in heterogeneous instructional environments. Children will be grouped for instruction in such ways as to ensure maximum flexibility and the greatest possible academic achievement.

Policy Adopted: December 15, 1975

Policy Amended: January 17, 1983

Policy Amended: March 17, 1997

NORWICH CITY SCHOOLS  
Board Policy

A300.4

A300.4

EVALUATION OF PROGRAMS

The instructional programs of the district shall be continually reviewed and evaluated. Appropriate means for the evaluation shall be established and maintained and may include the following elements:

1. Testing programs such as nationally standardized general achievement tests, national standardized tests in specific subject areas, and tests administered by other agencies.
2. Studies of school achievement records.
3. Studies of school drop-out records.
4. Utilization of out-of-system services (Middle States Association of Colleges and Secondary Schools; participation in regional research studies, etc.)
5. Teacher evaluation.
6. Parent, student and graduate evaluation of instruction.
7. State Department of Education specialists and services.

Policy Adopted: December 15, 1975

NORWICH CITY SCHOOLS  
Board Policy

A300.5

A300.5

HOMEWORK

Though not entirely conclusive, educational research has established that there is a positive relationship between homework and achievement. Based thereon, the Board of Education hereby formally endorses the assignment of homework to District students by instructional staff members consistent with the attached Administrative Guidelines.

Policy Adopted: December 15, 1975

Policy Amended: April 9, 1990

NORWICH CITY SCHOOLS  
Administrative Guidelines

B300.5

B300.5

**HOMEWORK**

Homework helps students to develop good study habits, foster positive attitudes toward school, and communicates to students the idea that learning takes place at home as well as at school.

Homework assigned to students shall be consistent with the following guidelines:

**Definition:** Tasks assigned to students by staff members that are meant to be completed outside the classroom.

**Practices:**

Research has indicated that homework practices with the following characteristics get the best results:

- Homework must be central to coursework and must be appropriate to the needs of the learner.
- The skills necessary for the successful completion of homework assignments must be taught prior to assigning homework.
- Homework must be accompanied with clear written and/or oral instructions.
- Students and their parents must be informed by staff members about the purposes of homework, the amounts of homework assigned, the consequences for not completing homework, and the types of parental involvement that is acceptable.
- Homework should be routinely assigned and graded/commented on.
- Staff members should consistently provide feedback on homework and vary the approaches for providing feedback.
- The amount of homework will increase as students progress through school.
- Homework assignments must be coordinated with other staff members with regard to content and time.

**Forms:**

Preparation or Elaboration Homework: Is designed to prepare students for new content that has been introduced. It is not necessary that students have an in-depth understanding of the content for homework assigned for the purposes of preparation or elaboration.

Practice Homework: Is designed to help students master specific skills and is limited to material introduced and practiced in class. It should be structured around content with which students have a degree of familiarity.

It is designed to help students master specific skills and knowledge.

Extension Homework: Is given to determine if students can transfer a skill or idea to a new situation or to integrate many skills and concepts in the process of producing a response.

**Duration:**

Maximum Time Allocation Per Day K-8

Kindergarten-Second Grade	20 Minutes
Third Grade	30 Minutes
Fourth Grade	40 Minutes
Fifth Grade	50 Minutes
Sixth Grade	60 Minutes
Seventh Grade	70 Minutes
Eighth Grade	80 Minutes

Minimum Time Allocation Per Day 9-12

Ninth Grade	90 Minutes
Tenth Grade	100 Minutes
Eleventh Grade	110 Minutes
Twelfth Grade	120 Minutes

Guidelines Adopted: April 9, 1990  
Guidelines Amended: October 21, 2003

NORWICH CITY SCHOOLS  
Board Policy

A300.6

A300.6

PRINT AND NON-PRINT INSTRUCTIONAL MATERIALS

**I. MISSION STATEMENTS**

**Norwich City School District:**

Through the use of all available resources, it shall be the Mission of the Norwich City School District to produce productive citizens who can successfully collaborate and compete in a global society... to develop and provide for each enrolled student a program of experiences, activities and services designed to ensure maximum opportunities for life-long intellectual, psycho-social, personal and physical growth. It shall further be the Mission of the District to ensure the delivery of such experiences, activities, and services within an interpersonal atmosphere marked by order, warmth and genuine concern for each individual's well-being as well as appropriate physical environments which support and contribute positively to learning.

**Norwich City School Library Media Program:**

The mission of the Norwich City School District Library Media Program is to provide instruction in the essential skills necessary for learning in the 21<sup>st</sup> century in order to empower students to responsibly and effectively pursue and acquire knowledge.

**II. PHILOSOPHY**

A superior collection of print and non-print materials is essential for effective teaching and learning. These materials must meet the demands of an extensive curriculum and the needs of a diverse student population. It shall be the intent of the Board of Education to provide quality print and non-print materials to meet these needs.

Ultimate responsibility for provision of both print and non-print materials shall rest with the Board of Education. However, responsibility for the selection of all materials, both print and non-print, shall be delegated to appropriate members of the School District staff.

The library is an integral and essential part of the educational program. Student academic achievement is directly enhanced by a strong, well-supported library media program. The philosophy also reflects the policies outlined in the American Library Association's *Library Bill of Rights, Access to Resources and Services In the School Library Media Program: An Interpretation of the "Library Bill of Rights,"* and the National Council of Teachers of English Students' *Right to Read*.

Policy Adopted: May 19, 1980

Policy Amended: January 17, 1983

Policy Amended: January 15, 1990

Policy Amended: May 18, 1992

Policy Amended: June 13, 2011

**PRINT AND NON-PRINT INSTRUCTIONAL MATERIALS****SELECTION POLICY**

The Board of Education recognizes the validity of the policies outlined in the American Library Association's *Library Bill of Rights, Access to Resources and Services In the School Library Media Program: An Interpretation of the "Library Bill of Rights,"* and the National Council of Teachers of English *The Students' Right to Read*. (Full-text of these documents can be found in the Appendix.)

This does not infringe on the Board's right to determine the most appropriate materials acquired for school use.

Classroom Materials

The actual selection of textbooks and other instructional materials may be made by individual members of the instructional staff, groups of instructional staff members or joint administrator/instructional groups and approved by building principals. Selection shall be guided by the Office of Instruction and Staff Development.

Library Materials

Materials for the Library Media Centers are selected by the Library Media Specialists and approved by building principals. This policy applies to district-purchased library media resources as well as gifts and free materials.

Goals & Objectives

The Board of Education recognizes that the following assumptions are essential in the selection of quality materials:

1. Materials should reflect the pluralistic character and culture of American society as well as that of the global community.
2. Materials shall be chosen to foster respect for others.
3. Materials should present and analyze tension and conflict objectively, placing emphasis upon resolving social and economic problems.
4. Materials should reflect the problems, aspirations, attitudes, and ideals of society.
5. Materials will reflect the varying interests, maturity, and intellectual levels of the students.
6. Materials selected should enable and encourage students to develop as creative and responsible individuals by stimulating the greatest possible diversity of interests and abilities.
7. Materials should provide information that enables students to make intelligent judgments in their lives.
8. Professional staff may recommend materials for individual students that they feel have significance for that student.
9. Materials should present a reasonable balance of opposing sides of controversial issues to foster and encourage the practice of critical reading and thinking.
10. Materials will not be excluded because of the race, nationality, political, or religious views of the author or producer.
11. Biased or slanted materials may be provided only to meet specific curriculum objectives.
12. The value and impact of any literary work will be judged as a whole.

Based on: University of The State of New York, State Education Department, Bureau of School Library Programs. Selection Guidelines: School Library Resources, Textbooks, Instructional Material, 1987.

### Criteria for Selection

Instructional materials shall support and be consistent with the general educational goals of the District. All materials will be selected on the basis of an identified need for the materials and the general suitability of the materials to the needs and abilities of those who will use them. Consideration of the criteria below, where relevant, shall provide the basis for selection of instructional materials. The criteria are not arranged in any particular order of importance.

- a. Relationship to Curriculum  
Materials should be selected for their contribution to the implementation of the school's curriculum.
- b. Relationship to Existing Collection  
The materials should make a contribution to the balance of the individual school collection.
- c. Interest and Appeal  
The content and style of the materials should appeal to students' interests and imaginations, encouraging their emotional and intellectual growth.
- d. Authority, Accuracy and Authenticity  
Consideration should be given to the qualifications, reputation, and significance of those responsible for creating the material (the author, producer, publisher). The content of materials should be valid and reliable.
- e. Appropriateness  
The materials should be clearly presented in a well-organized fashion. The concepts and depth of their coverage should be appropriate to the intended users. The materials should interest the user and stimulate further learning.
- f. Permanence and Timeliness  
The materials should be of lasting value and/or current interest or concern.
- g. Cultural Diversity  
Materials should foster respect for, and help students gain an awareness of, the many contributions made by the various groups and ideologies which make up a diverse society. The materials should present tension and conflict objectively, placing emphasis on resolving social and economic problems.
- h. Whole vs. Part  
Each item should be approached from a broad perspective, looking at the work as a whole and judging controversial elements in context rather than as isolated parts. For example, periodicals should be selected and purchased for their overall reputation, and should not be rejected because of an occasional article which may be deemed offensive.
- i. Currency  
Materials should be examined carefully for the currency of the information presented. Copyright date may be used as one indicator of the currency of the material.
- j. Medium  
Selected media chosen using identified criteria may reflect current technologies.
- k. Literary Content  
A variety of fiction materials should be provided to meet the needs of students who vary in their reading ability, social background, and taste. Fiction is selected to represent literary merit, provide for a variety of genres, and reflect a broad spectrum of human experiences. The inclusion of sexual incidents, profanity, or violence does not automatically disqualify the material. The decision is based on whether the book portrays life in its true proportions, the manner with which circumstances are dealt, and its overall literary value.
- l. Quality of Writing  
The material should stimulate growth in factual knowledge and/or literary appreciation. The content should provide adequate scope, range, depth, and continuity while maintaining user interest.
- m. Technical and Physical Qualities  
Materials shall meet high standards of quality in physical attractiveness and format.
- n. Cost  
The selection of any piece of material, particularly an expensive one, should be seen in relation to the degree of need for the material, the amount of anticipated use, and existing budgetary limitations. The shared use of materials should be considered.
- o. Selection Tools  
Each Library Media Specialist will select materials according to the Norwich City School Selection Policy using professional selection and reviewing tools.

- p. Treatment of Controversial Issues  
Materials on controversial issues should be selected to represent the fullest possible range of contrasting points of view and to provide a balanced collection on such subjects.
- q. Treatment of Religion  
Materials about religion should be chosen to explain, not to indoctrinate.
- r. Treatment of Human Development  
Accurate materials about human physiology, physical maturation and personal hygiene will be part of each collection.
- s. Information on Addictive Substances  
Collection will include materials that accurately describe facts about drugs and their effects on the body and society.
- t. Treatment of Biased Materials  
Materials which unfairly, inaccurately, or viciously treat a particular race, sex, ethnic group, age group, religion, etc., shall not be selected unless there exists a legitimate educational purpose--such as analysis, observation, historical development or interpretation--for the use of such materials.
- u. Gifts and Sponsored Materials  
Gifts and sponsored materials must meet the same criteria as those selected for purchase. They are accepted with the understanding that, if not suitable, they may be returned.

Based on: Instructional Materials Selection Policy and Procedures, Madison Metropolitan School District, Madison, Wisconsin May 1989

#### Criteria for Deselection

Weeding is a continuing process of evaluating resources and removing items that no longer meet the selection criteria. The library media specialist(s) may use, but is not limited to, the following criteria when weeding materials.

- a. Outdated
- b. Inaccurate
- c. Worn
- d. Unused
- e. Superfluous
- f. Duplicate
- g. No longer support curriculum and/or New York State Learning Standards

#### Discarding Deselected Materials

After materials are deselected, the librarian will then offer these materials to others in the following priority order:

- 1) To members of the school's faculty and staff
- 2) To students
- 3) To the public and outside agencies using equitable distribution process through the Office of Instruction and Staff Development.

If materials are deemed outdated or inaccurate, they will be discarded using the general procedures for discards (e.g., removal to landfill).

NORWICH CITY SCHOOL DISTRICT

B300.6

B300.6

STAFF REQUEST FORM FOR NEW TITLES

Please check type of requested title:

- Book       Film       CD       Photograph
- Periodical     Kit       Computer Software     Pamphlet
- Cassette       Videocassette/DVD     Other \_\_\_\_\_

1. Title \_\_\_\_\_

2. Author \_\_\_\_\_

3. Publisher/Producer \_\_\_\_\_

4. Number of pages (if print material)? \_\_\_\_\_ Binding: Hardbound \_\_\_\_\_ Softbound \_\_\_\_\_

5. In what year was this title published/produced? \_\_\_\_\_ Price? \_\_\_\_\_

6. Teacher making request \_\_\_\_\_

7. Textbook replacement? Yes \_\_\_\_\_ No \_\_\_\_\_

8. If replacement, what textbook is being replaced?

Title \_\_\_\_\_

Author \_\_\_\_\_ Publisher \_\_\_\_\_ Copyright date \_\_\_\_\_

9. How many copies of this title will be needed? \_\_\_\_\_

10. In what grade/course will this title be used? \_\_\_\_\_

11. Will this title be required reading or viewing for all students? Yes \_\_\_\_\_ No \_\_\_\_\_

12. Into what unit of study will you place this title? \_\_\_\_\_

13. Into which genre would you place this title, i.e., biography, historical novel, area-studies, biology, etc.?  
\_\_\_\_\_

14. Briefly state the theme of this title and how you intend to incorporate it into your teaching unit.  
\_\_\_\_\_

15. Rationale for selecting this title: \_\_\_\_\_

16. Would this title in any way offend any cultural, ethnic, religious group? Yes \_\_\_ No \_\_\_

**APPROVALS:**

Principal \_\_\_\_\_

Department Chairperson \_\_\_\_\_

Superintendent \_\_\_\_\_

Guidelines Adopted: May 19, 1980

Amended: January 17, 1983

Amended: January 15, 1990

Amended: May 18, 1992

Amended: March 4, 2002

Amended: June 13, 2011

COPYRIGHT

**DEFINITION OF COPYRIGHT**

Copyright is the exclusive right that protects an author, artist, composer, or programmer from having his or her work published, recorded, exhibited, translated, or reproduced by way of copies or other versions, except by permission. The purpose of copyright is to encourage the development of new and original works and to stimulate their wide distribution by assuring that their creators will be fairly compensated for their contributions to society.

