

# POLICY

2008 8000

Instruction

*Click on policy number to view page*

## Mount Pleasant Central School District

**NUMBER**

### CURRICULUM (GENERAL)

1.1	Curriculum Development, Resources and Evaluation .....	8110
1.2	Request for Part 100 Variance or Part 200 Innovative Program Waiver From Commissioner's Regulations .....	8120
1.3	Equal Educational Opportunities .....	8130

### ELEMENTARY AND SECONDARY INSTRUCTION

2.1	Safety Conditions and Programs.....	8210
2.1.1	Prevention Instruction.....	8211
2.2	Career and Technical (Occupational) Education .....	8220
2.3	Guidance Program.....	8230
2.4	Instructional Programs: Driver Education, Gifted and Talented Education and Physical Education.....	8240
2.5	Evaluation of the Instructional Program.....	8250
2.6	Title I Parent and Family Engagemen.....	8260
2.7	Instructional Technology.....	8270
2.7.1	The Children's Internet Protection Act: Internet Content Filtering/ Safety Policy.....	8271
2.7.2	District Web Site .....	8272
2.7.3	Remote Learning - Acceptable Use .....	8273
2.8	Instruction for English Language Learners or Students with Limited English Proficiency .....	8280

### INSTRUCTIONAL MATERIALS

3.1	Purposes of Instructional Materials.....	8310
3.2	Selection of Library and Audiovisual Materials.....	8320
3.3	Objection to Instructional Materials.....	8330
3.3.1	Controversial Issues.....	8331
3.3.5	Animals in the School.....	8335
3.4	Textbooks/Workbooks/Calculations/Instructional Computer Hardware .....	8340
3.5	Use of Copyrighted Materials.....	8350
3.6	Religious Expression in the Instructional Program.....	8360

*(continued on next page)*

# POLICY

2008 8000

Instruction

## Mount Pleasant Central School District

## NUMBER

### INSTRUCTIONAL ARRANGEMENTS

4.1	School Calendar and School Day.....	8410
4.2	Opening Exercises.....	8420
4.3	Independent Study.....	8430
4.5	Home Tutoring (Temporary Instruction).....	8450
4.6	Field Trips.....	8460
4.7	Home Instruction (Home Schooling).....	8470

# POLICY

2008

8110  
1 of 2

Instruction

## **SUBJECT: CURRICULUM DEVELOPMENT, RESOURCES AND EVALUATION**

The Board of Education supports and encourages development of a District-wide, articulated curriculum that conforms to state mandates and is responsive to the needs of children in a rapidly changing society. The administrators of the elementary and secondary schools shall be responsible to the Superintendent for developing District-wide efforts toward the short and long-range improvement of curriculum and instruction.

### **Curriculum Resources**

There are many resources for curriculum development that exist within our School District, and the instructional staff, under the guidance of the administration, is expected to examine and review those resources for possible improvement of the instructional program. Each teacher has the privilege of being an initiator of improvement, as well as a reactor to changing conditions, and the administrators shall be involved in curriculum development.

The Superintendent may appoint curriculum study committees, whose findings as well as collective judgments regarding possible program and/or curriculum changes, shall be submitted to the Superintendent and Board of Education.

### **Curriculum Evaluation**

The Board of Education shall direct a continuing evaluation of the curriculum as part of a program of instructional improvement. The administrative staff shall evaluate the curriculum in a systematic manner involving school personnel and others as appropriate. In addition, the administrative staff shall make periodic recommendations to the Superintendent and Board of Education. Also, the Board of Education from time to time may invite teachers or others to discuss the curriculum.

Curriculum evaluation is concerned with the extent to which:

- a) Each student achieves in accordance with his/her ability;
- b) Each staff member performs at full potential;
- c) The total learning environment, including institutional processes, physical facilities, and the educational program, remains consistent with the needs of students and the larger society and contributes to the accomplishment of the goals of the school.

The Board of Education expects staff members to maintain a continual program of evaluation towards the schools' and District's objectives. The Board of Education will periodically request the Superintendent to present factual information that it considers necessary to evaluate the effectiveness of the school system.

(Continued)

[Back to Index](#)

# POLICY

2008

8110  
2 of 2

Instruction

**SUBJECT: CURRICULUM DEVELOPMENT, RESOURCES AND EVALUATION  
(Cont'd.)**

In addition, parents and members of the community are encouraged to provide feedback on District curricula and instruction. The Superintendent will consult with building administrators, teachers, students and the community in order to develop a comprehensive curriculum and to promote a continuing review and upgrading of such curriculum. Input from Building Level Advisory Committees will be utilized in evaluating and revising District curricula.

Further, curriculum changes will take into consideration the results of the State Comprehensive Assessment Report, local testing, classroom evaluations, reflect minimum State requirements, and address future needs of the community and student population.

Further, the Board of Education expects administrators and staff to work together in evaluating the educational program and recommending changes or additions in courses, programs, instructional methodology and/or staff development activities which are necessary to implement such changes and/or additions.

Further, major changes in program must have the approval of the Board of Education.

Adopted: 2/27/08

[Back to Index](#)

# POLICY

2008

8120

Instruction

**SUBJECT: REQUEST FOR PART 100 VARIANCE OR PART 200 INNOVATIVE PROGRAM WAIVER FROM COMMISSIONER'S REGULATIONS**

Consistent with the purposes of *A New Compact for Learning*, the Board of Education encourages collaboration by teachers, administrators, parents and students of the District in developing innovative educational programs and practices that will lead to greater achievement for all students.

Requests for a variance or waiver from the requirements in Part 100 and Sections 200.1/200.6, respectively, of the Commissioner's Regulations must be approved by the local Board of Education and signed by the Superintendent of Schools. An application may also be submitted by several districts, or a combination of districts, BOCES and/or private schools, applying as a consortium. Consortium applications must be approved by each participating local Board of Education and Superintendent of Schools.

Subsequent to Board of Education approval, all applications must be forwarded to the District Superintendent of Schools of which the local District is a part for review, consultation, and recommendation prior to submission to the State Education Department. The District Superintendent may provide technical assistance to the applicant and make recommendations to the State Education Department. Interested applicants may also request technical assistance through their Regional Education Coordinator.

8 New York Code of Rules and Regulations (NYCRR)  
Sections 100.2(n) and 200.6(k)

Adopted: 2/27/08

[Back to Index](#)

# POLICY

2008

8130  
1 of 2

Instruction

## **SUBJECT: EQUAL EDUCATIONAL OPPORTUNITIES**

It is the policy of this District that each student attending its public schools shall have equal educational opportunities and will not be excluded or prevented from participating in or having admittance to the educational courses, programs or activities; school services; and extracurricular events on the basis of race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital status, military status, disability, or use of a recognized guide dog, hearing dog or service dog. Sexual orientation is defined as heterosexuality, homosexuality, bisexuality, or asexuality, whether actual or perceived.

Administration shall establish grievance procedures that provide for the prompt and equitable resolution of complaints pertaining to discrimination on the basis of race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital status, military status, disability, or use of a recognized guide dog, hearing dog or service dog.

### **Prohibition of Retaliatory Behavior**

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of discrimination. Follow-up inquiries shall be made to ensure that discrimination has not resumed and that all those involved in the investigation of the discrimination complaint have not suffered retaliation.

Age Discrimination in Employment Act,  
29 United States Code Section 621  
Americans With Disabilities Act,  
42 United States Code (USC) Section 12101 et seq.  
Prohibits discrimination on the basis of disability.  
Section 504 of the Rehabilitation Act of 1973,  
29 United States Code (USC) Section 794 et seq.  
Title VI of the Civil Rights Act of 1964,  
42 United States Code (USC) Section 2000d, et seq.  
Prohibits discrimination on the basis of race, color or  
national origin.  
Title VII of the Civil Rights Act of 1964,  
42 United States Code (USC) Section 2000e, et seq.  
Prohibits discrimination on the basis of race, color,  
religion, sex or national origin.  
Title IX of the Education Amendments of 1972,  
20 United States Code (USC) Section 1681 et seq.  
Prohibits discrimination on the basis of sex.

