
Pittsford Schools

Policy Manual

Section 8000

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Instruction

8100 - 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, or disability.

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, or disability.

Title VII of the Civil Rights Act of 1964,
42 United States Code (USC) Section 2000-e, et seq.
Prohibits discrimination on the basis of race, color, religion, sex or national origin.

Title VI of the Civil Rights Act of 1964,
42 United States Code (USC) Section 2000-d, et seq.
Prohibits discrimination on the basis of race, color or national origin.

Section 504 of the Rehabilitation Act of 1973,
29 United States Code (USC) Section 794 et seq.

The Americans With Disabilities Act,
42 United States Code (USC) Section 12101 et seq.
Prohibits discrimination on the basis of disability.

Title IX of the Education Amendments of 1972,
20 United States Code (USC) Section 1681 et seq.
Prohibits discrimination on the basis of sex.

New York State 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, or marital status.

8110 - CURRICULUM DEVELOPMENT, RESOURCES AND EVALUATION

The Board of Regents and the New York State Education Department (NYSED) are responsible for setting state learning standards for what all students should know and be able to do as a result of skilled instruction. The District must provide students with instruction on certain specified topics as outlined in law, regulation, and guidance and will develop curriculum based on established state learning standards, laws, regulations, and guidance that is responsive to the needs of children in a rapidly changing society.

Definitions

For purposes of this policy, the following definitions apply:

- a) "Curriculum" means the outline or scope and sequence of the content, concepts, and skills students will learn to enable them to meet state learning standards.
- b) "Instruction" means the ways (e.g., approaches, strategies, environments, materials, interactions) that an educator chooses to teach the curriculum, based on the needs of their students.
- c) "State learning standards" means the knowledge, skills, and understandings that individuals can and do habitually demonstrate over time as a consequence of instruction and experience. These standards reflect educational goals for students and are organized by subject area and grade levels.

Curriculum Development, Resources, and Evaluation

District curriculum will align with state learning standards and include any specific topics required by law, regulation, or guidance. The Board has the authority to prescribe curriculum in the District within the parameters established by state learning standards, law, regulation, and guidance. The Board will work with District staff to develop and improve curriculum in the District.

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8110 - CURRICULUM DEVELOPMENT, RESOURCES AND EVALUATION (Cont'd.)

Instructional staff will initiate curriculum development and improvement and respond to changing conditions in curriculum needs and requirements. Curriculum changes may be prompted by changes in state learning standards, trends in specific content areas, changes to educational best practices, and student input. Instructional staff are expected to continually evaluate District curriculum in order to improve learning and foster student growth.

There are many resources that instructional staff may utilize to develop and improve curriculum. Resources may originate from a variety of sources including NYSED, BOCES, and colleges and universities. Instructional staff, under the guidance of District administrators, are expected to consider those resources for possible improvement to the instructional program.

District administrators will work with instructional staff to develop, improve, and evaluate the District's curriculum. District administrators and instructional staff in an academic department may work together to develop recommendations related to their specific academic area. District administrators will work to ensure that curriculum is evaluated on a regular basis.

Recommended curriculum changes will be presented to the Superintendent for review and action. Upon the Superintendent's approval, the recommended changes will then be presented to the Board for approval. District administrators and/or instructional staff may be invited to Board meetings to discuss changes to District curriculum.

The Board may periodically request that the Superintendent present reports necessary to evaluate the effectiveness of the District's curriculum.

20 USC § 6311
Education Law §§ 101, 101-a, 207, 305, 1604, 1709, 1711, 1804, 2503 and 2508
8 NYCRR §§ 3.35 and 100.1

Pittsford Central School District Adopted: 2/6/67, 6/28/82, 2/20/89, 4/8/96, 6/25/01, 5/23/05,
11/8/22

Instruction

8210 - SAFETY CONDITIONS AND PREVENTION INSTRUCTION

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 will to~~ provide inspections and supervision of the health and safety aspects of the school facilities.

Acquired Immune Deficiency Syndrome (AIDS) Instruction in Health Education

The Board 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, 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 school principal a written request that the student not participate in such instruction, with an assurance that the student will receive this instruction at home.