Current copyright law is embodied in Title 17 of the United States Code. Works or authorship include, but are not limited to, the following categories: computer programs; dramatic works, including any accompanying music; literary works; motion pictures and other audiovisual works; musical works, including accompanying words; pantomimes and choreographic works; pictorial, graphic, and sculptured works; and sound recordings.

Those interested in further explanations of copyright should consult the reference section at the end of this publication. These references may be borrowed from the DCMO BOCES School Library System through Interlibrary Loan. Contact the School Library Media Specialist in your school for assistance.

**DEFINITION OF FAIR USE**

According to PL94-553 Section 106, only the owner of copyright "has the exclusive rights to do and authorize" duplication of any copyrighted material (*i.e., print, music, video, etc.*).

Section 107: Limitations on Exclusive Rights: Fair Use states:

"Notwithstanding the provisions of Section 106, the fair use of copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that section, for purposes such as criticism, comment news reporting, teaching, scholarship or research, is not an infringement of copyright. When determining whether the use of a work in any particular case is a fair use, ALL the factors to be considered shall include:

- (1) the purpose and character of the use;
- (2) the nature of the copyrighted work;
- (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; **and**
- (4) the effect of the use upon the potential market for or value of the copyrighted work."

In establishing these guidelines, it is not intended to define all possible practices that are fair use standards but to represent the minimum permissible standards of educational fair use under Section 107 of Title 17 United States Code.

It is always advisable that written permission be obtained from the owners of the copyright before duplicating any copyrighted material.

Copying parts of 'or an entire' work for use in a classroom CANNOT be done simply because the purpose is educational. The Fair Use statute is used to determine the legality of copying when the instance of copying is not addressed in the other Sections of the Copyright Act.

Policy Adopted: June 16, 1986  
Policy Amended: June 13, 2011

NORWICH CITY SCHOOLS  
Administrative Guidelines

B300.7

B300.7

COPYRIGHT

CONTENTS

Definition of Copyright..... 1

Definition of Fair Use ..... 1

Copying Print Material for Classroom Use..... 2

Copying Music..... 3

Copying Audiovisual Works..... 4

Copying Computer Software ..... 4

Off-Air Video Recording ..... 5

Library and Archival Rights for Reproduction ..... 6

Appendix A..... 8

Appendix B ..... 8

Sample Requests for Permission..... 9

References..... 9

### COPYING PRINT MATERIAL FOR CLASSROOM USE

#### **PERMITTED**

1. Teachers may make single copies for use in scholarly research, in teaching, or in preparation for teaching a class of the following:
  - Chapter of a book;
  - Article from a newspaper or periodical;
  - Short essay, short story, short poem whether or not from a collected work; and
  - Chart, graph, diagram, drawing, carbon, or picture from a book, periodical or newspaper.
2. Multiple copies may be made for use in the classroom:
  - Of an article, story or essay if it is less than 2,500 words;
  - Of an excerpt of an article, story or essay if it is no more than 1,000 words or no more than 10 percent of the whole, whichever is less;
  - Educators should be aware that copying books and periodicals may be done at the instance and inspiration of the individual teacher only when the decision to use the material for maximum teaching effectiveness is so close in time that it would be unreasonable to expect a timely reply to a request for permission;
  - Of a complete poem if it is less than 250 words and printed on no more than two pages;
  - Of an excerpt from a longer poem if it is less than 250 words;
  - Of one chart, graph, diagram, drawing, cartoon or picture per book or periodical;
  - Of special works combining prose, poetry, and illustrations, but limited to no more than 10 percent of the total; and
  - All of the preceding copying must bear the copyright credit notice.

#### **PROHIBITED**

1. Copies of consumable works, *i.e.*, workbooks and standardized tests may not be made.
2. Copies may not be made for classroom use if it has already been copied for another class in the same institution.
3. Multiple copies may not be made from the same collective work or periodical issue more than three times a term.
4. Multiple copies of a short poem, article, story, or essay from the same author may not be made more than once in a class term.
5. Copies or works to take the place of or create an anthology, compilation or collective works may not be made.
6. Copying may not be done for the purpose of substituting for the purchase of books, publishers' reprints, or periodicals.
7. The same item may not be copied by the same teacher from term to term.
8. Copying may not be ordered by a higher authority.

### COPYING MUSIC

#### **PERMITTED**

1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.
2. (a) For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not compromise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10 percent of the whole work. The number of copies shall not exceed one copy per pupil.

(b) For academic purposes other than performance, a single copy of an entire performance unit (section, movement, aria, etc.) that is, confirmed by the copyright proprietor to be out of print or unavailable except in a larger work, may be made by or for a teacher solely for the purpose of his or her scholarly research or in preparation to teach a class.

1. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted, or the lyrics, if any, altered, or lyrics added if none exists.
2. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.
3. A single copy of a sound recording (such as tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercise or examinations and may be retained by the education institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

### **PROHIBITED**

1. Copying to create or replace or substitute for anthologies, compilations or collective works.
2. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.
3. Copying for the purpose of performance, except as in (1) on above.
4. Copying for the purpose of substituting for the purchase of music, except as in (1) and (2) on the previous page.
5. Copying within inclusion of the copyright notice which appears on the printed copy.

### **COPYING AUDIOVISUAL WORKS**

#### **PERMITTED**

1. Creating a slide or overhead transparency series from multiple sources as long as creation does not exceed 10 percent of the photographs in one source (book, magazine, filmstrip, etc.) unless the source forbids photographic reproduction.
2. Creating a single overhead transparency from a single page of a "consumable" workbook.
3. Reproducing selected slides from a series if reproduction does not exceed 10 percent of total nor excerpts "the essence."
4. Stories or literary excerpts may be narrated on tape and duplicated, as long as similar material is not available for sale.

#### **PROHIBITED**

1. Duplication of tapes unless reproduction rights were given by the copyright holder.
2. Reproduction of musical works to another format (*e.g.*, record to tape).
3. Reproduction of commercial "ditto masters" individually or in sets (including multimedia kits).
4. Reproduction of any audiovisual work (film, filmstrip, videotape) in its entirety.
5. Conversion of one media format to another (*e.g.*, film to videotape) unless permission is secured.

### **COPYING COMPUTER SOFTWARE**

#### **PERMITTED**

1. Making (or authorizing the making of) a copy of a computer program provided:
  - That such new copy or adaptation is created at the expressed written consent of the copyright holder as an essential step in the utilization of the computer program in conjunction with a machine and it is used in no other matter;

- That such a new copy or adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful;
- It is recommended that a record of the archival copy be kept in a log which includes but is not limited to title, vendor, date of duplication, purchase order number, and computer format;
- The log be maintained for the period of use of plus three years; and
- That the archival copy be stored in a secure location.

2. When printed authorization is on file.

### **PROHIBITED**

1. Creation of any new copies of copyrighted programs for any purpose other than those listed previously.
2. Creation of any copies of programs which have been modified or adapted to meet local needs without permission of the copyright holder.
3. Multiple-loading or booting from one disk into multiple machines at the same time.
4. Downloading of a program to multiple stations at the same time from a I network source (unless authorized by a network license).
5. Making multiple copies of the printed documents that accompany copyrighted software.

### **OFF -AIR VIDEO RECORDING**

Copyright law specifically prohibits unauthorized copying of works such as television programs and video presentations. FAILURE TO OBTAIN THE NECESSARY COPYING PERMISSION MAY RESULT IN SEVERE CIVIL AND CRIMINAL PENALTIES.

Due to potential infringement consequences, DCMO BOCES Instructional Support Services does not generally make off-air recordings of copyrighted programs unless specific exemptions (*i.e.*, "unlimited" or "life of tape" rights) are granted by the copyright holder.

### **PERMITTED**

1. Commercially broadcast programs, except where specific restrictions have been issued, may be recorded off-air simultaneously with transmission and retained for 45 calendar days after date of recording provided its use is an integral part of the school's systematic instructional plan.
2. Off-air recordings (in 1 above) may be used once by an individual teacher for relevant educational classroom activities and once for necessary reinforcement during the first ten (10) consecutive school days after recording provided its use is an integral part of the school's systematic instructional plan. School days are school session days--not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions: within the 45-day retention period.
3. After the first 10 school days, recordings may be used up to the end of the 45-day retention period for teacher evaluation purposes only (*e.g.*, to determine if the program should be purchased by the department).
4. Such recordings may be made at the request of and used by the individual teachers. No broadcast program may be recorded more than once for the same teacher.
5. Such recordings need not be used in their entirety but may not be altered or edited. The recording, however, must include the copyright notice on the program as recorded.
6. Upon conclusion of the retention period, all off-air recordings must be erased or destroyed immediately.

### **PROHIBITED**

1. Off-air recording in anticipation of teacher requests.
2. Using the recording for instruction after the 10-day use period.
3. Holding the recording for weeks or indefinitely because:
  - units requiring the program concepts are not taught within the 10-day use period;
  - an interruption or technical problem delayed its use; or
  - another teacher wishes to use it, or any other assumed "legitimate" educational reason.
4. Programs recorded off-air may not be used for entertainment or "reward" during the school day or evening. This constitutes a public showing for which special fees may be required.

5. Use of BOCES-owned equipment for making or playing back copies that are not legally acquired.

### LIBRARY AND ARCHIVAL RIGHTS FOR REPRODUCTION

Library copying that may exceed fair use because of individual user requests or requests from other libraries or archival libraries is authorized by Public Law 94-553, Section 108, provided that:

1. Reproduction or distribution is not done for direct or indirect commercial advantage;
2. Library collections are open to the public or available to outside researchers; and
3. Copies must include notice of copyright.

These rights are extended to isolated and unrelated reproduction of a single copy of the same material on separate occasion, but do not extend to systematic reproduction or distribution of single or multiple copies. The rights do not apply to a musical work, a pictorial, graphic or sculptural work, or to a motion picture or other audiovisual work other than an audiovisual work dealing with news.

### **PERMITTED**

1. Reproduction for preservation, security or deposit in another library of UNPUBLISHED WORK is permitted if:
  - Reproduction is made by microfilm or electrostatic process, not in "machine readable" form for storage in any information system; and
  - Reproduction deposited in another library may not be reproduced.
2. Published works in a libraries' or archives' collection that is damaged, deteriorating, lost, or stolen may be reproduced only after a reasonable effort has determined that an unused replacement is not obtainable at a fair price.
3. Out-of-print work may be reproduced at a library patron's request from another library only after a reasonable effort has determined that an unused replacement is not obtainable at a fair price provided that:
  - The copy becomes the property of the user and that the library has had no notice that the copy is being used for anything but research, scholarship, or private study; and
  - Library must have Copyright Notice displayed where orders are accepted and on interlibrary loan forms.
4. ONE article or other contribution to a periodical, or a copy of a small part of any other part of any other copyrighted work maybe made provided:
  - The copy becomes the property of the user and that the library has had no notice that the copy is being used for anything but research, scholarship or private study; and
  - Library must have Copyright Notice displayed where orders are accepted and on interlibrary loan forms.
5. For interlibrary loan, a library may make up to six copies per year of an article or articles from a given periodical that has been published within the last five years. The requesting library must supply with each request a statement that is made in conformity with the Guidelines for the Proviso of Subsection 108 (9) (2) and must maintain records of all requests.
6. For interlibrary loan, a library may make up to six copies a year of short excerpts from a given work. The requesting library must supply with each request a statement that it is made in conformity with the Guidelines and must maintain records of all requests.

### **PROHIBITED**

1. Systematic reproduction or distribution of single or multiple copies. 2. No request for interlibrary loan may be fulfilled unless request is accompanied by assurance that the request is made in conformity with Guidelines.

## APPENDIX A

### NOTICE - WARNING CONCERNING COPYRIGHT RESTRICTIONS

- The copyright law of the United States governs the making of photocopies or other reproductions of copyrighted material.
- Photocopies or other reproductions can be furnished only under certain conditions, if they will be used solely for private study, scholarship, or research. Use of the reproduction for other purposes may make the user liable for copyright infringement.
- This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

## APPENDIX B

### PROCEDURES FOR OBTAINING PERMISSION TO USE COPYRIGHTED MATERIALS

It is the responsibility of the user to:

1. Locate a source containing the desired material;
2. Determine by looking in the source if the publisher owns the copyright or attributes it to someone else; and
3. Write to the owner of the copyright for written permission to use the material. This letter should include:
  - Request for written permission to use the material;
  - Specific information related to the material to be used;
  - Nature of the publication or use in which the material will be included;
  - Number of editions of publications to be published;
  - Number of copies to be printed;
  - Approximate length of time the publication will be in use;
  - People to whom publication will be distributed;
  - Price of publication or intention to distribute gratis;
  - Request for a written acknowledgment from the publisher; and
  - Date by which information is needed.

SAMPLE REQUESTS FOR PERMISSION

Date: September 9, 2003

Permissions Department  
Acme Publishing  
1 ~2 Maroon Street  
New York, NY 55555

Dear Concerned Party:

This letter is a request for permission to duplicate/use for next semester, the following:

Title: Practice Makes Perfect

Copyright: Acme Publishing, 1998,2001

Author(s): Jane Doe

Material to be duplicated: Pages 16-37. See enclosed copies.