(Continued)

[Back to Index](#)

# POLICY

2008

8130  
2 of 2

Instruction

**SUBJECT: EQUAL EDUCATIONAL OPPORTUNITIES (Cont'd.)**

Civil Rights Law Section 40-c

Prohibits discrimination on the basis of race, creed, color, national origin, sex, marital status, sexual orientation or disability.

Executive Law Section 290 et seq.

Prohibits discrimination on the basis of age, race, creed, color, national origin, sex, sexual orientation, disability, military status, marital status, or use of a recognized guide dog, hearing dog or service dog.

Adopted: 2/27/08

[Back to Index](#)

# POLICY

2008

8210

Instruction

## **SUBJECT: SAFETY CONDITIONS AND PROGRAMS**

The practice of safety will be considered an integral part of the instructional program through fire prevention, emergency procedures and drills, driver education, and traffic and pedestrian safety.

Each Principal will be responsible for the supervision of a safety program for his/her school.

The safety program may include, but not be limited to, in-service training, plant inspection, fire prevention, accident recordkeeping, driver and vehicle safety programs, emergency procedures and drills, and traffic safety programs relevant to students, employees and the community.

It shall be the duty of the Board of Education to provide inspections and supervision of the health and safety aspects of the school facilities.

### **Eye Safety/Student Use of Hand-Held Laser Pointers**

Eye safety devices are to be provided by the School District for the protection of employees, students and visitors, and worn in the technology education classes and labs when activities present a potential eye hazard. The Superintendent or his/her designee will ensure that these devices are properly repaired, cleaned and stored to prevent the spread of germs or diseases after individuals use them.

Each classroom teacher is responsible for the safe and proper use of all instructional materials and equipment by students in his/her classroom. Laser pointers are to be used by students only when such use is approved and supervised by the classroom instructor.

Students will be advised not to stare directly into the beam from a laser pointer or direct the beam at the eyes of another individual. Students are not to aim the pointer into the audience. Students are to be made aware of the hazards associated with the particular type of laser pointer used.

Education Law Sections 409, 409-a, 807-a and 906  
8 New York Code of Rules and Regulations (NYCRR)  
Part 136 and Section 141.10

Adopted: 2/27/08

[Back to Index](#)



# POLICY

2008

8211  
1 of 3

Instruction

## **SUBJECT: PREVENTION INSTRUCTION**

### **Acquired Immune Deficiency Syndrome (AIDS) Instruction in Health Education**

The Board of Education shall provide a health education program that will include appropriate instruction for all students concerning Acquired Immune Deficiency Syndrome (AIDS). Accurate information concerning the nature of the disease, methods of transmission, and means of prevention shall be provided in an age-appropriate manner and shall be consistent with community values and will stress that abstinence is the most appropriate and effective premarital protection against AIDS.

A representative community advisory group consisting of appropriate school personnel, School Board members, parents, religious representatives, and other community members shall be established in order to make recommendations for curriculum content, implementation, and evaluation of an AIDS instructional program. Appropriate training will be provided for instructional staff.

No student shall be required to receive instruction concerning the methods of prevention of AIDS if the parent or legal guardian has filed with the Principal a written request that the student not participate in such instruction, with an assurance that the student will receive this instruction at home.

AIDS instruction in the elementary grades shall be taught by the regular classroom teachers, while such instruction in the middle and high school grades shall be a part of the required health education curriculum.

### **Substance Abuse - Prevention Instruction**

The Board of Education recognizes the need to educate students on the hazards of alcohol, tobacco and/or drug abuse. An educationally sequential health prevention program, utilizing as appropriate community, staff and student input, will be developed to inform students of:

- a) Causes for substance abuse;
- b) Physical and psychological damage associated with substance abuse;
- c) Avoidance of alcohol, tobacco and drugs;
- d) Dangers of driving while under the influence of alcohol or drugs.

### **Environmental Conservation Instruction**

The Board of Education supports and encourages the development of a District-wide, articulated curriculum of environmental conservation integrated into other program disciplines.

(Continued)

[Back to Index](#)

# POLICY

2008

8211  
2 of 3

Instruction

## **SUBJECT: PREVENTION INSTRUCTION (Cont'd.)**

### **Fire and Arson Prevention/Injury Prevention/Life Safety Education**

The Board of Education directs the administration to provide instruction in fire and arson prevention, injury prevention and life safety education relating to protection against injury or death and property loss or damage as a result of criminally initiated or other preventable fire.

Such instruction shall include materials to educate children on the dangers of falsely reporting a criminal incident, an impending explosion or fire emergency involving danger to life or property, an impending catastrophe, or a life safety emergency.

The Board of Education directs the administration to provide such instruction for all students for a period of not less than forty-five (45) minutes in each month that school is in session.

### **Student Safety**

Instruction in courses in technology education, science, home and career skills, art and physical education, health, and safety shall include and emphasize safety and accident prevention.

Safety instruction shall precede the use of materials and equipment by students in applicable units of work in the courses listed above, and instructors shall teach and enforce all safety procedures relating to the particular courses. These shall include the wearing of protective eye devices in appropriate activities.

### **Emergency Planning**

The School District shall maintain updated plans and operating procedures to be followed in the event of natural or manmade disasters or enemy attack. Students shall be provided instruction to respond effectively in emergency situations.

### **Instruction on Prevention of Child Abduction**

All students in grades K through 8 in District schools shall receive instruction designed to prevent the abduction of children. Such instruction shall be provided by or under the direct supervision of regular classroom teachers and the Board of Education shall provide appropriate training and curriculum materials for the regular classroom teachers who provide such instruction. However, at the Board's discretion, such instruction may be provided by any other public or private agency.

The Commissioner of Education will provide technical assistance to assist in the development of curricula for such courses of study which must be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness skills, information, self-confidence, and support to aid in the prevention of child abduction.

(Continued)

[Back to Index](#)

# POLICY

2008

8211  
3 of 3

Instruction

## **SUBJECT: PREVENTION INSTRUCTION (Cont'd.)**

For purposes of developing such courses of study, the Board of Education may establish local advisory councils or utilize the school-based shared decision making and planning committee established pursuant to the Regulations of the Commissioner to make recommendations concerning the content and implementation of such courses. Alternatively, the District may utilize courses of instruction developed by consortia of school districts, boards of cooperative educational services, other school districts, or any other public or private agency. Such advisory council shall consist of, but not be limited to, parents, school trustees and Board members, appropriate school personnel, business and community representatives, and law enforcement personnel having experience in the prevention of child abduction.

### **Instruction on Child Development and Parenting Skills**

Instruction regarding child development and parenting skills may be offered by the District. The curriculum shall include instruction on the consequences and prevention of shaken baby syndrome, which may include the viewing of a video presentation for students in secondary schools.

#### AIDS Instruction:

8 New York Code of Rules and Regulations (NYCRR)  
Sections 135.3(b)(2) and 135.3(c)(2)

#### Civil Preparedness:

New York State Office of Disaster Preparedness

#### Fire and Arson:

Education Law Section 808

#### Prevention of Child Abduction:

Education Law Section 803-a

#### Student Safety:

Education Law Section 808

8 New York Code of Rules and Regulations (NYCRR)  
Sections 107 and 155

#### Substance Abuse:

Education Law Section 804

8 New York Code of Rules and Regulations (NYCRR)  
Section 135.3(a)

#### Instruction on Child Development and Parenting Skills

Education Law Section 804(3)(6)

NOTE: Refer also to Policies #3410 -- Code of Conduct on School Property  
#5640 -- Smoking/Tobacco Use  
#7320 -- Alcohol, Tobacco, Drugs and Other Substances (Students)  
*District Code of Conduct on School Property*

Adopted: 2/27/08

# POLICY

2008

8220

Instruction

## **SUBJECT: CAREER AND TECHNICAL (OCCUPATIONAL) EDUCATION**

The Board of Education recognizes the need for career and technical education and reaffirms its policy of strengthening the local high school career and technical education program through utilization of any available federal and state funds for that purpose and of supporting the BOCES program.

### **Equal Opportunity**

The Board of Education prohibits discrimination on the basis of sex, sexual orientation, race, color, creed, religion, national origin, political affiliation, age, marital status, military status or disability in any career and technical education program or activity of this District.