Hands-Only Cardio Pulmonary Resuscitation and Automated External Defibrillator (AED) Instruction

High school students will be provided instruction in hands-only cardiopulmonary resuscitation and the use of an AED. Standards for this instruction will be based on a nationally recognized

(Continued)

Instruction

8210 - SAFETY CONDITIONS AND PREVENTION INSTRUCTION (Cont'd.)

instructional program that utilizes the most current guidelines for cardiopulmonary resuscitation and emergency cardiovascular care issued by the American Heart Association or a substantially equivalent organization, that are consistent with the requirements of the programs adopted by the American Heart Association or the American Red Cross, and that will incorporate instruction designed to:

- a) Recognize the signs of a possible cardiac arrest and to call 911;
- b) Provide an opportunity to demonstrate the psychomotor skills necessary to perform hands-only compression cardiopulmonary resuscitation; and
- c) Provide awareness in the use of an AED.

The Committee on Special Education or a Multidisciplinary Team, in accordance with Section 504 of the Rehabilitation Act, may determine, on an individual student basis, if a student with a disability should be excused from the requirement for instruction in hands-only CPR and the use of AEDs.

Environmental Conservation Instruction

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

Fire and Arson Prevention Instruction

The Board 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.

This instruction will include materials to educate children on the dangers of falsely reporting a criminal incident, an impending explosion or fire emergency involving danger to life and property, an impending catastrophe, or a life safety emergency. The Board directs the administration to provide this instruction for all students in each school for a period of not less than forty-five (45) minutes 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.

8210 - SAFETY CONDITIONS AND PREVENTION INSTRUCTION (Cont'd.)

Eye Safety

The Superintendent or designee will ensure that eye safety devices are distributed as necessary and that they are properly repaired, cleaned, and stored to prevent the spread of germs or diseases after use. Each classroom teacher is responsible for the safe and proper use of all instructional materials and equipment by students in their classroom.

Emergency Planning

The District will maintain updated plans and operating procedures to be followed in the event of natural or manmade disasters or enemy attack. Students will 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 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.

For purposes of developing such courses of study, the Board 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.

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Instruction

8210 - SAFETY CONDITIONS AND PREVENTION INSTRUCTION (Cont'd.)

Instruction on Child Development and Parenting Skills

Instruction regarding child development and parenting skills may be offered by the District. The curriculum will 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.

8 NYCRR Part 136 and § 141.10

AIDS Instruction:

8 NYCRR §§ 135.3(b)(2) and 135.3(c)(2)

Cardiopulmonary Resuscitation and Automated External Defibrillators:

Education Law §§ 804-C and 804-D; 8 NYCRR § 100.2(c)(11)

Civil Preparedness:

New York State Office of Disaster Preparedness

Fire and Arson/Injury Prevention/Life Safety:

Education Law § 808

8 NYCRR § 100.2(c)(6)

Prevention of Child Abduction:

Education Law § 803-a

Student Safety:

Education Law § 808

8 NYCRR §§ 107 and 155

Instruction on Child Development and Parenting Skills

Education Law § 804-B

Education Law §§ 409, 409-a, 807, 807-a, and 906

NOTE:

Refer also to Policies #3410 -- Code of Conduct on School Property

#7320 -- Alcohol, Tobacco, Drugs and Other Substances, District *Code of Conduct*

Pittsford Central School District Adopted: 5/23/05, 7/14/20

Instruction

8212 - SAFETY EDUCATION

The District shall provide its students with instruction in safety education, incorporating regulations and programs as specified by the Commissioner of Education. The practice of safety will be considered an integral part of the instructional program through fire prevention, emergency procedures and drills, driver education, bus safety, and traffic and pedestrian safety. The Board will periodically receive from the Superintendent information to evaluate the health and safety program.

NOTE: Refer also to Policy #5683 -- Drills, Bomb Threats and Bus Emergency Drills

Instruction

8220 - CAREER AND TECHNICAL (OCCUPATIONAL) EDUCATION

The District shall make available career and technical courses of study which shall have relevance to current business and industrial opportunities and practices.

The Board recognizes the need for career and technical education. The Board 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.

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

NOTE: Refer also to Policy # 8100 -- Equal Educational Opportunities

Instruction

8230 - GUIDANCE PROGRAM

The Pittsford School Counseling program is a comprehensive developmental program aligned with New York State and American School Counselor Association Standards and objectives. The school counselors shall provide guidance services for students in kindergarten through grade 12. A District plan for the K through 12 guidance program shall be filed in the District office and made available for public review in accordance with regulation 8230R. This plan shall be subject to annual review and revised as necessary.