Number of copies: 156 (1 per student in 6 classes)

Manner of distribution: There will be no charge for reproduction

Type of Reproduction: Copies

Purpose of use/reproduction: Orientation for incoming students

A self-addressed, stamped envelope is enclosed for your convenience. Please respond and notify me of fees, if any, for this permission.

Sincerely,

Jill Owens  
XYZ Central School  
Alphabet City, NY 55555

Permission granted \_\_\_\_\_

Date \_\_\_\_\_

Conditions, if any \_\_\_\_\_

\_\_\_\_\_

REQUEST FOR PERMISSION

Date: \_\_\_\_\_

Permissions Department

Dear Reader:

This letter is a request for permission to duplicate/use for the following:

Title: \_\_\_\_\_

Copyright: \_\_\_\_\_

Author(s): \_\_\_\_\_

Material to be duplicated: \_\_\_\_\_

\_\_\_\_\_

Number of copies: \_\_\_\_\_

Manner of distribution: \_\_\_\_\_

Type of Reproduction: \_\_\_\_\_

Purpose of use/reproduction: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A self-addressed, stamped envelope is enclosed for your convenience. Please respond and notify me of fees, if any, for this permission.

Sincerely,

Name

School Name

School Address

City, State, Zip

Permission granted \_\_\_\_\_

Date \_\_\_\_\_

Conditions if any \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

REFERENCES

***Bellingham Public School Copyright Policy.***

<http://www.bham.wednet.edu/technology/copyrightpolicy.htm>, April 15, 2003.

Becker, Gary H. ***Copyright in the Age of Technology, Volumes 1-4.*** Video. Course Development and Web Services at the University of Central Florida, 2003.

Bielefield, Arlene and Cheeseman, Lawrence. ***Technology and Copyright Law: A Guidebook for the Library, Research, and Teaching Professions.*** New York: Neal-Schuman Publishers, Inc., 1997.

***Edina Public School Copyright Policy.***

<http://www.edina.k12.mn.us/support/technology/policies/copyright.htm>, August 26, 2003.

Reed, Mary Hutchings. ***The Copyright Primer for Librarians and Educators.*** Chicago, IL: American Library Association, 1987.

***Reproduction of Copyright Works by Educators and Librarians.*** Library of Congress. United States Copyright Office. <http://www.loc.gov/copyright>, April 15, 2003.

Simpson, Carol Mann. ***Copyright for Schools: A Practical Guide, 2nd edition.***

Worthington, OH: Linworth Publishing, Inc., 1997.

***Copyright for School libraries: A Practical Guide,***

***2nd edition.*** Worthington, OH: Linworth Publishing, Inc., 1994.

Guidelines Adopted: June 16, 1986  
Guidelines Amended: November 17, 1986  
Guidelines Amended: March 2007  
Guidelines Amended: October 16, 2007  
Guidelines Amended: June 13, 2011

NORWICH CITY SCHOOLS

Board Policy

A300.8

A300.8

ACCELERATED PROGRAMMING

It shall be the policy of the Board of Education to offer eighth grade students the opportunity to take High School courses in the following disciplines:

Mathematics

Art

Languages Other Than English (LOTE)

Biology

Such accelerated programming shall be governed by the attached Administrative Guidelines.

Policy Adopted: November 17, 1986

Policy Amended: March 17, 1997

Policy Amended: January 21, 2003

NORWICH CITY SCHOOLS

Administrative Guidelines

B300.8

B300.8

ACCELERATED PROGRAMMING

Selected eighth grade students will be provided an opportunity to undertake accelerated High School courses in the disciplines of Mathematics, Art, Second Languages and Biology.

Outlined below are the selection criteria, which will be used in the identification of potential students (in addition to the specific criteria noted it is assumed that both the student and his/her parent or guardian will desire to accelerate); criteria for successful course completion; and, anticipated High School course sequences.

Students attempting accelerated courses will be expected to maintain satisfactory course progress throughout their enrollment. In the event that such progress, in the opinion of the Teacher and Building Principal is not being made, a conference involving the Teacher, Building Principal, Parent, and Student will be scheduled and alternative course enrollment options considered.

MATHEMATICS

Algebra will be available to students meeting the following criteria:

- Maintaining an overall average of 90 or above in mathematics for the first three marking periods of grade 7
- Teacher recommendation/Principal approval

\*\*\*\*\*

- 1 unit of High School credit (will be awarded for successful course completion (successful course completion is defined as a final grade of 65 or higher for the Course)

\*\*\*\*\*

- The remaining High School sequence for accelerated math students would be: Course A-2, Course B-1, Course B-2, AP Calculus or Math 13

LANGUAGES OTHER THAN ENGLISH (LOTE)

In Spanish and French, an accelerated Level I, High School class will be available to students meeting the following criteria:

- A passing average for the seventh grade language class
- Teacher recommendation
- Principal approval

One unit of high school credit will be awarded upon passing the Second Language Proficiency Exam with a score of 65 or higher.

The remaining high school sequence for accelerated second language students would be: Level II, III, IV and V of French or Spanish.

LIVING ENVIRONMENT

Living Environment will be available to students meeting the following criteria:

- expressed interest in taking Biology
- maintain a 90 average for ten week grades (science) and final examination (science)
- teacher recommendation/Principal approval

\*\*\*\*\*

- 1 unit of High School credit (will be awarded for successful course completion (successful course completion is defined as a final grade of 65 or higher for the Course)

Guidelines Adopted:	November 17, 1986
Guidelines Amended:	March 17, 1997
Guidelines Amended:	January 21, 2003
Guidelines Amended:	October 16, 2007

# NORWICH CITY SCHOOLS

## Board Policy

A300.9

A300.9

### EDUCATION OF PUPILS WITH LIMITED ENGLISH PROFICIENCY

#### I. Philosophy

The main goal of our Limited English Proficiency (LEP) program is to provide the students of this program with the opportunity to achieve the same educational outcomes as the general student population, consistent with Part 154 of the Commissioner's Regulations. Our LEP program affords LEP students opportunities for:

- educational equity and excellence;
- the acquisition and development of English language skills;
- learning a curriculum that is appropriate and complete; and
- testing procedures that are fair and unbiased

#### II. Diagnostic Screening

New entrants to the district will be screened to determine if they are possibly LEP, gifted, or possibly have a handicapping condition.

The screening of a student who is possibly LEP will include a determination that the student is of foreign birth or ancestry, comes from a home where a language other than English is spoken and speaks that language at home.

The initial identification process for LEP students with no record of prior screening will be completed within 2 weeks of enrollment. Once this screening is completed, an English language assessment will be conducted for eligible students.

A pupil who may have a disability shall be referred to the Committee on Special Education no later than 15 calendar days after completion of such diagnostic screening. A pupil identified as possibly gifted shall be reported to the Director of Special Programs no later than 15 calendar days after completion of such screening. Such referrals shall be accompanied by the report of such screenings.

#### III. Performance Evaluation

All students who are identified as having limited English proficiency will be evaluated annually so as to determine the student's further participation in the LEP program and to measure the student's academic progress in content areas. Although LEP students are expected to be able to demonstrate the same knowledge, competencies and skills as English proficient students, they may be taught and tested in languages other than English in content area subjects.

#### IV. Assurances

LEP pupils will have access to appropriate instructional and support services and equal educational opportunities to participate in all school programs and extracurricular activities.

LEP pupils suspected of having a disability will be referred to the Committee on Special Education, will have a bilingual multidisciplinary assessment conducted, and will have the provisions of Part 200 followed.

### **Information to Parents**

School related information will be distributed to parents in the language they understand.

### **Parental Notification**

Parents of LEP/ELLs will be notified of their children's placement in a transitional bilingual or free-standing ESL program. The district will follow the provisions of Part 154.5 (g)(2)(i)(ii). Parents will be given the option of transferring their child to a school in the district with a bilingual program.

### **Orientation and Bi-Annual Parent Meetings**

The district will provide an orientation session to parents of LEP/ELLs on the state standards and assessments, school expectations and general program requirements and will make every effort to also meet with them at least twice a year.

### **English Language Requirements**

All school buildings in the district with bilingual education or free-standing ESL programs will implement the English language requirements currently approved under CR Part 154 for LEP/ELLs.

### **Native Language Requirements**

All school buildings in the district with bilingual education programs will implement the native language arts requirements currently approved under CR Part 154 for LEP/ELLs.

### **Bilingual Education Program**

A bilingual education program will be implemented in those school buildings within the district with an enrollment of 20 or more LEP/ELLs of the same grade level, all of whom have the same native language which is other than English.

### **Free-Standing English as a Second Language Program**

A free-standing ESL program will be implemented in those school buildings within the district with an enrollment of fewer than 20 pupils of the same grade level with the same native language which is other than English.

### **Support Services**

LEP/ELLs will be provided the appropriate support services needed to achieve and maintain a satisfactory level of academic performance. Where appropriate, such services will be provided in the student's native language.

### **Transitional Services**

The district will provide transitional services to former LEP/ELLs for the first year after they are placed in English mainstream instructional programs.

### **In-Service Training**

The district will provide in-service training to all personnel providing instruction or other services to LEP/ELLs in order to enhance their appreciation for the pupils' native languages and cultures and their ability to provide instructional and support services.

### **Extension of Services**

Approval for an extension of services will be requested from the Commissioner for individual LEP/ELLs who continue to require services under Part 154 beyond three years.

Policy Adopted: November 18, 1996  
Policy Amended: December 18, 2000

Norwich City Schools

Board Policy

A300.10

A300.10

SUMMER SCHOOL

**Attendance and Grading**

The Norwich City School District Board of Education adopted the following policy for issuance of credit for courses attempted at summer school.

To be eligible to attend summer school:

1. Students must have attempted the course for which they are applying with the exception of Health and Effective Citizenship/Participation in Government.
2. Students should have demonstrated an 85% attendance rate.
3. Students must complete all lab requirements for science courses.
4. Students must have completed the required final exam or Regents Exam for the course.

Upon successful completion of the summer school course, the summer school grade will stand in the student's record.

Policy Adopted: March 18, 2002

Policy Updated: June 18, 2012

PARENTAL INVOLVEMENT IN TITLE I PROGRAMSI. Introduction

- A. The Norwich City School District recognizes that the purpose of Title I funding is to improve the educational opportunities of educationally deprived children. The District therefore shall use Title I resources to help educationally deprived children succeed in regular district programs, attain grade level proficiency, and improve achievement in basic and advanced skills.
- B. The District also recognizes the importance of a parent's active participation in the education of his/her child. The District therefore shall involve parents of eligible children in the development and implementation of innovative programs and activities to ensure the delivery of appropriate educational services to eligible students.
- C. The purpose of this policy is to establish the District's expectations for parental involvement in Title I programs.

II. Definitions: For the purposes of this policy:

- A. The terms "student" and "child" shall mean a student eligible for Title I services in the Norwich City School District.
- B. Except where specifically noted in this policy, the term "parent" shall mean the parent/guardian of a student who is eligible for Title I services in the Norwich City School District.

III. District Obligations

## A. The District will:

1. Convene and invite parents to an annual Title I meeting.
2. At the beginning of each school year, notify the parents of each student attending a school which receives Title I money (even if their child is not in a Title I program) of their right to request and receive information regarding the following credentials of the professionals providing educational services to their children:
  - a. Whether their child's teacher is certified for the grade levels and subject areas in which the teacher provides instruction (or whether the teacher is providing instruction under an exception to such qualifications).
  - b. The relevant teacher's academic credentials and baccalaureate degree major.
  - c. The relevant classroom teacher's graduate certification (or degree) and the field of discipline of such certification (or degree).
  - d. Whether the child is receiving services from paraprofessionals and, if so, the qualifications of those paraprofessionals.
3. Involve parents in the joint development of:

- a. The District's Consolidated Plan for ESEA funds (20 USCA 6212; Section 1112 of the *NCLBA*). If the plan is not satisfactory to parents, the District will submit any parent comments to the State when the District submits its plan to the State.
- b. The process of using local academic assessment standards/indicators (20 SCA6316; Section 1116 of the *NCLBA*).
- c. School-wide specifically designed program(s) to address academic needs of low-income students (20 USCA 6314; Section 1114(b)(2) of the *NCLBA*). If the program(s) are not satisfactory to parents, the school will submit any parent comments on the program(s) when the school makes the program(s) available to the District.
4. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
5. Build the schools' and parents' capacity for strong parental involvement.
6. Coordinate and integrate parental involvement strategies in Title I programs with parental involvement strategies under other programs (such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction for Preschool Youngsters, and State-run preschool programs).
7. Conduct, with the involvement of parents, an annual survey and/or evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of schools receiving Title I funding.
  - a. The District will identify barriers to greater participation by parents in Title I activities.
  - b. The District will design or revise strategies to overcome such barriers.
  - c. When designing or revising strategies to overcome such barriers, the District will pay particular attention to barriers faced by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or of any racial or ethnic minority background.
8. Involve parents in the activities of Title I schools and programs.
9. Jointly develop with parents the school-parent compact described by this policy.
10. Provide other reasonable support for parental involvement activities as parents may request.

B. The District may:

1. Use Title I funds to provide transportation, childcare, or home visits as such services relate to parental involvement.
2. Involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training.

3. Provide necessary literacy training from Title I funds if the District has exhausted all other reasonably available sources of funding for such training.
4. Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
5. Train parents to enhance the involvement of other parents.
6. Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.
7. Adopt and implement model approaches to improving parental involvement.
8. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.
9. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.