The career and technical education program and/or activities shall be readily accessible to students with disabilities.

### **Public Notification**

Prior to the beginning of each school year or academic semester, the District shall issue an appropriate public announcement which advises students, parents, employees and the general public that career and technical education opportunities will be offered without regard to sex, sexual orientation, race, color, creed, religion, national origin, political affiliation, age, marital status, military status or disability. Included in such announcement will be the name, address, and telephone number of the person designated to coordinate Title IX/Section 504/ADA activities.

### **Grievance Procedure**

Grievance procedures for resolving complaints regarding discrimination shall be disseminated to adequately inform students, parents and employees of the existence of these procedures.

### **Local Advisory Council**

In accordance with Education Law, the Board will appoint a Local Advisory Council for Career Education. The Board may, with BOCES approval, utilize the BOCES Advisory Council as its Local Advisory Council.

Civil Rights Law Section 40-c  
Education Law Article 93  
Executive Law Section 290 et seq.  
8 New York Code of Rules and Regulations (NYCRR)  
Sections 100.2(h) and 141 et seq.

Adopted: 2/27/08

# POLICY

2008

8230

Instruction

## **SUBJECT: GUIDANCE PROGRAM**

A District plan for the K through 12 guidance program shall be filed in the District Office and made available for public review. This plan shall be subject to annual review and revised as necessary in the following areas:

- a) Identification of guidance program objectives;
- b) Activities to accomplish the objectives;
- c) Identification of staff members and other resources to accomplish the objectives;
- d) Provisions for the annual assessment of program results.

Adopted: 2/27/08

[Back to Index](#)

# POLICY

2008

8240  
1 of 2

Instruction

## **SUBJECT: INSTRUCTIONAL PROGRAMS: DRIVER EDUCATION, GIFTED AND TALENTED EDUCATION AND PHYSICAL EDUCATION**

### **Driver Education**

A driver education course may be offered under the conditions set forth by the New York State Education Department and Commissioner's Regulations.

Education Law Section 806-a  
8 New York Code of Rules and Regulations (NYCRR)  
Section 107.2

### **Gifted and Talented Students**

The Board of Education will provide appropriate educational opportunities for students identified as being gifted and talented.

Education Law Article 90 and Section 3204(2)(b)  
8 New York Code of Rules and Regulations (NYCRR)  
Section 142

### **Physical Education Class**

All students, except those with medical excuses, shall participate in physical education in accordance with the Commissioner's Regulations. Any student whose condition precludes participation in a regular program shall be provided with adaptive physical education approved by the Commissioner of Education.

For pupils in Grades 10 through 12 only, an out-of-school activity that meets the equivalent of three times per week in one semester and two times per week in the other semester, may be substituted for physical education provided such activity includes a sufficient variety in each of the following:

- a) Basic and creative movement;
- b) Rhythm and dance;
- c) Games;
- d) Perceptual motor-skills;
- e) Individual and team sports;
- f) Gymnastics;

(Continued)

[Back to Index](#)

# POLICY

2008

8240  
2 of 2

Instruction

**SUBJECT: INSTRUCTIONAL PROGRAMS: DRIVER EDUCATION, GIFTED AND TALENTED EDUCATION AND PHYSICAL EDUCATION (Cont'd.)**

- g) Aquatics (where possible);
- h) Lifetime sports activities;
- i) Outdoor living skills; and
- j) Other appropriate activities which promote the development of boys and girls.

The proposed equivalent out-of-school activity, along with a Request for Waiver, of Physical Education shall be submitted in writing by the pupil's parent(s) or guardian(s) to the Director of the Physical Education Department. Approval of both the Physical Education staff and the school administration (High School Principal) is required.

For pupils in Grades 10 through 12 only, an in-school extra class program that meets the equivalent of three times per week in one semester and two times per week in the other semester, may be substituted for physical education provided that the pupil requesting a waiver from Physical Education shall have demonstrated to the Physical Education staff acceptable levels of physical fitness, physical skills, and knowledge of physical education activities.

The proposed equivalent in-school activity, along with a Request for Waiver, of Physical Education shall be submitted in writing by the pupil's parent(s) or guardian(s) to the Director of the Physical Education, Health and Athletics. Approval of both the Director of Physical Education, Health and Athletics and the School Principal is required.

Education Law Sections 803 and 3204  
8 New York Code of Rules and Regulations (NYCRR)  
Section 135.4

Adopted: 2/27/08

[Back to Index](#)

# POLICY

2008

8250

Instruction

## **SUBJECT: EVALUATION OF THE INSTRUCTIONAL PROGRAM**

Evaluation may be concerned with the extent to which:

- a) Each student achieves in accordance with his/her ability;
- b) Each staff member performs at full potential;
- c) The total learning environment, including instructional processes, physical facilities, and the educational program, remains consistent with the needs of students and the larger society and contributes to the accomplishment of the goals of the school.

The Board of Education expects staff members to maintain a continual program of evaluation at every level to determine the extent of progress toward the schools' objectives. The Board of Education will periodically request the Superintendent to present factual information that it considers necessary to evaluate the effectiveness of the School System.

8 New York Code of Rules and Regulations (NYCRR)  
Section 100.2(m)

Adopted: 2/27/08

[Back to Index](#)



**SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT**

The District will collaborate with parents and other family members to help students participating in Title I programs reach their full academic potential and to improve the District's overall academic quality. As part of its collaboration, the District will conduct outreach; plan and implement programs, activities, and procedures for parent and family member engagement; and consult meaningfully with parents and family members.

**District-Wide Parent and Family Engagement**

To facilitate parent and family participation, the District will:

- a) Involve parents and family members in jointly developing this policy, its Title I Plan, and its support and improvement plans. If the parents or family members indicate that the Title I plan is not satisfactory, the District will submit their comments to the State Education Department along with the plan;
- b) Improve student academic achievement and school performance through coordination, providing technical assistance, and giving support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- c) Coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local programs;
- d) Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of its Title I schools. The evaluation will include identifying:
  1. Barriers to greater participation by parents and family members in Title I activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
  2. The needs of parents and family members to assist with their child's learning, including engaging with school personnel and teachers; and

(Continued)

**SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT (Cont'd.)**

3. Strategies to support successful school and family interactions, such as through parent information on the District Website, orientation meetings, transition meetings, parent/teacher conferences, back-to-school night, celebrations of learning and each school's Building Leadership Team (BLT), composed of many stakeholder groups, including parents, in addition to the District's Curriculum, Instruction and Assessment Committee (CIAC), which is also composed of many stakeholder groups, including parents.
- e) Use the evaluation's findings to design evidence-based strategies for more effective parent and family member engagement, and to revise the policy, if needed;
- f) Involve parents in Title I activities, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the students' needs, to develop, revise, and review the parent and family engagement policy, such as through the BLT or CIAC; and
- g) Involve parents and family members in decisions regarding how it spends funds reserved for parent and family engagement activities, such as parent orientations, back-to-school nights, transition meetings and celebrations of learning through the BLT or CIAC.

**School-Level Parent and Family Member Engagement**

The Board directs each school receiving Title I funds to develop a building-level parent and family member engagement plan with that school's parents and family members. In addition to the content included above, each school building-level plan will:

- a) Describe how to convene an annual meeting, at a convenient time, to inform parents and family members of their school's participation in Title I programs, to explain Title I requirements, and to identify the right of the parents and family members to be involved. All parents and family members of these children will be invited and encouraged to attend the meeting;
- b) Offer flexibility in scheduling meetings, and may provide transportation, child care, or home visits related to parent and family member engagement, using Title I funds;
- c) Involve parents and family members in an organized, ongoing, and timely way in planning, reviewing, and improving Title I programs, including this policy;

(Continued)

**SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT (Cont'd.)**

- d) Provide parents and family members with timely information about programs, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, the achievement levels of the challenging state academic standards, and, if requested by parents or family members, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to their child's education. The District will respond to any suggestions as soon as practicably possible; and
- e) Develop a compact jointly with parents and family members that outlines how they, school staff, and students will share responsibility for improved student academic achievement. The compact will also detail the means by which the school and parents and family members will build and develop a partnership to help all children achieve the state's standards.
- f) Have a compact that:
  - 1. Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable these students to meet the challenging state academic standards;
  - 2. Describes the ways in which each parent or family member will be responsible for supporting the child's learning, volunteering in the child's classroom, and participating, as appropriate, in decisions relating to the child's education and positive use of extracurricular time; and
  - 3. Addresses the importance of communication between teachers and parents or family members on an ongoing basis through, at a minimum:
    - (a) Parent or family member-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;
    - (b) Frequent, pro-active reports to parents or family members on the child's progress, prior to the escalation of a teacher's concerns;
    - (c) Reasonable access to staff, opportunities to volunteer and participate in the child's class, and observing their classroom activities, such as conferences, workshops, classes, the provision of materials and access to faculty; and

(Continued)

**SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT (Cont'd.)**

- (d) Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

If the parents or family members believe that the building-level parent and family engagement plan is not satisfactory, the school will submit their comments when it makes the plan available to the District.