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

8240 - INSTRUCTION IN CERTAIN SUBJECTS**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.

Gifted and Talented Students

The Board will provide appropriate educational opportunities and experiences for students identified as gifted and talented.

Physical Education Class

All students, except those with medical excuses, will participate in physical education in accordance with the Commissioner's regulations.

An excuse from physical education class may be accepted from a licensed physician for medical reasons or a licensed chiropractor for conditions of the spine.

Any student whose condition precludes participation in a regular program will be provided with an alternative physical education as approved by their building principal. Students with special education needs may be considered for Adaptive Physical Education as approved by the Committee on Special Education.

Health and Mental Health Education

The District's health education program recognizes the multiple dimensions of health by including instruction related to:

- a) Mental health;
- b) The relation of physical and mental health;
- c) Alcohol, tobacco, and other drugs and substance abuse prevention; and
- d) The prevention and detection of certain cancers.

This instruction will enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity.

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8240 - INSTRUCTION IN CERTAIN SUBJECTS (Cont'd.)

Health education programs provided by the District will be designed according to the needs and abilities of the students at successive grade levels in accordance with applicable laws and regulations.

Education Law §§ 803, 804, 806-a, and 3204
Education Law Article 90
8 NYCRR §§ 107.2, 135.1, 135.3, 135.4, and 142

**8242 - PATRIOTISM, CIVILITY, CITIZENSHIP AND CHARACTER
EDUCATION/INTERPERSONAL VIOLENCE PREVENTION
EDUCATION**

The Pittsford Central School District promotes a spirit of patriotism and civil service obligation. It is the role of the District to provide instruction that fosters moral and intellectual qualities which are essential in preparing students to meet the obligations of citizenship. This includes instruction in patriotism, citizenship and human rights issues.

Civility, Citizenship, and Character Education

The Board recognizes that teaching students respect, civility and understanding toward others, as well as the practice and reinforcement of appropriate behavior and values of our society, is an important function of the District.

The District wishes to foster an environment where students exhibit behavior that promotes positive educational practices, allows students to grow socially and academically, and encourages healthy dialogue in respectful ways. By presenting teachers and staff as positive role models, the District stresses positive communication and discourages disrespectful treatment. This policy is not intended to deprive and/or restrict any student of his or her right to freedom of expression but, rather, seeks to maintain, to the extent possible and reasonable, a safe, harassment free and educationally conducive environment for our students and staff.

Furthermore, the District will ensure that the course of instruction in grades K through 12 includes a component on civility, citizenship, and character education in accordance with Education Law, with an emphasis on discouraging acts of harassment, bullying, and/or discrimination. Character education is the deliberate effort to help students understand, care about, and act upon core ethical values. The Board recognizes the importance of teaching students respect, civility and understanding toward others by instructing students in the principles of:

- a) Honesty,
- b) Tolerance,
- c) Personal responsibility,
- d) Respect for others,
- e) Awareness and sensitivity to discrimination and/or harassment as defined in the Dignity for All Students Act;

(Continued)

Instruction

**8242 - PATRIOTISM, CIVILITY, CITIZENSHIP AND CHARACTER
EDUCATION/INTERPERSONAL VIOLENCE PREVENTION
EDUCATION (Cont'd.)**

- f) Civility in relation to people of different races, weights, national origins, ethnic groups, religions, religious practices, physical or mental abilities, sexual orientations, genders or sexes:
- g) Observance of laws and rules,
- h) Courtesy,
- i) Dignity, and other traits which will enhance the quality of students' experiences in, and contributions to, the community.
- j) Safe and responsible use of the Internet and electronic communications

By presenting teachers and staff as positive role models, the District stresses positive communication and discourages disrespectful treatment.

Furthermore, the District shall ensure that the course of instruction in grades K through 12 includes a component on civility, citizenship and character education in accordance with Education Law.