IV. Partnership with Parents

- A. The District believes parents should be partners in their child's education. A parent's active and meaningful participation in his/her child's education increases the child's potential for educational success.
- B. To promote meaningful parental involvement, the District encourages parents:
  1. To attend and actively participate in the District's annual Title I meeting.
  2. To act as consultants who assist the District in completing periodic Title I grant applications.
  3. To assess and if necessary, help the District develop or revise its Title I programs.
  4. To play an integral role in their child's learning.
  5. To periodically assess and, if necessary, help the District revise this policy.
  6. To otherwise become active and full partners in their child's education.
- C. The District will fulfill its Parental Involvement obligations by:
  1. Offering a flexible number of meetings, such as meetings in the morning or evening.
  2. Involving parents in an organized, ongoing and timely way in the planning, review, and improvement of Title I programs, including the planning review and improvement of this policy.
  3. Providing parents with timely information about Title I Programs.

4. Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
5. Providing requesting parents with opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and to respond to any such suggestions as soon as practicably possible.
6. Responding to suggestions made by parents as soon as practicably possible.
7. Building capacity for parental involvement by:
  - a. Providing assistance to parents, as appropriate, in understanding such topics as the State's academic content standards, State and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children.
  - b. Providing materials and training to help parents work with their children to improve their children's achievement.
  - c. Educating teachers, pupil services personnel, principals and other staff:
    - About the value and utility of parental contributions to education.
    - So that they may develop skills to reach out to, communicate and work with parents as equal partners.
    - So that they may implement and coordinate parent programs and work to build ties between parents and the school.
  - d. Coordinating and integrating, to the extent feasible and appropriate, parental involvement program and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs.
  - e. Conducting other activities, such as parent resource centers, which encourage and support parents in more fully participating in the education of their children.
  - f. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
8. Developing jointly with parents innovative programs, activities and procedures that have the goals and objectives outlined by this policy.
9. Informing parents of the reasons their children are participating in the program and of the specific instructional objectives and methods of the program.
10. Supporting the efforts of parents, and train parents, to the maximum extent practicable to:
  - a. Work with their children in the home to attain the instructional objectives of the program.

- b. Understand the program's requirements.
11. Providing, to the extent practicable, opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children.
12. Providing information and school reports required under section 1111 of the No Child Left Behind Act in a format and, to the extent practicable, in a language such parents understand.
13. Informing parents and parental organizations of the existence and purpose of any parental resource centers available to provide training, information or support to parents.
14. Scheduling student conference between parents and Title I teachers as necessary.

V. Annual Title I Meeting

A. Notification:

1. At the beginning of the school year, the District will formally invite parents to attend the District's Annual Title I meetings which will be held at each building in the District.
2. The annual notification will be provided to parents in an understandable and uniform format and, to the extent practicable, will be provided in a language those parents can understand.

B. Purpose: The purpose of the District Annual Title I Meeting is:

1. To inform parents of the general purpose of Title I funding and to further inform these parents of the reasons their children are participating in Title I programs.
2. To inform parents of the specific Title I programs, activities and services currently available to their children.
3. To inform parents of their right to be active participants in the education of their children.
4. To allow parents the opportunity to ask questions, make suggestions and have input into the District's Title I program.
5. To encourage parents to become active participants in the education of their children.

VI. Parent - School Compact

- A. The District will jointly develop with parents a "Parent- School Compact" that outlines how parents, the entire school staff, and teachers will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help the children achieve state standards.

B. The compact will:

1. Describe the school's responsibility to improve high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet state academic standards.
2. Describe the ways in which each parent will be responsible for supporting their child's learning, such as:
  - a. Monitoring attendance, homework completion and television watching.
  - b. Volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
3. Address the importance of communication between teachers and parents on an ongoing basis, by:
  - a. Scheduling parent-teacher conferences on an annual (or more frequent) basis. Such conferences will include a discussion of how the parent – teacher compact relates to the individual child's achievement.
  - b. Providing frequent reports to parents on their children's progress.
  - c. Ensuring reasonable access to staff.
  - d. Providing opportunities to observe classroom activities and to volunteer and participate in their child's class.

VII. Complaint and Appeal Process

- A. The District distributes to parents and appropriate private school officials, free of charge, information about the State Complaint and Appeal Procedures available for use when parents have complaints regarding the District's fulfillment of its obligations under ESEA Title I, Parts A, C, and D, or under the General Education Provisions Act, or under Section 100.2(ee) of the Commissioner's Regulations.
- B. A complaint regarding the District's administration or implementation of its ESEA Title I Grant, or of Academic Intervention Services for students identified under Commissioner's Regulations Part 100 must be submitted in writing to the Superintendent.
  1. The District will attempt to resolve the complaint within thirty(30) business days.
  2. If the parent making the complaint is not satisfied with the District's response after thirty(30) business days, the parent may submit the complaint to the Title I School and Community Services Office, Room 365 EBA, New York State Education Department, 89 Washington Avenue, Albany, New York 12234.

VII. Accessibility

- A. To the extent practicable, the District will provide full opportunities for participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including providing information and reports in a format and, to the extent practicable, in a language parents understand.

VIII. Incorporation

- A. This policy shall be incorporated into the District's Local Educational Agency Plan under Section 1112 of the No Child Left Behind Act.

IX. Policy Development, Distribution, Revision and Review

- A. This policy was developed jointly with, and is agreed to by parents. This policy will be evaluated on an annual basis with help from parents.
- B. This policy will be distributed to parents in a format understandable to them, and, to the extent practicable, in a language they can understand.
- C. This policy will be made available to the local community.

Student Academic Achievement School-Parent Compact

**School-Parent Compact**

To help our children achieve, we agree to abide by the following conditions during the school year:

School Responsibilities

The school will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment;
- Hold parent-teacher conferences and during these conferences, this compact will be discussed as it relates to your child's academic achievement;
- Provide parents with frequent reports on their child's progress;
- Provide parents reasonable access to staff; and
- Provide parents with opportunities to volunteer and participate in their child's class and to observe classroom activities.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitor my child's attendance;
- Make sure that homework is completed;
- Limit amount of television my child watches;
- Volunteer in my child's school;
- Participate in decisions regarding my children's education;
- Promote positive use of my child's extracurricular time; and
- Stay informed about my child's education and communicate with the school regularly.

Student Responsibilities

- As a student, I will share the responsibility to improve my grades, and agree to:
- Do homework every day and ask for help when needed;
- Read at least 20 minutes a day outside of school; and
- Give to my parents all notices and information received by me from my school every day.

Policy Adopted: November 21, 2006

Policy Amended: July 6, 2016

NORWICH CITY SCHOOLS  
Board Policy

A301.1

A301.1

GIFTED, TALENTED AND ENRICHMENT EDUCATION

We will provide for the learning needs of exceptional students by delivering meaningful instructional activities. For purposes of this policy, gifted and/or talented children shall be defined as those whose general and specific academic needs are significantly above and beyond those of the overall student population and unmet in the regular education program.

Policy Adopted:	February 11, 1980
Policy Amended:	June 21, 1981
Policy Amended:	November 14, 1983
Policy Amended:	January 14, 1991
Policy Amended:	August 7, 2000

NORWICH CITY SCHOOLS  
Administrative Guidelines

B301.1

B301.1

GIFTED, TALENTED AND ENRICHMENT EDUCATION

I. GOALS

We are committed to creating a general school climate that values the contributions of exceptional people and recognizes their need for different instruction where appropriate.

- A. To this end we will promote among all staff members the development of skills and attitudes that enable them to see the unique needs, abilities and problems of exceptional students and address these needs through differentiated curricula and alternate teaching/learning activities.
- B. We recognize that many students have areas of strong ability and interest and will strive to provide a wide variety of opportunities for enriched learning both within and outside the classroom.
- C. We are aware of and concerned about the affective needs of exceptional students and will provide programs and individual attention to help them cope with the social and emotional problems that might be caused by the differences between them and the majority of students.

II. PARENT INVOLVEMENT

- A. Parents will be involved in the planning and (when feasible) implementation of learning and enrichment activities for their students.
- B. Parents will be informed periodically about their children's participation in various aspects of the program.
- C. Parents will be provided with opportunities to acquire knowledge and skills needed in the nurturing of children with exceptional ability and will be encouraged to establish informal networks among parents with similar concerns and needs.

III. STAFFING (THE DUTIES AND RESPONSIBILITIES OF STAFF MEMBERS)

- A. In accordance with the needs of the individual students to which he or she is assigned, the teacher will provide direct support, counsel, instruction and direction. Also, he or she will consult with staff and administration on behalf of the needs of each student.
- B. The teacher will maintain records on the activities and accomplishments of the student.
- C. The teacher will participate in the planning and implementation of special programs, competitions, workshops and other events.

Guidelines Adopted: February 11, 1980  
Guidelines Amended: June 21, 1982  
Guidelines Amended: November 14, 1983  
Guidelines Amended: January 14, 1991  
Guidelines Amended: August 7, 2000  
Guidelines Amended: October 16, 2007

NORWICH CITY SCHOOLS

Board Policy

A301.2

A301.2

BASIC TESTING PROGRAMS

The Norwich City School District believes in Data Driven Instruction. Being able to accurately assess learning is a top priority. The District will employ a variety of formal and informal tests to determine students' needs. This may include but will not be limited to New York State Assessments mandated by NYSED regulations.

Policy Adopted: December 15, 1975  
Policy Amended: March 17, 1997  
Policy Amended: June 18, 2012

NORWICH CITY SCHOOLS

Administrative Guidelines

B301.2

B301.2

BASIC TESTING PROGRAMS

The following assessment instruments will constitute the District's Basic Testing Program.

State Assessments

- Grades 3-8 ELA
- Grades 3 – 8 Mathematics
- Grade 4 Science
- Grade 8 Science
- Grade 5 Social Studies
- Grade 8 Social Studies
- English as a Second Language Achievement Test (NYSESLAT) Grades 3-8
- NYSAA-NYS Alternate Assessments for Students with Disabilities
- NYS Regents Exams
- Regents Competency Tests

Local

- Local Benchmarks PK-8
- Final Exams

Guidelines Adopted: March 17, 1997  
Guidelines Amended: August 19, 2002  
Guidelines Amended: October 16, 2007

NORWICH CITY SCHOOLS

Board Policy

A301.3

A301.3

SCHOOL VOLUNTEERS

The Board of Education recognizes that volunteers can make many valuable contributions to our schools. The Board endorses a volunteer program in the Norwich Schools, subject to suitable regulations and safeguards. Appropriate recognition of volunteer services shall be provided.

Policy Adopted: December 15, 1975

NORWICH CITY SCHOOLS

Board Policy

A301.4

A301.4

COMMUNITY RESOURCE PERSONS

The Board of Education encourages the enrichment of curriculum and the widening of educational horizons by inviting persons from outside the school with special knowledge, talents, or an interesting vocation to address students.

The time given by the resource person and the limitations imposed by the necessity to schedule the regular program of studies must be considered when arranging for speakers.

Approval for each visit or program must be given by the Building Principal.

Policy Adopted: December 15, 1972

A301.5

NORWICH CITY SCHOOLS  
Board Policy

A301.5

FIELD TRIPS AND EXCURSIONS

It shall be the policy of the Board of Education of the Norwich School District to support Field Trips and/or Excursions that further the educational goals of the school system. Such Field Trips or Excursions shall be approved in advance by the Building Principal under regulations established by the Superintendent of Schools.

Policy Adopted: December 15, 1975  
Policy Amended: December 17, 1982

## NORWICH CITY SCHOOLS

B301.5

Administrative Guidelines

B301.5

### FIELD TRIPS AND EXCURSIONS

A Field Trip is defined as an extraordinary experience “outside” the school building that cannot be accomplished “within” such building.

A Field Trip will have educational value and will meet the following criteria.

- a) A Field Trip represents extension or expansion of curricular issues and will broaden and enrich students’ educational experiences.
- b) The Field Trip is an integral part of a broader thematic unit of instruction.

All Field Trips will be approved in advance by the involved Building Principal and/or Director. In considering such requests, the staff member proposing the trip will complete a Field Trip Request Form and file same with the Principal or Director. If approved, the staff member proposing the trip will also be expected to complete a Transportation Request Form and an Arts-in-Education ticket form, if appropriate

By action taken at their June 18, 1984 meeting, the Board of Education has restricted all Field Trips and/or Excursions, which would absent students from their normal instructional program to five school days. Any Field Trip or Excursion in excess of five school days will be scheduled during holidays, vacations, or during the summer.

Any Field Trip or Excursion which requires that student or staff be absent from the district for an extended period of time (extended shall be defined as overnight) shall be approved in advance by the Board of Education.

Administrative Guidelines Adopted: June 18, 1984  
Administrative Guidelines Amended: April, 1999  
Administrative Guidelines Amended: July 6, 2016

FIELD TRIP REQUEST FORM

\_\_\_\_\_  
**Proposing Staff Member**

\_\_\_\_\_  
**Number of Students Involved**

\_\_\_\_\_  
**Date of Trip**

\_\_\_\_\_  
**Departure Time**

\_\_\_\_\_  
**Destination**

\_\_\_\_\_  
**Returning Time**

**Itinerary:**

**How does this trip address the NYS Learning Standards? (please elaborate)**

**What alternatives have been considered?**

NORWICH CITY SCHOOLS

Board Policy

A301.6

A301.6

DRIVER EDUCATION

It shall be the policy of the Board of Education to offer Driver Education within Summer School programming with enrollment open to bona fide students.

Policy Adopted: June 10, 1974

Policy Amended: December 17, 1982

NORWICH CITY SCHOOLS

Board Policy

A301.7

A301.7

INSTRUCTION IN RELIGION - RESPONSIBILITY OF THE SCHOOLS

Religious education is the responsibility of the home and church and within the district's schools shall remain the free choice of the individual, true to the American heritage and Constitution.

However, religion influences many areas of education, such as literature and history, and religion's role in civilization can, and should be properly taught. Moreover, it is proper for teachers to emphasize the generally accepted moral and ethical principles of all religions and to provide information to and the opportunity for students to study the forms of various religions. In other words, it is proper for teachers to teach about religion as opposed to teaching sectarian beliefs.