To ensure effective involvement of parents or family members and to support a partnership among the school involved, parents or family members, and the community, to improve student academic achievement, the District and each school will:

- a) Provide assistance to parents or family members of children served by the District or school to understand topics such as the challenging state academic standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of the children by way of the District's website, parent/teacher conferences and the distribution of written information;
- b) Provide materials and training to help parents or family members to work with the children to improve their achievement, such as literacy training and using technology (including education about the harms of copyright piracy) to foster parent and family member engagement by providing a list of resources on the District's website and by offering parent workshops and assemblies;
- c) Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents or family members, in the value and utility of parent or family member contribution, and in how to reach out to, communicate with, and work with parents or family members as equal partners; implement and coordinate parent or family member programs; and build ties between parents or family members and the school through faculty meetings, workshops, professional development opportunities and Parent Teacher Association (PTA) meetings;
- d) Coordinate and integrate, to the extent feasible and appropriate, parent and family member engagement programs and activities with federal, state, and local programs, including public preschool programs that encourage and support parents and family members in more fully participating in the education of the children during parent orientations, transition meetings, back-to-school nights, parent/teacher conferences, PTA meetings and celebrations of learning;

(Continued)

**SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT (Cont'd.)**

- e) Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents or family members of participating children in a format and, to the extent practicable, in a language the parents or family members can understand;
- f) Provide other reasonable support for parent and family member engagement activities as parents or family members may request.

In addition, the District and each school may:

- a) Involve parents or family members in developing training for teachers, principals, and other educators to improve the effectiveness of this training;
- b) Provide necessary literacy training from funds received under this part if the District has exhausted all other reasonably available sources of funding for the training;
- c) Pay reasonable and necessary expenses associated with local parent and family member engagement activities, including transportation and child care costs, to enable parents and family members to participate in school-related meetings and training sessions;
- d) Train parents or family members to enhance the involvement of other parents or family members;
- e) Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents or family members who are unable to attend these conferences at school, to maximize parent and family engagement and participation;
- f) Adopt and implement model approaches to improving parent and family engagement;
- g) Establish a District-wide parent and family member advisory council, such as through the CIAC or PTA, to provide advice on all matters related to parent and family member engagement in supported programs; and
- h) Develop appropriate roles for community-based organizations and businesses in parent and family member engagement activities.

(Continued)

**SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT (Cont'd.)**

In carrying out the parent and family member engagement requirements, the District and its schools, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language they understand.

**Procedures for Filing Complaints/Appeals**

The District will disseminate free of charge to parents and family members of children in Title I programs, and to appropriate private school officials or representatives, adequate information regarding the District's written complaint procedures for resolving Title I issues.

Title I of the Elementary and Secondary Education Act of  
1965 (ESEA), as reauthorized by the Every Student  
Succeeds Act (ESSA) of 2015  
20 USC §§ 6318 and 6321  
34 CFR Parts 74-86, 97-99, and 200

Adopted: 6/17/2020

# POLICY

Instruction

**SUBJECT: INSTRUCTIONAL TECHNOLOGY**

The Board of Education recognizes its responsibility to further the District's educational goals through the use of appropriate and high quality technological materials and equipment. For the purpose of this policy, technology refers to computers, interactive videodiscs, Compact Disc-Read Only Memory (CD-ROM) devices, local area networks, satellite transmission and other telecommunications equipment.

Continuing advances in technology are bringing about changes that have an increasing impact on the way we obtain, process, evaluate and use information. Therefore, the District is committed to:

- a) A comprehensive staff development program to ensure appropriate and effective use of technology.
- b) The preparation of students to utilize multiple types of technology.
- c) The integration of technology within and across all curriculum areas.
- d) The equitable distribution and access to technological equipment and materials for all students.
- e) The promotion of technology as an alternative to traditional methods of gathering, organizing and synthesizing information.
- f) The provision of sufficient funds, within the budgetary constraints of the Board, for the implementation of technology instruction.

The Board directs the Superintendent or his/her designee to assess the technological needs of the District's instructional program, research and review current materials and make recommendations to the Board.

Adopted: 2/27/08

# POLICY

2008

8271  
1 of 2

Instruction

## **SUBJECT: THE CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT FILTERING/SAFETY POLICY**

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

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

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

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

- a) Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of e-mail and chat rooms may be blocked as deemed necessary to ensure the safety of such students;
- b) Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;
- c) In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and
- d) Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal information regarding such students.

(Continued)

[Back to Index](#)



# POLICY

2008

8271  
2 of 2

Instruction

## **SUBJECT: THE CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT FILTERING/SAFETY POLICY (Cont'd.)**

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

The terms "minor," "child pornography," "harmful to minors," "obscene," "technology protection measure," "sexual act," and "sexual contact" will be as defined in accordance with CIPA and other applicable laws/regulations as may be appropriate and implemented pursuant to the District's educational mission.

*Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor, or other person authorized by the School District.*

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

### **Notification/Authorization**

The District's Acceptable Use Policy and accompanying Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet.

Student access to the DCS will automatically be provided unless the parent has submitted written notification to the District that such access not be permitted. Procedures will be established to define the process by which parents may submit a written request to deny or rescind student use of District computers.

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Content Filtering/Safety Policy prior to Board adoption. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of the District's Internet Content Filtering/Safety Policy, as well as any other District policies relating to the use of technology.

47 United States Code (USC) Sections 254(h) and 254(l)  
47 Code of Federal Regulations (CFR) Part 54  
Education Law Section 814

Adopted: 2/27/08

[Back to Index](#)

# POLICY

2008

8272  
1 of 3

Instruction

## **SUBJECT: DISTRICT WEB SITE**

Internet access in the District provides an opportunity for students, parents, and staff to share information in a dynamic and unique way. One communication avenue is the District's web site. It has been implemented to provide information about curriculum, instruction, school-related activities and other general information related to the District's schools, programs and mission.

This policy defines the purpose of the District's web site and general use and publishing guidelines. The Board of Education directs the Superintendent of Schools to create and implement appropriate regulations to maintain the integrity of the information communicated on the District's web site.

Web content and web page developers will adhere to all provisions of this policy, its related regulations, and the Computer Use Policy/AUP (Acceptable Use Procedures).

### **Educational Value**

All District web site content and links to external sites will be consistent with District goals to keep the public informed of District activities and support the success of the educational programs. Each building's homepage must include a disclaimer message indicating that when the user leaves the District web site, the District does not necessarily approve the site. No information that is offensive or materially disruptive to the educational process shall be permitted on the District web site. Links with sites with derogatory or offensive material will not be permitted. Also, no derogatory material toward any individual or group will be permitted on the District web site or on any links to the District web site.

### **Teacher Web Pages**

The District web site will link to teacher-developed web sites provided that the teacher's web site meets the requirements set forth in this policy, its related regulations and the Computer Use Policy/AUP. Teachers should request approval, in writing, of a link through the Building Principal.

The District encourages the publication of web pages related to curriculum and informational materials. The District will not link or publish individual teacher sites that do not directly support established District curriculum and programs. All content must be kept current.