Interpersonal Violence Prevention Education

The District may utilize any interpersonal violence prevention education package made available by the State Education Department. These materials may be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

Education Law §§ 801, 801-a, and 804(4)
8 NYCRR §§ 100.2(c)(2),(c)(6)
District Code of Conduct

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Instruction

8243 - FINE ARTS FESTIVALS

The District recognizes the value of fine arts as an important area of student experience and shall offer well-developed programs in the arts.

The annual fine arts festivals, when conducted by the school buildings, shall be made available to the community.

Instruction

8244 - SUMMER SCHOOLS

The District shall provide summer opportunities for students including the Summer Enrichment Program, Summer Prep Academy and BOCES sponsored programs.

The District shall participate with BOCES to provide a summer high school program which offers appropriate courses. The District shall provide transportation from a central location to any host school, but shall not provide transportation within Pittsford.

Transportation shall not be provided to local summer school programs.

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Instruction

8245 - PROGRAMS WITH OTHER SCHOOL DISTRICTS

The District shall cooperate, including entering into legal contracts, with area school districts in the formation of projects or other cooperative enterprises which are beneficial to the District programs.

8246 - PROGRAM OFFERED ON A USER FEE BASIS

The Board provides funding for programs and most program related educational activities in the annual budget. When non-mandated programs are not funded by the District, the District may elect to offer services on a user fee basis. Such programs may include: driver education and Summer Enrichment, for example.

Any offering made on a user fee basis must be self supporting and must provide opportunities for those who are financially unable to participate.

Programs offered on a user fee basis must be recommended by the Superintendent or his/her designee and approved by the Board in accordance with all laws, regulations, and established procedures.

Instruction

8250 - EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Pittsford Central School District shall maintain an ongoing and systematic evaluation of its curriculum and programs of instruction. The Board will periodically receive from the Superintendent factual information that it considers necessary to evaluate its effectiveness.

The results of these evaluations shall be used to continually improve the curriculum and programs of instruction.

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

8260 - 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
 3. Strategies to support successful school and family interactions.
- 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;

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Instruction

8260 - TITLE I PARENT AND FAMILY ENGAGEMENT (Cont'd.)

- f) Involve parents in Title I activities, which may assist the District to develop, revise, and review the parent and family engagement policy; and
- g) Involve parents and family members in decisions regarding how it spends funds reserved for parent and family engagement activities.

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;
- d) Provide parents and family members with timely information about programs, curriculum in use, the academic assessments 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;

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Instruction

8260 - TITLE I PARENT AND FAMILY ENGAGEMENT (Cont'd.)

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 reports to parents or family members on the child's progress;
 - (c) Reasonable access to staff, volunteer opportunities, and participation in the child's activities. Conferences and materials will be provided to facilitate communication between parents or family members and teachers;
 - (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;
- 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;

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Instruction

8260 - TITLE I PARENT AND FAMILY ENGAGEMENT (Cont'd.)

- 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;
- 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;
- 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 utilizing other means, for teachers or other educators, who work directly with participating children, to work with parents or family members who are unable to attend these conferences at school, to maximize parent and family engagement and participation;

(Continued)

Instruction

8260 - TITLE I PARENT AND FAMILY ENGAGEMENT (Cont'd.)

- f) Adopt and implement model approaches to improving parent and family engagement;
- h) Develop appropriate roles for community-based organizations and businesses in parent and family member engagement activities, as appropriate.

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.

Comparability of Services

The District will ensure equivalence among its schools of the same grade span and levels of instruction with regard to teachers, administrators, and auxiliary personnel, as well as equivalence in providing curriculum materials and instructional supplies in Title I programs.

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

Instruction

8270 - INSTRUCTIONAL TECHNOLOGY

The Board 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, on-line services, Compact Disc-Read Only Memory (CD-ROM) devices, digital cameras, scanners, printers, 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.

Instruction

8271 - ELECTRONIC INFORMATION NETWORK AND INTERNET SAFETY

The District's Electronic Information Network (hereafter known as EIN) links our school community to the Internet, which is itself a vast, worldwide collection of electronic information networks. These informational networks represent a powerful educational resource. Use of the Internet expands classroom opportunities dramatically by bringing information, data, and images into the classroom from places around the globe. Use of the Internet and the EIN must clearly reinforce District curriculum. All interactions with the Internet and EIN must reflect an educational purpose.

The District expects users to learn and apply the correct processes and rules for using our EIN. Students and staff will be provided with instruction and direction in the use of the EIN.