Policy Adopted: December 15, 1975

## NORWICH CITY SCHOOLS

### Board Policy

A301.8

A301.8

#### CONSERVATION OF ENERGY RESOURCES

The Board of Education recognizes that a serious shortage of energy and natural resources exists and proposes that all reasonable effort be made to conserve energy in the operation of schools. Decisions regarding programs, building construction and maintenance, and other energy related matters should reflect the Board's concern. Conservation of all resources should be considered basic school district philosophy by the total school staff.

Since energy and natural resources have become increasingly scarce, it is necessary to provide formal instruction in the development, conservation and management of energy. When the student has gained sufficient basic knowledge in science, a minimum of the equivalent of one-half semester class should be devoted to basic relationships between energy, natural resources and energy processes. A follow-up unit of instruction concerning the conservation of energy and resources should be presented at the High School level as part of the required curriculum.

Policy Adopted: March 20, 1978

NORWICH CITY SCHOOLS

Board Policy

A301.9

A301.9

OCCUPATIONAL EDUCATION/TUITION PAYMENT

School District residents under the age of twenty-one shall be entitled to enroll in occupational education courses offered through the local BOCES. Tuition charges associated with such enrollment will be borne by the School District until such time as the individual has completed either a GED or High School diploma. Tuition charges associated with enrollment subsequent to completion of a high school diploma or GED will be the responsibility of the individual.

Policy Adopted: June 15, 1998

NORWICH CITY SCHOOLS

Board Policy

A301.10

A301.10

ACADEMIC INTERVENTION SERVICES

Students are eligible for AIS/RtI services if they are at-risk of not being successful on New York State Assessments. Norwich City School District will follow the procedures set forth in the District AIS/RtI Plan in determining which students are eligible and what services they shall receive.

| Policy Adopted: August 7, 2000  
Policy Amended: June 18, 2012

## NORWICH CITY SCHOOLS

### Administrative Guidelines

B301.10

B301.10

### ACADEMIC INTERVENTION SERVICES

#### **Eligibility for Academic Intervention Services**

Eligibility for AIS Services may be determined by State assessment results and/or district procedures.

#### **State Assessments**

Students in grades 4-8 will be eligible for AIS if they score below the designated performance level on the Elementary or Intermediate State assessments in ELA, mathematics, science or social studies. Students scoring at Level 1 and Level 2 will receive AIS services.

Students in grades 9-12 will be eligible for AIS if they score below the approved passing grade on any Regents exam required for graduation in ELA, mathematics, science, or social studies.

#### **District Procedures**

In grades where no state assessments are given, students will be eligible for AIS if they are determined to be at risk of not meeting State standards, according to criteria established by the District. The district procedure will always be used when a student is absent for all or part of a State assessment, or when a student transfers from out-of-state or the country.

The following criteria will be used in determining eligibility:

#### **First Level of Screening**

**Performance below the district established standard on one of the following:**

##### State Assessments

- Grades 3-8 ELA
- Grades 3 – 8 Mathematics
- Grade 4 Science
- Grade 8 Science
- Grade 5 Social Studies
- Grade 8 Social Studies
- English as a Second Language Achievement Test (NYSESLAT) Grades 3-8
- NYSAA-NYS Alternate Assessments for Students with Disabilities
- NYS Regents Exams
- Regents Competency Tests

## Local

- Local Benchmarks PK-8
- Final Exams

## Second Level of Screening

### A minimum of two of the following must confirm level 1 findings:

- Portfolio Assessment
- Running Records (elementary level)
- Diagnostic Assessments (publisher tests from reading series)
- Early Literacy Assessments (Dial R, RCA, etc.)
- Software based programs/assessments (CCC)
- Anecdotal Records (behavioral indicators)
- Writing Samples
- Report Card Grades (identified criteria)
- Classroom Performance (class work, chapter and unit tests, participation, homework)
- Local final examinations
- Other student records, reports, evaluations including, but not limited to, discipline records, health-related issues, mobility issues, family issues.
- Attendance records
- Recommendations by classroom teacher, counselor, administrator, parent, school staff
- Part 154 performance standards for LEP/ELL

## Types of AIS Services That May Be Provided

The Norwich City School District will provide Academic Intervention Services (AIS) in the areas of academic instruction and support services. Decisions related to the frequency and intensity of service will be made by child study teams, remedial teachers and counselors based upon individual student needs.

All students are eligible for AIS, including those with disabilities and/or limited English proficiency if they fail to meet the designated State performance standards or district approved procedures. Additionally, Limited English Proficient (LEP)/ English Language Learner (ELL) students who do not achieve the annual designated performance standards as stipulated in CR Part 154 are eligible for AIS.

This general plan is intended to describe services for students in the district in grades K-12. Additionally, the district will review individual building needs each year by disaggregating data on:

- Needs analysis of student performance information to determine root cause
- The number of students receiving AIS at each grade level and within each standards area
- The range of performance levels of eligible students as determined through State assessments and district approved procedures Staffing needs, instructional approaches, and scheduling options needed to meet the range of intensity and services required by AIS
- Ongoing oversight, monitoring and review by Building Principal.

## Possible Range of Academic Intervention

The intensity of service will be determined based on individual need.

- Scheduling options including additional class time ( double literacy blocks), extended time (stretch courses)
- Distance Learning
- Computer Assisted Instruction
- Co-teaching
- Individualized Instruction
- Small Group Instruction
- After-school or summer programs MAY be an option

- Learning Center assistance
- Alternative Education Placement
- Out of District Special Education Placement

**Possible Range of Support Services**

Coordination of services, based on individual need, could include:

- Attendance Problems
- Discipline Problems
- Family-related Issues
- Health-related issues
- Nutrition-related Issues
- Mobility/transfer Issues

<b>Grade Level</b>	<b>Academic Instruction</b>	<b>Support Services</b>
<b>K-3</b>		
<b>4-5</b>		
<b>6-8</b>		
<b>9-12</b>		
<b>Out of District</b>		

Describe the specific types of AIS appropriate for each grade level.

**Student Progress Reports**

Student progress reports will document progress of students, and to determine when the student warrants being discontinued from AIS. Quarterly progress reports will be sent to parents describing the nature and intensity of service provided, how the service was provided and by whom, and the reasons for continuation or discontinuation of the AIS, including State assessment data and the measures of evidence used in the district procedure.

**Procedures for Parent Notification**

Building Principal (or designee) will be responsible for parental notification indicating a need for Academic Intervention Services. This notification will be made in writing and will include a summary of the services being provided to the student including when the services will be provided. The reason(s) for AIS will be reviewed, and the consequences of not achieving the standards will be stated. Parents will also be kept apprised of their child's progress through quarterly written reports, parent conferences or consultations each semester, and suggestions for working with the student at home. When AIS is discontinued, the parent will be notified in writing that the services will be ending, the criteria for ending services, the current performance level of the student, and the assessment(s) that were used in determining the student's level of performance.

**Criteria for Ending AIS Standard Forms**

Academic Intervention Services will end when the student has successfully attained the district standards according to the state and/or district criteria for beginning services.

## Process and Timeline

Academic Intervention Services may start at any time, but must begin no later than the beginning of the semester following a determination that a student needs such services. At the high school level, AIS cannot be postponed until students are scheduled for a course in which AIS is needed.

Grade Level	Reason for AIS	Service(s) to be Provided	Person Responsible for Service(s)	Duration (Start/End)
K-3				
4-5				
6-8				
9-12				

This must be determined individually for each student based on need.

Guidelines Adopted: August 7, 2000

Guidelines Amended: October 16, 2007

Administrative Guidelines 301.10 (cont.)

5.

### Attachment # 1

#### Possible Strategies for Academic Intervention Services For Students with Disabilities (Placed In or Out of Districts)

- 1) Counseling
- 2) Small Class Sizes
- 3) School
- 4) Curriculum Alignment with Standards
- 5) Stretch Courses
- 6) Small Student-to-Staff Ratio
- 7) Instructional Modifications
- 8) Study Skills
- 9) Attendance Improvements
- 10) Structured Study Halls
- 11) School-to-Work
- 12) Computer Assisted Instruction
- 13) Individual and Small Group Instruction
- 14) Co-teaching

#### Possible Strategies for Academic Intervention Services for Students Enrolled in Vocational/Technical Programs

- 1) All of the above suggestions, where applicable
- 2) Co-Teaching in technical classes by certified language arts and math teachers (applied academics)
- 3) Small group pull-out for varying lengths of time

#### Possible Support Services for Academic Intervention Services

Student support services means interventions that address barriers to student progress in *state learning standard areas* requiring AIS:

- 1) School guidance counseling
- 2) Attendance improvement services
- 3) Discipline
- 4) Family related issues
- 5) Health related issues
- 6) Nutritional related issues
- 7) Mobility and transfer issues
- 8) Speech/Language therapy
- 9) Occupational/Physical therapy
- 10) Mental health related issues

#### District/Building Services to Address the Support Issues

- 1) Child study groups (i.e. IST, EST, Pupil Personnel, CST, etc.)
- 2) Psychologists
- 3) Counselors
- 4) Social workers
- 5) Primary mental health program
- 6) Focused look at nutrition as issue in student achievement
- 7) Peer mediation
- 8) Conflict resolution
- 9) Inter-agency cooperation (i.e. community and schools)
- 10) Early grade discipline intervention programs (i.e. special friends, crisis intervention, etc.)
- 11) Home-school coordinators
- 12) Teacher home visits
- 13) Transition programs for at-risk students:
  - a) Mentor programs – student and adult mentors
  - b) Buddy systems
  - c) Retreats
  - d) Parent nights
- 14) Open house transition
- 15) ESL program
- 16) Translators for individual students
- 17) Parenting classes
- 18) Volunteer coordinator  
Child care for parents for school functions (plus: food, alternative times, days, etc.)
- 19) Transportation for targeted events
- 20) Adult “Big Brother/Big Sister” type programs
- 21) Connection to Vocational Educational Programs to establish AIS initiatives (image correction).
- 22) Building assets Approach
- 23) Students Against Drunk Driving (SADD) Older groups of students work to deliver positive messages to younger students.)
- 24) Extra-curricular programs linked to AIS
- 25) Links to community resources (i.e. local colleges, police, etc.) to provide student self concept programs.
- 26) Building community programs (at community centers, libraries, etc.)
- 27) Links to AIS for summer interventions
- 28) Alternative education sites

NOTE: All suggestions are school driven, based on individual needs, and the data to support the program.

**Norwich City School District**

89 Midland Drive  
Norwich, NY 13815  
334-1600 ext. 5411

Date:

**SAMPLE Parent Notification**

Dear (Parent Name),

The New York State Education Department has mandated schools to provide Academic Intervention Services to students believed to be in jeopardy of not succeeding on the \_\_\_\_\_ (state test name). Based upon \_\_\_\_\_ (child name) progress in \_\_\_\_\_ (course/subject name) as evidenced by \_\_\_\_\_ (test name or other reason), \_\_\_\_\_ (child name) has been identified as a student in need of Academic Intervention Services in the area of \_\_\_\_\_ (subject/support). Attached are the results of testing and/or concern(s), which were used to determine your child's need. Please take a moment to review this material. If you have questions about these results, please call \_\_\_\_\_ at \_\_\_\_\_.

Please be advised that your child must satisfactorily meet the established New York State standards in English/Language Arts, Mathematics, Social Studies and Science. These standards will be assessed at various grade levels during your child's elementary and secondary education. Failure to satisfactorily achieve these standards during your child's secondary education will prevent him/her from receiving a New York State high school diploma. Academic Intervention Service is being recommended at this time to better prepare your child to meet these standards.

The services, which will be offered to \_\_\_\_\_ (child name), include:

LIST SERVICES  
FREQUENCY  
TIMES  
LOCATIONS  
INSTRUCTOR'S NAME

Ongoing evaluation will help determine the specific level of interventions and the need to continue or terminate these services. The overall objective for providing these services is to increase the likelihood your child will be successful in meeting the New York State graduation requirements.

Sincerely,

*Norwich City School District*  
89 Midland Drive  
Norwich, NY 13815  
334-1600 ext. 5411

Date:

SAMPLE Continuation of AIS

Dear ( Name of Parent/Guardian),

\_\_\_\_\_ (Full name of student) has been recommended to continue receiving Academic Intervention Services through the following program(s): (listing program)

Your child will continue to receive Academic Intervention Services based on the following criteria: (list criteria/rationale)

\_\_\_\_\_ (Staff member) will be responsible for providing the above named Academic Intervention Services. \_\_\_\_\_ (student name) will be scheduled to receive (list service/s, add times, etc). If you have any questions, please contact (staff member/telephone number).

Sincerely,

*Norwich City School District*  
89 Midland Drive  
Norwich, NY 13815  
334-1600, ext. 5411

Date:

SAMPLE Discontinue AIS

Dear (name of parent/Guardian),

We are pleased to inform you that \_\_\_\_\_ (student's name) has completed \_\_\_\_\_ (remediation course) from \_\_\_\_\_ (dates). Your child was originally placed in Academic Intervention Services due to (list criteria).

(Name of testing and or teacher recommendation) show that he/she has obtained the competencies necessary to perform at an acceptable level for his/her grade at this time.

Attached you will find the exit criteria for (AIS provided). If you have any questions, please contact (staff member/telephone number).

Sincerely,

*Norwich City School District*  
89 Midland Drive  
Norwich, NY 13815  
334-1600 ext. 5411

SAMPLE Quarterly Report

Date:

Dear Parent:

We have now completed the \_\_\_\_\_ quarter. During this past quarter your child has received support services. These support services include work in the areas of

\_\_\_\_\_.

An additional piece of support is monitoring your child's progress. After reviewing his/her quarterly grades your child:

\_\_\_\_\_ Demonstrates competency

\_\_\_\_\_ Is improving

\_\_\_\_\_ Needs to improve

We encourage your involvement in this process by supporting your child at home. This can be done by checking homework on a nightly basis, providing your child a place to study, and keeping in contact with your child's teacher. If you have any questions or concerns, please contact the school at \_\_\_\_\_ to set up a parent conference.