### **Student Web Pages**

The District web site will publish web pages or link web sites created by students as part of a class activity. Material presented on student class activity web pages must meet the educational objectives of the class activity and be approved by the teacher and Web Site Manager. All content must be kept current. It will not be considered a violation of a student's free speech to require removal of material based on legitimate educational concerns or any violation of the Computer Use Policy or

(Continued)

[Back to Index](#)

# POLICY

2008

8272  
2 of 3

Instruction

## **SUBJECT: DISTRICT WEB SITE (Cont'd.)**

this policy. Student web pages must include the following disclaimer: "This is a student Web Page. Opinions expressed on this page do not necessarily reflect and shall not be attributed to the District." The District reserves the right to remove or unlink any web pages that are in violation of this policy.

### **Privacy and Safety**

At no time shall any personally identifiable student information appear on the District's web site or linked sites, except in accordance with the FERPA regulations, this policy and expressed written permission.

At no time shall any teacher's title and District e-mail address, or other staff member's personal information, other than name, appear on the District's web site or linked sites without the permission of the individual.

### **Information on Adults**

Public information (such as the names, titles and contact information for members of the Board of Education and District office personnel, etc.) may be published on the web site as needed.

### **Information on Minors between the Ages of 13 and 18**

Information on minors between the ages of 13 and 18 (such as *their names, photographs, projects such as essays, art work, poetry, etc.*) may be published on the web site *ONLY* with the expressed WRITTEN permission of the minor's custodial parent/guardian. The school should keep a copy of the completed permission form and send the original to the District Web Site Manager along with the material being submitted.

### **Information on Minors Younger than 13**

No information on minors younger than 13, which could be used to identify any particular individual, is to be published on the District web site or any site to which the District web site links. Forbidden content includes names (first and/or last) and photographs identifying the student(s) by name. However, group and individual photographs of minors younger than 13 that do not identify the student(s) by name may be published on the District web site only with the expressed WRITTEN permission of the minor's custodial parent/guardian.

### **Copyright**

All students and staff are directed to adhere carefully to all copyright laws and District policies and regulations regarding copyright protection. Web page authors are cautioned that material that may be copied legally under the "fair use" provision of copyright law may be viewed as a public

(Continued)

[Back to Index](#)

# POLICY

2008

8272  
3 of 3

Instruction

## **SUBJECT: DISTRICT WEB SITE (Cont'd.)**

performance when published on a web page. The content creator should secure permission from the copyright owner for any use of any copyright material that does not come within the "fair use" exception.

### **Commercial Sites and Services**

The official District web site is hosted by Southern Westchester BOCES, Lower Hudson Regional Information Center and is located at this Internet URL: [www.mpcsd.k12.ny.us](http://www.mpcsd.k12.ny.us).

All other web sites that purport to represent the District do so without the District's knowledge or permission and are not authorized by the School District. The Superintendent must approve sites created by commercial sites in the name of the District in order to be authorized by the District.

Adopted: 2/27/08

[Back to Index](#)

# POLICY

## REMOTE LEARNING - ACCEPTABLE USE

2020 8273  
Instruction

### I. OVERVIEW

From time to time, schools may be closed as a result of social unrest, act of God, public health emergency, epidemic, pandemic, weather conditions, or regulations or restrictions imposed by any government or governmental agency, but may, pursuant to governmental action, be required to provide remote learning opportunities for students.

In accordance with guidance from the NYS Department of Education (NYSED), the School District (the "District") may implement alternate remote instruction in the event of a prolonged school closure (the "Continuity of Learning Plan").

To facilitate the Continuity of Learning Plan, the School District has authorized its faculty and administration to utilize online learning platforms. These platforms are useful educational tools and provide opportunities for personal connection between teachers and students. Through these platforms, teachers will continue to maximize opportunities to engage students and to interact with them through technology.

### II. USE OF ONLINE LEARNING PLATFORMS

The privacy and confidentiality of all participants is important.

Parents/guardians must remember that online learning is for students and they should not be observing virtual platforms while their child is engaged in a remote learning session. Unless a younger elementary student is in need of technical assistance, parents/guardians should not interrupt learning. If a parent/guardian has a question for their child's teacher, they should send an email to the teacher outside the online learning session; the teacher will respond to the parent/guardian during school hours.

In addition to the policies noted above and other existing District policies, the following rules of conduct apply while the Continuity of Learning Plan is in effect, as well as other times when students and teachers may be engaged in remote learning. **Violation of the following rules will result in appropriate disciplinary action, as per the Code of Conduct, (Policy 7310).**

All individuals, including students, their parents/guardians, and their family members, are prohibited from:

1. Recording on any device, taking photos or taking a screenshot(s) of a videoconference session or any content presented in any form during the remote learning session.
2. Altering a videoconference session or any content presented during remote learning.

# POLICY

## REMOTE LEARNING - ACCEPTABLE USE

2020 8273  
Instruction

3. Sharing, posting, or otherwise distributing, in any manner, either physically or electronically, via email, text or social media (such as Twitter, Snapchat, Instagram, Facebook, Tik Tok, etc.) any videoconference session, any part of a videoconference session, or any altered content, whether they have created or have received the recorded or altered content.
4. Using the remote learning platforms for any purposes other than their intended use as directed by their teacher.
5. Sharing any links, ID numbers, login, passwords or invitations to a school videoconference session with anyone.
6. In the remote learning environment, students are to behave at all times as if they were at school. Inappropriate behavior that will not be tolerated includes, but is not limited to:
  - Making inappropriate faces, gestures or comments
  - Displaying an inappropriate virtual background or profile picture
  - Projecting or displaying an inappropriate image
  - Bullying or cyberbullying of other students or the teacher.
7. Complying in all respects with the Code of Conduct (Policy 7310).

The teacher may stop the video feed of any participant at any time, in his/her sole discretion.

In the unlikely event that inappropriate behavior occurs during any online learning session, the teacher will promptly end that session and promptly notify his/her Building Principal to investigate and follow up accordingly with the student(s) and their parent(s)/guardian(s). The student(s) shall be subject to disciplinary consequences in accordance with the Code of Conduct (Policy 7310).

### III. RULES OF ETIQUETTE and PROCEDURES

General rules of etiquette that students should follow when participating in an online learning session include the following:

1. To enable the students to fully participate in their learning activities, students should be seated at a desk or table and set up their workspace in a quiet place that is free from distraction (such as siblings, pets, television, food, drinks, etc.). Pencil and paper should be at hand to use, as needed.

# POLICY

## REMOTE LEARNING - ACCEPTABLE USE

2020 8273  
Instruction

2. To avoid disruptions in access to the online learning session, students should ensure that the batteries of their devices are charged, or that they are plugged in to power.
3. Students should not have out or should not use any other electronic devices, such as cell phones or video game consoles, which might distract from learning.
4. Students should consider using headphones or earbuds while engaging with audio or video content, as it will help them focus on learning and not be distracted.
5. An online learning session should be regarded just like being in school. Students should maintain respect in speaking, in writing, and in appearance. Students must dress appropriately.
6. Students should aim to arrive on-time as directed by the teacher to their online learning session. This will enable the teacher to take attendance and to promptly begin the online learning session.
7. Where applicable, students will be admitted to the “waiting room” and their teacher then will individually admit students into the online learning session.
8. Students should be entering the online learning session with their microphones on “mute”. If a student would like to speak, has a question or something relevant to contribute to the session, they should raise their hand, and the teacher will unmute them or allow the student to unmute themselves.
9. Unless otherwise instructed by their teacher, students must keep the video feature on at all times. Students should not change their virtual background during an online learning session, as changing it is distracting to other students.
10. At the teacher’s discretion, the chat Q&A feature may be enabled for students to use to ask questions. When utilizing the chat Q&A feature, students must be considerate and polite, and should utilize proper spelling and grammar.