Sincerely,

Dear Parent:

Earlier this year, you were notified that your child would be receiving academic intervention services in the area(s) of \_\_\_\_\_. Below is a report of your child's progress, to date:

**QUARTERLY PROGRESS REPORT**

<b>Student Name:</b> _____ <b>Grade</b> _____ <b>Year</b> _____												
<b>Area of AIS Support:</b> _____												
<b>Key:    C = Demonstrates Competency        I = Is Improving        N = Needs to Improve</b>												
<b>Teacher</b>	<b>1st Quarter Date:</b>			<b>2nd Quarter Date:</b>			<b>3rd Quarter Date:</b>			<b>4th Quarter Date:</b>		
<b>SKILL AREA</b>	<b>C</b>	<b>I</b>	<b>N</b>									
<b>COMMENTS</b>												

We encourage your involvement in this process by supporting your child at home. This can be done by checking homework on a nightly basis, providing your child a place to study, and keeping in contact with your child's teacher. If you have any questions or concerns, please contact the school at 334-1600 ext. 5411 to set up a parent conference.

NORWICH CITY SCHOOLS

Board Policy

A301.11

A301.11

DUAL ENROLLMENT PROGRAM

In accordance with Education Law §3602(c) the Board of Education of the Norwich City School District shall, in response to a proper request from a neighboring school district, provide instruction pursuant to Education Law §3602(c) to any student enrolled in a non-public school in the Norwich City School District, or to a student resident of the Norwich City School District enrolled in a non-public school located in the Norwich City School District in any course then currently existing in the Norwich City School District, so long as the enrollment of such non-public school pupils does not cause the Norwich City School District to expand the number of sections of the course to accommodate the enrollment of such pupils.

Policy Adopted: January 18, 2005

TIME-OUT ROOM

**Statement of Purpose**

It is the policy of the Norwich City School District that the use of restrictive behavior interventions will only be utilized when necessary, and that there be a common understanding within the Norwich City School District of appropriate interventions by district staff.

**Definitions**

*Time-out Room Definition:* A time-out is used when a student needs to be temporarily separated or removed from the environment where the student is behaving inappropriately until the student can demonstrate appropriate behavior. Time-out lies within a continuum of behavioral interventions to assist students to self-regulate or control their behavior. Time-out can range from quiet time in the regular classroom to a timeout room in the school at the most restrictive end of the continuum. It is a pro-active strategy to support self-monitoring, student self-reflection and self-calming.

A time-out room should be of short duration, with the student being welcomed back to the main classroom area as soon as the student has regained self-control.

A time-out should not be used as a punishment, to threaten students, to humiliate them or make them feel afraid.

*Purpose:* A time-out room may be used to aid a student to compose himself/herself in situations where the student's behavior is disruptive to the educational environment, or a danger to himself/herself or others. It shall not be used for staff convenience or student punishment.

*Duration:* A time-out room may be used only so long as is necessary for the student to compose him or herself. If the student's behavior remains disruptive for 30 continuous minutes in the time-out room, the principal or his or her designee must authorize continued use, and the person in parental relationship or guardianship to the student will be notified.

*Observation:* A student in a time-out room shall be appropriately monitored. If the circumstances suggest that a student poses a risk of harm to himself/herself or others, the student must be kept under the direct observation of a staff member until the principal or another administrator makes an alternative decision for the safety of the student and others. A copy of the Time Out Room Record for that student will be mailed home without delay.

**Characteristics of a time-out room:**

- a. Be large enough to permit safe movement;
- b. Must include a means for continuous monitoring of the student, both visually and aurally;
- c. Wall and floor coverings will be designed to prevent injury;
- d. Permit safe entry and exit and shall not be locked in any way that would prevent the student from leaving, unless the room is equipped with automatic releases for fire alarms;
- e. Be adequately lit, heated, ventilated, and free of sharp or otherwise dangerous objects
- f. Be equipped with furniture designed to prevent injury (i.e. bean bag chairs)

**Documentation and Notification:**

The principal or his or her designee shall prepare a report of each use of a time-out room as soon as practicable. The report shall be used to maintain data on the frequency and use of restrictive behavioral interventions, and include at least the following information:

- a. Name of the student;
- b. Date of events leading to use;
- c. Location of events leading to use;
- d. Description of the student's behavior immediately prior to use;
- e. Description of student's behavior after use;
- f. Name of staff member(s) involved in use;
- g. Time and duration of use.

A copy of the Time-Out Room Record is attached.

**All parents:** Before the start of each school year, the school shall inform all parents, guardians and students about this policy.

**Administration:** The report of each use of a time-out room shall be submitted upon its preparation to the principal/designee, school counselor, student records, parent/guardian and the Director of Special Programs.

Policy Adopted: June 20, 2006



NORWICH CITY SCHOOLS

Board Policy

A302.1

A302.1

ACADEMIC FREEDOM

Academic freedom is the right of a qualified teacher to encourage freedom of discussion in the classroom and to develop in his or her students a love of knowledge and a desire to search for truth. The teacher should keep in mind that academic freedom is not a political right guaranteed in the Constitution, but rather a necessary condition for the successful practice of the academic profession in a free society.

It is recognized that the application of the principle of academic freedom at the elementary and secondary school level involves considerations which are not equally present in the college or university. The teachers should take into account the relative maturity of their students and the need for the guidance and help in studying the issues and arriving at balanced views.

Policy Adopted: February 27, 1978

CONTROVERSIAL ISSUES - RESPONSIBILITIES OF TEACHERS

The presentation and discussion of controversial issues in the classroom should be on an informative basis. Teachers must guard against imposing their personal opinions on sectarian or political questions or any other controversial issues. Students should have the opportunity to find, collect, and assemble factual material on the subject; to interpret the data without prejudice; to consider assumptions and claims and to reach their own conclusions. The teacher should encourage development of an ability to meet issues without prejudice and to withhold judgments while facts are being collected, assembled, weighed and relationships seen before drawing inferences or conclusions. This is among the most valuable outcomes of a free educational system.

The policy can best be described by listing three basic rights of students:

1. The right to study controversial issues which have political, economic, or social significance in which, at his or her level, the student should begin to formulate an opinion.
2. The right to study under competent instruction in an atmosphere free from bias and prejudice.
3. The right of access to all relevant information.

Paralleling the rights of students to pursue knowledge of controversial topics are the rights of parents to be advised of such activities and to exercise their primary judgment should they not wish to have their children so involved. Toward such end, it will be the responsibility of the involved teacher to advise affected parents when their instruction will focus on consideration of materials or issues which they believe to be controversial and secure written approval from the parent concerning their child's participation.

Such notice and approval will be accomplished consistent with the attached Administrative Guidelines.

Emotional criticism and the promotion of a cause within the classroom are inappropriate and unscholarly. The teacher's attitude should be that of the true scholar which is truth-seeking, open-minded and tolerant.

Policy Adopted: February 17, 1978

Policy Amended: October 20, 1997

NORWICH CITY SCHOOLS

Administrative Guidelines

B302.2

B302.2

CONTROVERSIAL ISSUES-RESPONSIBILITIES OF TEACHERS

In determining whether a particular instructional material, issue or presentation might be considered controversial, members of the teaching staff will evaluate the material, issue or presentation using those criteria set forth in Board Policy A300.6 and associated Administrative Guidelines. Such evaluation shall also consider the desired instructional outcomes.

In all instances where the above evaluation leads to a conclusion that a material, issue or presentation might be considered controversial, the parents of involved children will be so advised and their approval, for their child's participation, secured before instruction proceeds.

The parental approval form will note the involved material, issue or presentation, the dates for its use, a brief description of why it might be considered controversial, and its role in meeting desired instructional outcomes.

Guidelines Adopted: October 20, 1997  
Guidelines Amended: October 16, 2007

NORWICH HIGH SCHOOL

Date: \_\_\_\_\_

To the Parents/Guardians of \_\_\_\_\_:

\_\_\_\_\_ I give my permission for my daughter/son to take part in the following instruction:  
\_\_\_\_\_, which is part of the \_\_\_\_\_ course  
curriculum. This material is considered controversial because of the following:

- Material \_\_\_\_\_
- Presentation \_\_\_\_\_
- Dates \_\_\_\_\_
- Reasons \_\_\_\_\_
- Outcome \_\_\_\_\_

\_\_\_\_\_ I do not give my permission. (Other options will be made available for your child.)

Parent/Guardian signature \_\_\_\_\_ Date \_\_\_\_\_

If you have questions, please call my voice mail @ 334-1600, ext. \_\_\_\_\_ or email me at  
\_\_\_\_\_.

Thank you.

\_\_\_\_\_  
Teacher

NORWICH CITY SCHOOLS

Board Policy

A302.3

A302.3

INSTRUCTIONAL MATERIALS RECONSIDERATION POLICY

Books and other materials are provided for the enlightenment of all students in the community. Every effort has been made to provide materials that present all points of view concerning significant issues and problems. Materials will not be prescribed or removed from circulation without due process. Censorship in a democracy is undesirable.

Although no one person in a democratic society should have the authority, nor should assume the authority to remove a book from a classroom or library without the full consent of an informed majority, an individual with a complaint about textbooks, library books and other instructional materials has the right to be given a fair hearing as per the attached guidelines.

If a complaint can be solved at the local school level without removing material from the shelf, or the curricula, it should be.

If a parent/guardian wants his or her child excused from a particular assignment, an alternate assignment can be provided without having to go through the reconsideration process. No parent (or group of parents) may determine for another parent what his/her children may or may not read/view.

This policy and procedure applies to all requests for reconsideration including those from school personnel, school board members, students and parents.

Policy Adopted: May 19, 1980

Policy Amended: January 15, 1990

## NORWICH CITY SCHOOLS

### Administrative Guidelines

B302.3

B302.3

#### INSTRUCTIONAL MATERIALS RECONSIDERATION POLICY

##### **A. Procedures for Challenged Materials:**

1. All complaints shall be reported to the principal of the building involved, whether received by telephone, letter, or in personal conversation. No questioned materials shall be removed from the school pending a final decision. Access to questioned materials can be denied to the child (or children) of the parents making the complaint, if they so desire.
2. The principal may contact the complainant to discuss the complaint and attempt to resolve it informally by explaining the mission statements, philosophies and selection policies of the school district and/or the library media center.
3. If the complaint is not resolved informally, the complainant shall be supplied with a packet of materials consisting of the *Cover Letter to Complainant*, the NCSD Board Collection Development Policy (A300.6 and B300.6), Appendices A-E, and the Instructional Materials Reconsideration Policy (B302.3). This packet also will include the "Request for Reconsideration of Instructional Materials", which must be completed and returned before consideration will be given to the complaint.
4. If the principal has not received the formal request for reconsideration within two weeks, the matter shall be considered closed.
5. Upon receipt of a completed "Request for Reconsideration of Library Resources" form, the principal in the building involved will convene a Media Advisory Committee of at least five to consider the complaint.
6. The Media Advisory Committee shall consist of the following voting members: one teacher, two library media specialists, one administrator, and one community member. The Director of Instruction and Staff Development will serve as a non-voting chairperson.

##### **The Duties of the Chairperson are to:**

- a. Provide copies of challenged materials.
- b. Provide copies of completed Reconsideration of Instructional Materials form.
- c. Provide copies of NCSD Board Policy "Print and Non-Print Instructional Materials" (A300.6), Administrative Guidelines "Print and Non-Print Instructional Materials: Selection Policies"

- d. Provide copies of Reconsideration checklist (non-fiction or fiction).
- e. Provide reviews from reputable selection tools.
- f. Convene Committee and provide guidance in:
  - 1. Orienting members to selection policy and guidelines
  - 2. Leading discussion
  - 3. Presiding over final decision
- g. Convey Committee decision to Superintendent and to Board of Education.

**The duties of the Media Advisory Committee are to complete the following prior to meeting as a committee to discuss the challenge:**

- a. Read the NCSD Collection Development Policy which includes "Print and Non-Print Instructional Materials" (A300.6), Administrative Guidelines "Print and Non-Print Instructional Materials: Selection Policies" (B300.6) and Appendices A-E.
- b. Read the completed Reconsideration of Instructional Materials Form.
- c. Read the challenged material.
- d. Read reviews of challenged material.
- e. Complete the checklist.

**While meeting, the reconsideration committee shall:**

- a. Discuss the challenged material in the context of the NCSD Collection Development Policy: "Print and Non-Print Instructional Materials" (A300.6), Administrative Guidelines "Print and Non-Print Instructional Materials: Selection Policies" (B300.6) and Appendices A-E.
  - b. Examine the challenged material
  - c. Discuss critical reviews of the material.
  - d. Form opinions based on the material as a whole rather than on passages or sections taken out of context.
  - e. Discuss the challenged material in the context of the educational program.
  - f. Render a decision regarding the challenged material within 30 days, and present a written recommendation, representing both majority and minority opinions, to the Chairperson.
7. The Chairperson will convey the decision to the Superintendent and the Board of Education.
8. The Board of Education will communicate the final decision to the complainant, building level administration, and faculty members. The appropriate school personnel shall retain the written report.

**COVER LETTER TO COMPLAINANT:**

Date

Dear \_\_\_\_\_ :

We appreciate your concern over the use of \_\_\_\_\_ in the Norwich City School District. The district has developed procedures for selecting materials but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of the district's:

1. Collection Development Policy
2. Instructional Materials Reconsideration Policy
3. Request for Reconsideration of Instructional Materials

If you are still concerned after you review this material, please complete the Request for Reconsideration of Material form and return it to me. You may be assured of prompt attention to your request. If I have not heard from you within two weeks, it will be assumed you no longer wish to file a formal complaint.

Sincerely,

(your principal's name)

Principal

**REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS**

Please complete after reading the Norwich City Schools Selection Policy

School \_\_\_\_\_

Please check type of materials:

- Book             Film                             CD                             Photograph  
 Periodical       Kit                               Computer Software     Pamphlet  
 Cassette         Videocassette/DVD       Other \_\_\_\_\_

Location of Material:     Classroom                     Library

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher/Producer: \_\_\_\_\_

Copyright Date: \_\_\_\_\_

Complaint Initiated By: \_\_\_\_\_

Telephone: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_                      State: \_\_\_\_\_      Zip: \_\_\_\_\_

The following questions are to be answered after the complainant has read, viewed, or listened to the challenged material in its entirety. If sufficient space is not provided, attach additional sheets. Please sign your name to each attachment.

1. Please cite specific examples of offensive content of this work. Please be specific. (Cite pages, film sequence, etc)

\_\_\_\_\_  
\_\_\_\_\_

2. What do you believe is the theme or purpose of this work?

\_\_\_\_\_  
\_\_\_\_\_

3. What do you feel might be the result of a student using this work?

\_\_\_\_\_  
\_\_\_\_\_

4. For what age group would you recommend this work? \_\_\_\_\_

5. Please state positive elements of this work:

---

---

6. Please recommend alternate materials of that same subject or format:

---

---

Signature of Complainant: \_\_\_\_\_

Please return completed form to the Assistant Superintendent for Curriculum, Instruction, and Technology.

Copies will be forwarded to the Media Advisory Committee.

**STAFF FORM FOR CHALLENGED CLASSROOM MATERIALS**

(To be completed only if original Staff Request Form for New Titles is not available)

Name of staff member: \_\_\_\_\_

Area/Grade level of instruction: \_\_\_\_\_

1. Title \_\_\_\_\_

2. Author \_\_\_\_\_

3. Publisher/Producer \_\_\_\_\_

4. In what year was this title published/produced? \_\_\_\_\_

5. Textbook replacement? Yes \_\_\_\_\_ No \_\_\_\_\_

6. If replacement, what textbook was replaced?

Title \_\_\_\_\_

Author \_\_\_\_\_

Copyright date \_\_\_\_\_

7. In what grade/course is this title used: \_\_\_\_\_

8. Is this title required reading or viewing for all students? Yes \_\_\_\_\_ No \_\_\_\_\_

9. Into what unit of study is this title placed? \_\_\_\_\_

10. Into which genre would you place this title, i.e., biography, historical novel, area-studies, biology, etc? \_\_\_\_\_

11. Briefly state the theme of this title and how you incorporate it into your teaching unit.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. Rationale for selecting this title:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CHECKLIST FOR MEDIA ADVISORY COMMITTEE'S RECONSIDERATION OF  
INSTRUCTIONAL MATERIALS—NON-FICTION**

Title \_\_\_\_\_

Author \_\_\_\_\_

Copyright Date \_\_\_\_\_

**A. Does the work adhere to the Norwich City School Selection Policy?** \_\_\_\_\_

Please explain: \_\_\_\_\_

\_\_\_\_\_

**B. Authenticity:**

1. Is the author competent and qualified in the field? YES \_\_\_\_\_ NO \_\_\_\_\_

2. What is the reputation and significance of the author or publisher/producer in the field?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Is the work up to date? YES \_\_\_\_\_ NO \_\_\_\_\_

4. Are the information sources well documented? YES \_\_\_\_\_ NO \_\_\_\_\_

5. Are translations and retellings faithful to the original? YES \_\_\_\_\_ NO \_\_\_\_\_

**C. Appropriateness and Purpose:**

1. What is the overall instructional purpose of the work?

\_\_\_\_\_

\_\_\_\_\_

2. Does the work promote the educational goals and objectives of the curriculum?

YES \_\_\_\_\_ NO \_\_\_\_\_

3. Is it appropriate to the level of instruction intended? YES \_\_\_\_\_ NO \_\_\_\_\_

4. Are the illustrations appropriate to the subject and age levels? YES \_\_\_\_\_ NO \_\_\_\_\_

**D. Content:**

1. Is the content of this work well presented by providing adequate scope, range, depth and continuity? YES \_\_\_\_\_ NO \_\_\_\_\_

**E. Reviews:**

1. Source(s) of reviews: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(If available, attach a copy of reviews)

Favorably Reviewed \_\_\_\_\_ Unfavorably Reviewed \_\_\_\_\_

2. Does this title appear in one or more reputable selection tools? YES \_\_\_ NO \_\_\_  
If answer is yes, please list titles of selection tools:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Additional Comments:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CHECKLIST FOR MEDIA ADVISORY COMMITTEE'S RECONSIDERATION OF  
INSTRUCTIONAL MATERIALS  
FICTION AND OTHER LITERARY FORMS**

Title \_\_\_\_\_

Author \_\_\_\_\_

Publisher/Producer \_\_\_\_\_

Format \_\_\_\_\_ Copyright \_\_\_\_\_

**A. Does this work adhere to the Norwich City School Selection Policy?** \_\_\_\_\_

Please explain:

\_\_\_\_\_  
\_\_\_\_\_

**B. Purpose:**

1. What is the purpose, theme or message of this work? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. How well does the author/producer/composer accomplish this purpose? \_\_\_\_\_

\_\_\_\_\_

3. Will the reading and/or viewing and/or listening to this work result in more  
compassionate understanding of human beings?

\_\_\_\_\_  
\_\_\_\_\_

4. Does it offer an opportunity to better understand and appreciate the aspirations,  
achievements, and problems of various minority groups? YES \_\_\_ NO \_\_\_\_\_

5. Are any questionable elements of the story an integral part of a worthwhile theme or  
message? Please explain in **Additional Comments** section below.

YES \_\_\_\_\_

NO \_\_\_\_\_

**Additional Comments:**

\_\_\_\_\_  
\_\_\_\_\_

---

**C. Concept:**

1. Does a story about modern times give a realistic picture of life as it is now?  
YES \_\_\_\_\_ NO \_\_\_\_\_
2. Does the story avoid an oversimplified view of life? YES \_\_\_\_\_ NO \_\_\_\_\_
3. When factual information is part of the story, is it presented accurately?  
YES \_\_\_\_\_ NO \_\_\_\_\_
4. Is bias readily identifiable by the potential reader? YES \_\_\_\_\_ NO \_\_\_\_\_
5. Are concepts presented appropriate to the ability and maturity of the potential readers?  
YES \_\_\_\_\_ NO \_\_\_\_\_
6. Do the characters speak in a language true to the area and the time period in which they live? YES \_\_\_\_\_ NO \_\_\_\_\_
7. Does the work support unfavorable stereotypes in ways that are not integral to the plot, purpose, or theme of the work? YES \_\_\_\_\_ NO \_\_\_\_\_
8. Is there sex, violence, cruelty, brutality, and abhorrent behavior that would make this material inappropriate for the intended audience? YES \_\_\_\_\_ NO \_\_\_\_\_

**Additional Comments:**

---

---

---

9. Does the use of offensive language, derisive names, and epithets (if any) lend itself to the authenticity of the work? YES \_\_\_\_\_ NO \_\_\_\_\_
10. Is the work well written or well produced? YES \_\_\_\_\_ NO \_\_\_\_\_

11. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way? YES \_\_\_\_ NO \_\_\_\_
12. Does the work make a significant contribution to the history of literature or ideas? YES \_\_\_\_ NO \_\_\_\_
13. Are the illustrations appropriate to the work? YES \_\_\_\_ NO \_\_\_\_

**Additional Comments:**

---



---



---

**Recommendation by Media Advisory Committee for Treatment of Challenged Materials:**

---



---



---

Date \_\_\_\_\_

Signatures of Media Advisory Committee Members


(Above forms reprinted and edited with permission of the American Association of School Librarians, 50 Huron Street, Chicago, Illinois 60611)

Guidelines Approved: January 15, 1990  
 Guidelines Amended: March 4, 2002  
 Guidelines Amended: October 16, 2007  
 Guidelines Amended: June 13, 2011

**APPENDICES**

## Appendix A

### **LIBRARY BILL OF RIGHTS**

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.  
Amended February 2, 1961, and January 23, 1980,  
inclusion of "age" reaffirmed January 23, 1996,  
by the ALA Council.

## Appendix B

### **ACCESS TO RESOURCES AND SERVICES IN THE SCHOOL LIBRARY MEDIA PROGRAM: AN INTERPRETATION OF THE *LIBRARY BILL OF RIGHTS***

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the *Library Bill of Rights* apply equally to all libraries, including school library media programs.

School library media specialists assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media specialists work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media specialists cooperate with other individuals in building collections of resources appropriate to the needs and to the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library media collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources that reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media specialists resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to imposing age or grade level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media specialists implement district policies and procedures in the school.

Adopted July 2, 1986; amended January 10, 1990; July 12, 2000, January 19, 2005, by the ALA Council.

[ISBN 8389-7053-2]

**ACCESS FOR CHILDREN AND YOUNG ADULTS  
TO NONPRINT MATERIALS  
An Interpretation of the Library Bill of Rights**

Library collections of non-print materials raise a number of intellectual freedom issues, especially regarding minors. Article V of the *Library Bill of Rights* states, “A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.”

The American Library Association’s principles protect minors’ access to sound, images, data, games, software, and other content in all formats such as tapes, CDs, DVDs, music CDs, computer games, software, databases, and other emerging technologies. ALA’s *Free Access to Libraries for Minors: An Interpretation of the Library Bill of Rights* states:

. . . The “right to use a library” includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, educational level, literacy skills, or legal emancipation of users violates Article V.

. . . [P]arents—and only parents—have the right and responsibility to restrict access of their children—and only their children—to library resources. Parents who do not want their children to have access to certain library services, materials, or facilities should so advise their children. Librarians and library governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child.

Lack of access to information can be harmful to minors. Librarians and library governing bodies have a public and professional obligation to ensure that all members of the community they serve have free, equal, and equitable access to the entire range of library resources regardless of content, approach, format, or amount of detail. This principle of library service applies equally to all users, minors as well as adults. Librarians and library governing bodies must uphold this principle in order to provide adequate and effective service to minors.

Policies that set minimum age limits for access to any non-print materials or information technology, with or without parental permission, abridge library use for minors. Age limits based on the cost of the materials are also unacceptable. Librarians, when dealing with minors, should apply the same standards to circulation of non-print materials as are applied to books and other print materials except when directly and specifically prohibited by law.

Recognizing that librarians cannot act *in loco parentis*, ALA acknowledges and supports the exercise by parents of their responsibility to guide their own children’s reading and viewing. Libraries should provide published reviews and/or reference works that contain information about the content, subject matter, and recommended audiences for non-print materials. These resources will assist parents in guiding their children without implicating the library in censorship.

In some cases, commercial content ratings, such as the Motion Picture Association of America (MPAA) movie ratings, might appear on the packaging or promotional materials provided by producers or distributors. However, marking out or removing this information from materials or packaging constitutes expurgation or censorship.

MPAA movie ratings, Entertainment Software Rating Board (ESRB) game ratings, and other rating services are private advisory codes and have no legal standing (*Expurgation of Library Materials*). For the library to add ratings to non-print materials if they are not already there is unacceptable. It is also unacceptable to post a list of such ratings with a collection or to use them in circulation policies or other procedures. These uses constitute labeling, “an attempt to prejudice attitudes” (*Labels and Rating*

*Systems*), and are forms of censorship. The application of locally generated ratings schemes intended to provide content warnings to library users is also inconsistent with the *Library Bill of Rights*.

The interests of young people, like those of adults, are not limited by subject, theme, or level of sophistication. Librarians have a responsibility to ensure young people's access to materials and services that reflect diversity of content and format sufficient to meet their needs.

Adopted June 28, 1989. Amended June 30, 2004, by the ALA Council.

[ISBN 8389-7351-5]

Appendix D

**CHALLENGED MATERIALS: AN INTERPRETATION  
OF *THE LIBRARY BILL OF RIGHTS***

The American Library Association declares as a matter of firm principle that it is the responsibility of every library to have a clearly defined materials selection policy in written form which reflects *the Library Bill of Rights*, and which is approved by the appropriate governing authority.

Challenged materials which meet the criteria for selection in the materials selection policy of the library should not be removed under any legal or extra-legal pressure. The *Library Bill of Rights* states in Article I that “Materials should not be excluded because of the origin, background, or views of those contributing to their creation,” and in Article II that “Materials should not be proscribed or removed because of partisan or doctrinal disapproval.” Freedom of expression is protected by the Constitution of the United States, but constitutionally protected expression is often separated from unprotected expression only by a dim and uncertain line. The Constitution requires a procedure designed to focus searchingly on challenged expression before it can be suppressed. An adversary hearing is a part of this procedure.

Therefore, any attempt, be it legal or extra-legal, to regulate or suppress materials in libraries must be closely scrutinized to the end that protected expression is not abridged.

Adopted June 25, 1971; amended July 1, 1981; amended January 10, 1990, by the ALA Council.

[ISBN 8389-6083-9]

## Appendix E

### The Right to Read

An open letter to the citizens of our country from the National Council of Teachers of English

*Where suspicion fills the air and holds scholars in line for fear of their jobs, there can be no exercise of the free intellect. . . . A problem can no longer be pursued with impunity to its edges. Fear stalks the classroom. The teacher is no longer a stimulant to adventurous thinking; she becomes instead a pipe line for safe and sound information. A deadening dogma takes the place of free inquiry. Instruction tends to become sterile; pursuit of knowledge is discouraged; discussion often leaves off where it should begin.*

Justice William O. Douglas,  
United States Supreme Court:  
Adler v. Board of Education, 1951.