# POLICY

## REMOTE LEARNING - ACCEPTABLE USE

2020 8273  
Instruction

Cross-Ref: 6120 - Equal Employment Opportunity

6121 - Sexual Harassment of District Personnel

7551 - Sexual Harassment of Students

6470 - Staff Use of Computerized Information Resources

7315 - Student Use of Information Resources (Acceptable Use Policy)

6470 - Staff Use of Computerized Information Resources

8271 - The Children's Internet Protection Act: Internet Content Filtering/ Safety

7554 - Dignity for All Students Act

3410 - Code of Conduct on School Property

7310 - School Conduct and Discipline

Adoption Date: November 18, 2020



# POLICY

2008

8280  
1 of 2

Instruction

## **SUBJECT: INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS OR STUDENTS WITH LIMITED ENGLISH PROFICIENCY**

The Board of Education recognizes its responsibility to ensure that students of foreign birth or ancestry, who have limited English proficiency, are provided with an appropriate program of bilingual transitional education or a free-standing program of instruction composed of English as a Second Language component. Regulations and procedures shall be developed pursuant to the Regulations of the Commissioner to:

- a) Identify those students who are English language learners or who have limited English proficiency by means of a diagnostic screening of new entrants and provide a program of bilingual education or English as a Second Language for eligible students. A plan shall be developed to meet the educational needs of each student and proficiency will be measured annually by a language assessment instrument in order to determine further participation by a student. The plan will include assessment of each student's performance in content areas to measure the student's academic progress. State mandated tests may be offered in a student's native language.
- b) Ensure that such students have access to appropriate instructional and support services, including guidance programs pursuant to Commissioner's Regulations and the opportunity to participate in District educational programs, including all existing extracurricular programs and activities, which are available to all other students enrolled in the public schools of the District.

The instructional programs and services available to limited English proficient pupils to help them acquire English proficiency may include, pursuant to Commissioner's Regulations, bilingual education programs, free-standing English as a second language programs, appropriate support services, transitional services, in-service training and parental notification.

No pupil shall be served in a bilingual or English as a second language program pursuant to Commissioner's Regulations for a period in excess of three (3) years from the date of enrollment in school unless such period is extended by the Commissioner of Education with respect to an individual pupil for a period not to exceed six (6) years.

A student whose score on an English language assessment instrument as specified in Section 154.2(a) of the Commissioner's Regulations is a result of a disability shall be provided special education programs and services in accordance with the individualized education program (IEP) developed for such student and shall also be eligible for services pursuant to Part 154 of the Commissioner's Regulations when these services are recommended in the IEP.

The parent/guardian of a student identified as an English language learner or as limited English proficient shall be informed in his/her native language, if necessary, of the student's identification for and/or participation in an English language learner instructional program.

(Continued)

[Back to Index](#)

# POLICY

2008

8280  
2 of 2

Instruction

**SUBJECT: INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS OR STUDENTS  
WITH LIMITED ENGLISH PROFICIENCY (Cont'd.)**

The Superintendent shall ensure that all data required by the Commissioner's Regulations is submitted to the State Education Department in a timely manner.

Title I of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, Sections 1112(g) and 3302(a)  
Education Law Sections 207, 215, 2117, 3204(2)(2-a), 3602, and 3713  
8 New York Code of Rules and Regulations (NYCRR) Section 100.2(g) and Parts 117 and 154

Adopted: 2/27/08

[Back to Index](#)

# POLICY

2008

8310

Instruction

## **SUBJECT: PURPOSES OF INSTRUCTIONAL MATERIALS**

The purpose of instructional materials shall be to implement, enrich, and support the educational program of the school.

Instructional materials should contribute to the development of positive social and intellectual values of the students.

The Board of Education shall provide the faculty and students in the District with such instructional materials as are educationally needed and financially feasible to make the instructional program meaningful to students of all levels of ability. In addition, the Board will ensure that all instructional materials will be made available in a usable alternative format for each student with a disability at the same time as such instructional materials are available to non-disabled students. The alternative format must meet the National Instructional Materials Accessibility Standard (NIMAS) defined in federal law.

20 United States Code (USC) Section 1474(e)(3)(B)  
Education Law Section 701 et seq.  
8 New York Code of Rules and Regulations (NYCRR) Parts  
155 and 200.2

Adopted: 2/27/08

[Back to Index](#)

# POLICY

2008

8320

Instruction

## **SUBJECT: SELECTION OF LIBRARY AND AUDIOVISUAL MATERIALS**

The Board of Education agrees that the responsibility of the school library is:

- a) To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served.
- b) To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- c) To provide a background of information that will enable students to make intelligent judgments in their daily lives.
- d) To provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.
- e) To provide materials representative of the many religious, ethnic, and cultural groups and their contribution to our American heritage.
- f) To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

In interpreting these principles, the following will apply:

- a) Broad and varied collections will be developed systematically by the librarian and the audiovisual specialist, based on recommendations of the professional staff and suggestions of students and parents. Final approval will be made by the Building Principal.
- b) Qualitative standards of selection involving factual accuracy, authoritativeness, artistic quality and appeal will be applied by librarians and audiovisual specialists before purchases are made.
- c) Materials will not be excluded because of the race, nationality, political opinions or religious views of the author.
- d) Materials will be continuously re-evaluated in relation to changing curriculum and instructional needs. Worn out, out-dated materials will be discarded.

8 New York Code of Rules and Regulations (NYCRR)  
Section 21.4

Adopted: 2/27/08

[Back to Index](#)

# POLICY

2008

8330

Instruction

## **SUBJECT: OBJECTION TO INSTRUCTIONAL MATERIALS**

Any criticism of instructional materials that are in the schools should be submitted in writing to the Superintendent. The Board of Education will be informed. A committee, including the librarian and Building Principal, will be designated by the Superintendent to investigate and judge the challenged material according to the principles and qualitative standards stated in Policy #8320 -- Selection of Library and Audiovisual Materials.

### **Study of Specific Materials/Conflict With Religious Beliefs**

In accordance with applicable law and regulation, a student may be excused from the study of specific materials relating to health and hygiene if these materials are in conflict with the religion of his/her parents/guardians. Alternatives may be provided that are of comparable instructional value.

Education Law Section 3204(5)  
8 New York Code of Rules and Regulations (NYCRR)  
Section 135.3

NOTE: Refer also to Policies #8320 -- Selection of Library and Audiovisual Materials  
#8360 -- Religious Expression in the Instructional Program

Adopted: 2/27/08

[Back to Index](#)

# POLICY

2008

8331

Instruction

## **SUBJECT: CONTROVERSIAL ISSUES**

Controversial issues may be studied as part of the curriculum and teachers shall present these issues in their classrooms in an impartial and objective manner.

Teachers wishing to call upon outside speakers in the presentation of controversial issues are required to obtain the approval of the Principal who shall keep in mind the obligation for presenting opposing views as well, and who shall inform the Superintendent prior to the presentation.

It is recognized that parents and citizens of the community have a right to protest to the school administration when convinced that unfair and biased presentations are being made by the teacher. In considering such protests, the Superintendent of Schools shall provide for a hearing so that both parties may fairly express their views. If requested, the Superintendent's decision may be appealed to the Board of Education.

Adopted: 2/27/08

[Back to Index](#)

# POLICY

2012 8335

## Instruction

### **SUBJECT: ANIMALS IN THE SCHOOL (INSTRUCTIONAL PURPOSES)**

Observation and experimentation with living organisms and animals gives students unique perspectives of life processes. Animals and animal materials should be used respectfully and for the purpose of meeting course objectives.

The Board of Education, in recognizing the educational uses of animals in the classroom, requires that permission be obtained from the Building Principal before animals are brought into the school or classrooms. It is the Principal's responsibility to ensure that there is an appropriate educational purpose if any animal is housed in a classroom. Animals are not to be transported on school buses with the exception of animals certified to assist persons with disabilities.

#### **Study and Care of Live Animals**

It shall be the responsibility of the Principal or his/her designee to develop a plan of care for those animals housed in school in the event of an emergency school closing or in the event the animals remain in the classroom on days when school is not in session.

#### **Dissection of Animals**

Any student expressing a moral or religious objection to the performance or witnessing of the dissection of an animal, either wholly or in part, shall be provided the opportunity to undertake and complete an alternative project approved by the student's teacher; provided, however, that such objection is substantiated in writing by the student's parent or legal guardian. An alternate activity clearly related to and of comparable rigor will be assigned in lieu of laboratory dissection. Some examples of alternate activities include the use of computer simulations or research. Students who perform alternative projects shall not be penalized.

Effective July 1, 2011, the District will give reasonable notice to all students enrolled in a course that includes the dissection of an animal and students' parent(s)/legal guardian(s) about their rights to seek an alternate project to dissection. Such notice shall be made available upon request at the school and distributed to parents and students enrolled in a course that includes dissection at least once at the beginning of the school year.

#### **Instruction in the Humane Treatment of Animals**

Students in elementary school must receive instruction in the humane treatment and protection of animals and the importance of the part they play in the economy of nature as well as the necessity of controlling the proliferation of animals that are subsequently abandoned and caused to suffer extreme cruelty. Such instruction shall be for a period of time as specified by the Board of Regents and may be joined with work in literature, reading, language, nature study, or ethnology.

8 New York Code of Rules and Regulations (NYCRR) Section 100.2(c)(8)  
Americans with Disabilities Act, 42 United States Code (USC) Section 12101 et. seq.  
Education Law Section 809

Adopted: 3/21/12

# POLICY

2008

8340  
1 of 3

Instruction

## **SUBJECT: TEXTBOOKS/WORKBOOKS/CALCULATORS/INSTRUCTIONAL COMPUTER HARDWARE**

### **Textbooks**

The term "textbook" shall refer to a book supplied to a student for a fixed period of time for his/her personal use and basic to the study of a subject. The Board of Education shall make provision for funds to be budgeted for the purchase of textbooks and related instructional materials.

Upon the recommendation of the Superintendent of Schools, the Board of Education shall designate the textbooks to be used. Textbooks, once designated, cannot be superseded within a period of five (5) years except by a three-fourths (3/4) vote of the Board.

As required by federal law and New York State Regulations, the District has adopted the National Instructional Materials Accessibility Standard (NIMAS) to ensure that curriculum materials are available in a usable alternative format for students with disabilities. To facilitate this process, the District will participate in the National Instructional Materials Access Center (NIMAC) and will require that all contracts with publishers for textbooks and other printed core materials executed after December 2006 include a provision requiring the publisher to produce NIMAS files and send them to NIMAC.

Students will be required to pay for lost books or for excessive damage to books.

### Textbooks for Resident Students Attending Private Schools

Resident students attending private schools will be supplied non-sectarian textbooks in accordance with the requirements of Education Law.

### **Workbooks**

The term "workbook" shall refer to the type of book that provides spaces to write in and is consumed each year. It is usually paper-covered and designed to be used in connection with a textbook. The Board of Education shall approve the expenditure of funds for the purchase of workbooks and manuals.

### **Calculators**

The District can require students to provide their own "supplies" (defined as something which is consumed in use, loses its appearance and shape in use, expendable, and inexpensive). Examples include pencils, pens, paper, etc. Calculators do not fall into this category and must be considered like classroom teaching materials for which the District is authorized to levy a tax. In addition, the District may purchase, and must still provide, calculators even if operating under a contingent budget if the calculators are required for participation in an educational program.

(Continued)

[Back to Index](#)



# POLICY

2008

8340  
2 of 3

Instruction

## **SUBJECT: TEXTBOOKS/WORKBOOKS/CALCULATORS/INSTRUCTIONAL COMPUTER HARDWARE (Cont'd.)**

The New York State Education Department requires the use of calculators for intermediate and high school level mathematics and science assessments. To the extent that calculators are a necessary part of the educational program, the District must provide them. Under no circumstances should students be charged for a calculator or otherwise required to purchase one in order to participate in an educational program of the District.

(see website: [http://www.emsc.nysed.gov/mgtserv/charging\\_for\\_calculators.shtml](http://www.emsc.nysed.gov/mgtserv/charging_for_calculators.shtml))

### **Instructional Computer Hardware**

#### Loan to Students Attending Nonpublic Schools in the District

The School District shall loan, upon request of an individual or a group of individual students, to all students legally attending nonpublic elementary or secondary schools located in the School District, instructional computer hardware which is designated for use in any public elementary or secondary schools of the State or is approved by any school authorities as such term is defined in Education Law Section 2(12).

Such instructional computer hardware is to be loaned free to such children, subject to such rules and regulations as are or may be prescribed by the Board of Regents and school authorities and shall be required for use as a learning aid in a particular class or program. Instructional computer hardware containing computer software programs which are religious in nature or content shall not be purchased or loaned by the School District.

The School District shall not be required to loan instructional computer hardware to nonpublic school students in excess of that acquired pursuant to Education Law Section 753 and shall be loaned on an equitable basis to children attending nonpublic schools in the District and to students with disabilities residing in the District who attend programs under the provisions of Education Law Sections 4401(2)(c),(2)(e),(2)(g),(2)(i), and (2)(l). However, the School District shall not be required to loan instructional computer hardware purchased with local or federal funds or with State funds, other than Instructional Computer Hardware Aid funds.

School authorities shall specify a date by which written requests for the purchase and loan of instructional computer hardware must be received by the District. Such date shall not be earlier than the first day of June of the school year prior to that for which such instructional computer hardware is being requested. For a child not attending a nonpublic school prior to June first, the parent/guardian may submit a written request for instructional computer hardware within thirty (30) days after such child is enrolled in the nonpublic school. In no event, however, shall a request made later than the times otherwise provided pursuant to Education Law Section 754 be denied where a reasonable explanation is given for the delay in making the request. All nonpublic schools in the School District shall be notified of the specified date.

(Continued)

[Back to Index](#)

# POLICY

2008

8340  
3 of 3

Instruction

**SUBJECT: TEXTBOOKS/WORKBOOKS/CALCULATORS/INSTRUCTIONAL  
COMPUTER HARDWARE (Cont'd.)**

The form of request used by a lending District may provide for a guarantee by a parent or guardian for the return of such hardware or, in the case of loss or damage, for payment of the value thereof.

20 United States Code (USC) Section 1474(e)(3)(B)  
Education Law Sections 2(12), 701 et seq., 753, 754,  
3602(6), 3602(26), 4401(2)(c), 4401(2)(e), 4401(2)(g),  
4401(2)(i) and 4401(2)(l)  
8 New York Code of Rules and Regulations (NYCRR)  
Sections 21.3, 100.12, 155.1(a)(4) and 175.25

Adopted: 2/27/08

[Back to Index](#)

# POLICY

2008

8350

Instruction

## **SUBJECT: USE OF COPYRIGHTED MATERIALS**

It is the intent of the Board of Education to abide by the provisions of the United States Copyright Law (Title 17 United States Code Section 101 et seq.).

All employees and students are prohibited from copying materials not specifically allowed by the copyright law, fair use guidelines, licenses or contractual agreements, or the permission of the copyright proprietor.

Any person who willfully disregards the copyright policy shall be in violation of Federal Copyright Laws and District policy and shall assume all liability.

A copyright officer may be appointed by the Superintendent to provide information for all personnel regarding current copyright law and to maintain copyright records. The copyright officer will also serve as the designated agent registered with the U.S. Copyright Office to expeditiously respond to any notices of claimed copyright infringement.

Regulations and procedures shall be developed by the administration detailing what can and cannot be copied. Appropriate copyright notices will be placed on or near all equipment used for duplication.

Digital Millennium Copyright Act (DMCA)  
17 United States Code (USC) Section 101 et seq., 512 and  
1201 et seq.

Adopted: 2/27/08

[Back to Index](#)

# POLICY

2008

8360  
1 of 2

Instruction

## **SUBJECT: RELIGIOUS EXPRESSION IN THE INSTRUCTIONAL PROGRAM**

The Board of Education acknowledges the importance of religion to the understanding of society and the richness of the human experience. In approaching the teaching about religion in the school, the District will be guided by three concepts when making decisions about the appropriateness of activities for inclusion in the school program: the activity should have a secular purpose; the activity should neither advance nor inhibit religion; and the activity must not foster an excessive entanglement of "government" with religion.

Nurturing the development of knowledge and respect for the rights of all cultural and religious groups is a continuing goal of the School District. Students, faculty and administration are reminded of the pluralism of religious beliefs and are urged to be conscious of and respect the sensitivity of others.

Opportunities to learn about cultural and religious traditions should be provided within the framework of the curriculum. Information about religious and cultural holidays and traditions focusing on how and when they are celebrated, their origins and histories should be part of this instruction. This educational opportunity should be handled with great care, sensitivity and respect for the feelings and beliefs of individuals.