The right to read, like all rights guaranteed or implied within our constitutional tradition, can be used wisely or foolishly. In many ways, education is an effort to improve the quality of choices open to all students. But to deny the freedom of choice in fear that it may be unwisely used is to destroy the freedom itself. For this reason, we respect the right of individuals to be selective in their own reading. But for the same reason, we oppose efforts of individuals or groups to limit the freedom of choice of others or to impose their own standards or tastes upon the community at large.

The right of any individual not just to read but to read whatever he or she wants to read is basic to a democratic society. This right is based on an assumption that the educated possess judgment and understanding and can be trusted with the determination of their own actions. In effect, the reader is freed from the bonds of chance. The reader is not limited by birth, geographic location, or time, since reading allows meeting people, debating philosophies, and experiencing events far beyond the narrow confines of an individual's own existence.

In selecting books for reading by young people, English teachers consider the contribution which each work may make to the education of the reader, its aesthetic value, its honesty, its readability for a particular group of students, and its appeal to adolescents. English teachers, however, may use different works for different purposes. The criteria for choosing a work to be read by an entire class are somewhat different from the criteria for choosing works to be read by small groups.

For example, a teacher might select John Knowles' *A Separate Peace* for reading by an entire class, partly because the book has received wide critical recognition, partly because it is relatively short and will keep the attention of many slow readers, and partly because it has proved popular with many students of widely differing abilities. The same teacher, faced with the responsibility of choosing or recommending books for several small groups of students, might select or recommend books as different as Nathaniel Hawthorne's *The Scarlet Letter*, Jack Schaefer's *Shane*, Alexander Solzhenitsyn's *One Day in the Life of Ivan Denisovitch*, Pierre Boulle's *The Bridge over the River Kwai*, Charles Dickens' *Great Expectations*, or Paul Zindel's *The Pigman*, depending upon the abilities and interests of the students in each group.

And the criteria for suggesting books to individuals or for recommending something worth reading for a student who casually stops by after class are different from selecting material for a class or group. But the teacher selects, not censors, books. Selection implies that a teacher is free to choose this or that work, depending upon the purpose to be achieved and the student or class in question, but a book selected this year may be ignored next year, and the reverse. Censorship implies that certain works are not open to selection, this year or any year.

Wallace Stevens once wrote, "Literature is the better part of life. To this it seems inevitably necessary to add, provided life is the better part of literature." Students and parents have the right to demand that education today keep students in touch with the reality of the world outside the classroom. Much of classic literature asks questions as valid and significant today as when the literature first appeared,

questions like "What is the nature of humanity?" "Why do people praise individuality and practice conformity?" "What do people need for a good life?" and "What is the nature of the good person?" But youth is the age of revolt. To pretend otherwise is to ignore a reality made clear to young people and adults alike on television and radio, in newspapers and magazines. English teachers must be free to employ books, classic or contemporary, which do not lie to the young about the perilous but wondrous times we live in, books which talk of the fears, hopes, joys, and frustrations people experience, books about people not only as they are but as they can be. English teachers forced through the pressures of censorship to use only safe or antiseptic works are placed in the morally and intellectually untenable position of lying to their students about the nature and condition of mankind.

The teacher must exercise care to select or recommend works for class reading and group discussion. One of the most important responsibilities of the English teacher is developing rapport and respect among students. Respect for the uniqueness and potential of the individual, an important facet of the study of literature, should be emphasized in the English class. Literature classes should reflect the cultural contributions of many minority groups in the United States, just as they should acquaint students with contributions from the peoples of Asia, Africa, and Latin America.

*The above text is from the National Council of Teachers of English's "Students' Right to Read." For full text of this document, see [www.NCTE.org](http://www.NCTE.org).*

# NORWICH CITY SCHOOLS

## Board Policy

A302.4

302.4

### CONSTITUTIONALLY PROTECTED PRAYER IN THE SCHOOLS

The Norwich City School District shall have no policy which prevents or otherwise denies participation in constitutionally protected prayer in its elementary or secondary schools, as detailed in current guidance issued from time-to-time by the U.S. Department of Education. If the district discovers any provision of its policies to be in conflict with that guidance, unless otherwise required by law, that provision shall be treated as stricken from the policy and the policy shall be enforced without giving effect to such provision.

Policy Adopted: March 24, 2003

# NORWICH CITY SCHOOLS

## Board Policy

A303

A303

### PROGRAMS FOR STUDENTS WITH DISABILITIES UNDER IDEA AND ARTICLE 89

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 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.

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 school are identified, located and evaluated.
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 system of personnel development plan so that professional and paraprofessional staff working with students with disabilities possess the skills and knowledge necessary to meet the needs of students with disabilities.

Ref: Education Law § 4401 et seq. (Article 89)  
20 U.S.C. §§1400 et seq. (IDEA)  
34 CFR Part 300  
8 NYCRR Part 200

Policy Adopted:	December 13, 1982
Policy Amended:	December 16, 1985
Policy Amended:	December 19, 1988
Policy Amended:	January 14, 1991
Policy Amended:	February 22, 1993
Policy Amended:	May 21, 2001
Policy Amended:	June 15, 2004

# NORWICH CITY SCHOOLS

## Board Policy

A303.1

A303.1

### INDIVIDUALIZED EDUCATION PROGRAM DIPLOMAS

Pupils who are unable to earn a regular high school diploma by the end of the school year in which they become twenty-one may be awarded an Individualized Education Program (IEP) diploma if the Committee on Special Education finds that their handicapping condition prevents them from earning a regular diploma and they have met the goals listed on their IEP. This diploma will resemble a regular local diploma with the words "Individualized Education Program Diploma" or "IEP Diploma".

Pupils with handicapping conditions who achieve the goals on their IEP's after completing at least twelve years of school beyond kindergarten, but prior to the year in which they become twenty-one may be recommended by the Committee on Special Education to be awarded the IEP Diploma. These students must be informed in writing that their right to a free appropriate public education continues until the end of the year in which they become twenty-one years of age or until they earn a local or Regents Diploma.

Policy Adopted: December 19, 1988

Policy Amended: January 14, 1991

Policy Amended: February 22, 1993

Policy Amended: October 16, 2007

NORWICH CITY SCHOOLS

Board Policy

A303.2

A303.2

NON-DISCRIMINATION UNDER SECTION 504  
**OF THE REHABILITATION ACT OF 1973**

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance.

The Norwich City School District acknowledges its responsibility under Section 504 to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability shall knowingly be permitted in any program or practices in the school district.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may qualify for accommodations under this policy even though they do not require services pursuant to the Individuals with Disabilities Act. (IDEA)

The Director of Special Programs shall serve as the District's Section 504 Coordinator and will be responsible for the implementation of administrative procedures to effect compliance with this policy and Section 504.

Policy Adopted: October 20, 1997

# NORWICH CITY SCHOOLS

## Board Policy

A303.3

A303.3

### SELECTION AND APPOINTMENT OF AN IMPARTIAL HEARING OFFICER

Upon receipt of a written request for an impartial due process hearing pursuant to the Individuals with Disabilities Education Act ("IDEA"), the District Clerk or Superintendent's Secretary) shall initiate immediately, but not more than two (2) business days after receipt of the written request, the selection of the impartial Hearing Officer.

The Impartial Hearing Officer shall be selected from the alphabetical list of certified hearing officers published by the State of New York for Chenango County.

The (District Clerk or Superintendent's Secretary) shall contact the Impartial Hearing Officer whose name appears at the top of the list or, if an Impartial Hearing Officer previously has been appointed to preside over any other matter, the contact should be made to the individual whose name immediately follows the hearing officer last appointed. An Impartial Hearing Officer shall be selected by working down the alphabetical list, returning to the top only when the list has been exhausted. Should the Impartial Hearing Officer decline appointment, not respond or be unreachable after at least two reasonable and independently verifiable efforts to contact him or her within a 24 hour period, each successive and available Impartial Hearing Officer on the list should be offered the appointment, until such appointment is accepted. A contemporaneous record of all efforts to contact each impartial Hearing Officer, including date, time and substance of conversation/message, as well as each Impartial Hearing Officer's response, shall be created and maintained by the (District Clerk or Superintendent's Secretary).

Once an Impartial Hearing Officer has been selected, the Board of Education or the Board's designee shall immediately appoint the Impartial Hearing Officer. Upon appointment, the District shall provide the Impartial Hearing Officer with a copy of the written request for a hearing, contact information on behalf of the parent/ guardian and District, as well as the District's policy on impartial Hearing Officer compensation.

The Norwich City School District shall pay certified Impartial Hearing Officers an hourly rate of \$100.00 per hour for pre-hearing, hearing and post hearing activities. At the conclusion of the hearing, the Impartial Hearing Officer shall submit to the District an itemized record describing the services performed and the time required.

The District shall not be responsible for "cancellation fees" imposed by an Impartial Hearing Officer. The District shall attempt to provide an Impartial Hearing Officer with two (2) business days advance notice of the cancellation or re-scheduling of an impartial hearing. Should the District request the cancellation or re-scheduling of a hearing date and fail to provide an Impartial Hearing Officer with two (2) business days notice, the District agrees to pay the Impartial Hearing Officer a fee of \$500.00. The District shall not be responsible for costs associated with a parent or guardian's cancellation or adjournment of a hearing.

An Impartial Hearing Officer shall be reimbursed by the District for the necessary expenses associated with the hearing including:

- Mileage at the then approved IRS rate
- Tolls
- Reasonable overnight accommodations and reasonable meal expenses when hearing dates are scheduled for two or more continuous dates and the Impartial Hearing Officer would be required to travel 90 or more miles between his or her residence and the hearing location.

An Impartial Hearing Officer shall be required to submit receipts for out-of-pocket expenses to the District for reimbursement.

As a practice, the District shall not pay for expedited transcripts of an impartial hearing. Should, however, a hearing officer determine that an expedited transcript is required for the hearing officer to fulfill his or her duties, the District shall pay for the same.

Legal Ref.- 8 N.Y.C.R.R. §§200.1(x); 200.2(e); 200.21

Policy Approved: January 28, 2002

Policy Amended: October 16, 2007

# NORWICH CITY SCHOOLS

## Board Policy

A303.4

A303.4

### PROVIDING TEACHERS AND SERVICE PROVIDERS COPIES OF A STUDENT'S INDIVIDUALIZED EDUCATION PROGRAM

Each regular education teacher, special education teacher, related service provider and other service provider who is responsible for the implementation of a student's Individualized Education Program ("IEP") shall be given a copy of the IEP prior to its implementation. The Chairperson of the Committee on Special Education shall designate a professional employee of the district with knowledge of the student's disability and the education program to, prior to the implementation of the student's IEP, inform each teacher, assistant and support staff person of his or her responsibility relating to the implementation of the IEP and the specific accommodations, modifications and support that must be provided. The student's IEP shall continue to remain confidential and shall not be re-disclosed to any other person except in accordance with the Family Educational Rights and Privacy Act and the Individuals with Disabilities Education Act, and applicable regulations promulgated pursuant thereto.

#### Legal Reference:

Education Law Section 4402(7)(a)(b)(c)

Chapter 408 of the Laws of 2002

Policy Adopted: November 4, 2002

PROVISION OF INSTRUCTIONAL MATERIALS IN A USABLE ALTERNATIVE FORMAT

The Board of Education recognizes its responsibility to provide equal access to education and promote educational excellence throughout the District. An essential element of providing all students with equal access to education involves the provision of instructional materials in a usable alternative format, to each student with a disability, in accordance with the student's educational needs and course sections, at the same time such materials are available to non-disabled students.

The Board establishes the following plan to ensure that each student with a disability receives materials in a usable alternative format which meets the National Instructional Materials Accessibility Standard as defined in 20 U.S.C. §1474(e)(3)(B).

“Alternative Format” is defined as any medium or format for the presentation of print instructional materials, other than a traditional print textbook, that is needed as an accommodation for a student with a disability enrolled in the District, including but not limited to Braille, large print, open and closed captioned, audio or an electronic file. An electronic file must be compatible with at least one alternative format conversion software program that is appropriate to meet the needs of the individual student and that is available in the District. “Print instructional materials” means printed textbooks and related printed core materials that are written and published primarily for use in elementary and secondary school instruction and are required for use by students in the classroom.

The Board hereby directs the Superintendent to take the following actions:

1. Give preference when purchasing instructional materials to those vendors who agree to provide such instructional materials in alternative formats.
2. When an electronic file is provided, determine how the format will be accessed by students and/or how the District will convert to an accessible format in compliance with the National Instructional Materials Accessibility Standard.
3. Specify the process to be used when ordering materials to identify the needs of students with disabilities residing in the District for alternative format materials.
4. Specify ordering timelines to ensure that alternative format materials are available at the same time as regular format materials are available.
5. Include procedures so that when students with disabilities move into the school district during the school year, the process to obtain needed materials in alternative formats for such students is initiated without delay.

NORWICH CITY SCHOOLS

Board Policy

A304.

A304.

DISTRICT EMPLOYEES

ATTENDANCE AT SCHOOL-SPONSORED ACTIVITIES

It is the desire of the Board of Education to encourage all employees of the School District to take part as observers and participants in all school-sponsored events and activities.

Toward this end it shall be the policy of the District to admit all employees to all school-sponsored events and activities without the payment of admission or related charges.

Policy Adopted: November 17, 1986

NORWICH CITY SCHOOLS

Administrative Guidelines

B304.

B304.

DISTRICT EMPLOYEES

**ATTENDANCE AT SCHOOL-SPONSORED ACTIVITIES**

All school employees will be issued, at the time of their employment by the district, an Identification Card which will entitle them to admission to all school-sponsored events and activities without the payment of admission or related charges. Such Identification Card will be surrendered to the District at the time of separation from employment.

Though all employees will be entitled to admission without charge, it is hoped that sound judgment will be exercised in the voluntary payment of admission and related fees in those instances involving student productions where there are costs to the sponsoring organization such as Royalties.

Guidelines Adopted: November 17, 1986