An environment should be created and encouraged where students of various ethnic backgrounds feel comfortable in sharing comments about their religious and cultural traditions. No student should be singled out to share or participate in such discussions solely on the basis of that student's identification with the cultural/religious heritage being addressed. A student's preference not to share or participate in such discussions should be honored and respected without penalty.

### **School Activities Related to Religious Holidays or Themes**

School activities related to the teaching about religious holidays or themes must be consistent with, representative of, and congruent with the District's curriculum.

In planning school activities related to the teaching about religious holidays or themes, special effort must be made to ensure that the activity is not devotional and that students of all faiths can join without feeling they are betraying their own beliefs.

In planning school activities related to the teaching about religious holidays or themes, age appropriate activities are encouraged within the framework of the curriculum. Teaching about religious and cultural holidays may include such special activities as parties and special foods, if they reinforce educational goals.

### **Symbols in the Schools**

The purpose of using religious symbols should be to teach about religious concepts and traditions, and to convey historical or cultural content, not to promote or celebrate religious concepts, events or holidays.

(Continued)

[Back to Index](#)

# POLICY

2008

8360  
2 of 2

Instruction

**SUBJECT: RELIGIOUS EXPRESSION IN THE INSTRUCTIONAL PROGRAM (Cont'd.)**

## **Music in the Schools**

The purpose of using religious music should be to teach musical concepts, to convey historical and cultural content, or to create aesthetic experiences in a setting which emphasizes artistic expression and educational value, not to promote or to celebrate a religious faith.

## **Curriculum Areas in Conflict with Religious Beliefs**

Students shall be given the option to be excused from participating in those parts of an activity, program, or area of instruction involving a religious theme which conflicts with their own religious beliefs or that of their parents/guardians in accordance with applicable law and regulations. Alternatives may be provided that are of comparable instructional value.

## **Implementation**

Administrative regulations will be developed to implement the terms of this policy. Further, the District shall vigorously publicize and disseminate this policy and accompanying regulations in order to ensure community, faculty, student, and parental/guardian awareness.

United States Constitution, First Amendment  
Elementary and Secondary Education Act, as amended by  
the No Child Left Behind Act of 2001, Section 9524  
Equal Access Act,  
20 United States Code (USC) Sections 4071-4074  
Education Law Sections 1609(9), 1609(10), 1709(1),  
1709(3), 3204(5) and 3210  
8 New York Code of Rules and Regulations (NYCRR)  
Sections 16.2 and 109.2

NOTE: Refer also to Policies #7460 -- Constitutionally Protected Prayer in the Public Schools  
#8330 -- Objection to Instructional Materials

Adopted: 2/27/08

[Back to Index](#)

# POLICY

2008

8410

Instruction

## **SUBJECT: SCHOOL CALENDAR AND SCHOOL DAY**

### **School Calendar**

The Superintendent shall be responsible for the preparation of a school calendar to be presented to the Board for adoption.

### **School Day**

The school day shall be set by the Superintendent with approval of the Board.

Education Law Sections 3204(4) and 3604(7)(8)  
8 New York Code of Rules and Regulations (NYCRR)  
Section 175.5

Adopted: 2/27/08

[Back to Index](#)

# POLICY

2008

8420

Instruction

## **SUBJECT: OPENING EXERCISES**

The Board directs the administration to include the Pledge of Allegiance as part of the opening exercises in all the schools. In addition, the playing of the National Anthem shall be encouraged at major school activities. Under certain circumstances, such as religious conviction, individuals may be excused from this requirement as a protection of their Constitutional rights.

Education Law Section 802  
8 New York Code of Rules and Regulations (NYCRR)  
Section 108.5

Adopted: 2/27/08

[Back to Index](#)

# POLICY

2008

8430

Instruction

## **SUBJECT: INDEPENDENT STUDY**

Independent study, for credit, will be available to meet the individual needs of students in grades 9 through 12. The Principal, after consultation with relevant faculty, may award transfer credit for work done through independent study. The decision should be based on whether the student's record indicates that the work is consistent with New York State commencement level learning standards and is of comparable scope and quality to that which would have been done in the school awarding the credit. Credit shall be granted only for courses in the approved curriculum.

8 New York Code of Rules and Regulations (NYCRR)  
Section 100.5(d)(5)(i)(b)

Adopted: 2/27/08

[Back to Index](#)



# POLICY

2008

8450

Instruction

**SUBJECT: HOME TUTORING (TEMPORARY INSTRUCTION)**

Resident children attending public or nonpublic schools who qualify for home tutoring due to a long term illness shall be provided with such instruction in accordance with New York State Education Law and Commissioner's Regulations.

Procedures for students requiring home tutoring shall be developed under the direction of the Superintendent or his/her designee.

Education Law Sections 1604(20), 1709(24), 3202 and 4401  
8 New York Code of Rules and Regulations (NYCRR)  
Section 175.21

Adopted: 2/27/08

[Back to Index](#)

# POLICY

2008

8460

Instruction

## **SUBJECT: FIELD TRIPS**

The Board of Education recognizes that field trips are an educationally sound and important ingredient in the instructional program of the schools.

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

Field trips are a part of the curriculum of the schools, and student conduct and attendance on field trips are governed by the same rules that govern regular classroom activities. The Mount Pleasant Central School District shall obtain written parental/guardian permission for students going on school-sponsored field trips.

The Superintendent shall submit a report on any and all proposed field trips for the school year to the Board of Education for approval.

The Superintendent shall prepare procedures for the operation of a field trip activity. Field trip support shall be determined annually by the Board during its budget deliberations. Regardless of the fiscal support for field trips, the rules of the School District for approval and conduct of such trips shall apply.

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

NOTE: Refer also to Policies #3410 -- Code of Conduct on School Property  
#5730 -- Transportation of Students  
#7310 -- School Conduct and Discipline  
*District Code of Conduct on School Property*

Adopted: 2/27/08

[Back to Index](#)

**SUBJECT: HOME INSTRUCTION (HOME SCHOOLING)**

From time to time, parents will choose to instruct their children at home. The School District will attempt to cooperate with parents who wish to provide home schooling for their children realizing that the child who is educated at home should receive an education in a manner consistent with an educational plan and at least substantially equivalent to that given to students of like age and attainments in the local public schools. The required subjects should be taught in a competent, systematic, and sequential manner, specifically in relation to the required courses as enumerated in Commissioner's Regulation Section 100.10.

**Provision of Services to Home-Instructed Students**

They are not awarded a high school diploma. A high school diploma may only be awarded to a student enrolled in a registered secondary school who has completed all program requirements set by the Board of Regents, the school or the District.

a) They are not eligible to participate in interscholastic sports. Commissioner's Regulations mandate that only students enrolled in the public school are allowed to participate in interscholastic sports.

b) The District is not required to loan available textbooks and other materials (e.g., library materials, microscopes, computer software, movie projectors).

c) The School District is not required to furnish health services.

d) The District is not responsible for providing remedial programs.

e) They may not participate in the instructional program of the School District except for dual enrollment opportunities the District may make available under the "Dual Enrollment Law" and for special education programs and services the District is required to offer.

f) The District shall offer a home-instructed student with disabilities the special education services as addressed in the approved Individualized Education Program (IEP) by the Committee on Special Education. However, there is no requirement that such services be provided in the student's home. Further, the District shall conduct a census and register of students with disabilities who reside in the District in accordance with Education Law and Commissioner's Regulations.

g) The Superintendent of Schools or his/her designee may permit, in his/her discretion, a home-instructed student(s) to participate in school-sponsored club activities on an annual basis.

Primary responsibility for determining compliance with Commissioner's Regulations addressing home instruction rests with the Superintendent of Schools of the school district in which a home instructed student resides.

Education Law Sections 3204, 3205, 3210(2), 3212(2),  
3240-42, 3602-c and 4402  
8 New York Code of Rules and Regulations (NYCRR)  
Sections 100.10, 135.4(c)(7)(ii)(b)(2) and 200.2(a)

Revised: 12/12/18

Adopted: 2/27/08