The Board is committed to undertaking efforts that serve to make safe for children the use of District computers for access to the Internet and World Wide Web. To this end, although unable to guarantee that any selected filtering and blocking technology will work perfectly, the Board directs the Superintendent to procure and implement the use of technology protection measures that block or filter Internet access by:

- Adults to visual depictions that are obscene or child pornography, and
- Minors to visual depictions that are obscene, child pornography, or harmful to minors, as defined in the Children's Internet Protection Act (CIPA).

Subject to staff supervision, however, any such measures may be disabled or relaxed for adults conducting bona fide research or other lawful purposes, with approval by the Superintendent or on a case by case basis.

The Superintendent or designee also shall develop and implement procedures that: provide for the safety and security of students using electronic mail, chat rooms, and other forms of direct electronic communications; monitor the online activities of students using District computers; and restrict student access to materials that are harmful to minors.

In addition, the Board prohibits the unauthorized disclosure, use and dissemination of personal information regarding students; unauthorized online access by students, including "hacking" and other unlawful activities; and access by students to inappropriate matter on the Internet and World Wide Web. The Superintendent or designee shall establish and implement procedures that enforce these restrictions.

Continued

Instruction

8271 - ELECTRONIC INFORMATION NETWORK AND INTERNET SAFETY

All users of the District computer network, including access to the Internet and World Wide Web, must understand that use is a privilege, not a right, and that any such use entails responsibility. They must comply with the requirements of this policy and accompanying regulation, in addition to generally accepted rules of network etiquette, and the District's policies on the acceptable use of the EIN (Policy Nos. 6470 and 7314). Failure to comply may result in disciplinary action including, but not limited to, the revocation of computer access privileges.

As part of this policy, the District shall also provide age-appropriate instruction regarding appropriate online behavior, including:

1. Interacting with other individuals on social networking sites and in chat rooms, and
2. Cyber bullying awareness and response.

The Superintendent or designee will develop regulations regarding appropriate use of the EIN and Internet safety.

47 United States Code (USC) Section 254
47 Code of Federal Regulation (CFR) Part 54

Refer also to Policy No. 7314, Student Use of Electronic Information Network; Policy No. 6470, Staff Use of Electronic Information Network

Instruction

8280 - INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS OR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

The Board 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.

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.

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

(Continued)

Instruction

**8280 - INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS OR STUDENTS
WITH LIMITED ENGLISH PROFICIENCY (Cont'd.)**

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) Sections 100.2(g) and Parts 117 and 154

8290 - TESTS AND EXAMINATIONS

Classroom tests and examinations shall be one method of determining student progress and learning in the District. A single test or examination shall never be the sole determinate of the potential or accomplishment of any student.

The District shall use New York State Regents examinations (or equivalent examination) for those subjects to which they apply.

District-wide standardized testing shall be used to provide data regarding the achievement or aptitude of students. Tests shall be adopted based upon careful study of their value.

Students and parents shall be provided with information to ensure their understanding of the purpose and use of standardized testing.

Individual students shall not be charged for tests that are part of the regular standardized testing program.

Test results are the private information of students, the parents or guardian, and the school. All necessary precautions shall be taken to ensure this privacy.

Instruction

8291 - PROMOTION

A decision regarding placement shall be made for each student annually. In some instances, there are students who because of emotional, social and/or physical development or because of a lack of sufficient mastery of fundamental academic skills, may not benefit from promotion to the next grade level. After consultation with parents and staff, the Principal is responsible for the placement of students in the appropriate classes.

In individual academic courses at the secondary level, passing and/or credit will be awarded by achievement of a satisfactory grade determined according to existing marking policies. Any exception to the existing marking policy for the awarding of credit or passing of a student will be made by the Principal after consultation with the student, parents, and appropriate staff members.

8310 - 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 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.

Education Law Section 701

8320 - SELECTION OF LIBRARY AND MEDIA CENTER MATERIALS

A school library/library media center will be established and maintained in each school of the District. The library in each elementary and secondary school will meet the needs of the students, and provide an adequate complement to the instructional program in the various areas of the curriculum. The District will also employ a certified School Librarian, unless equivalent service is provided by an alternative arrangement approved by the Commissioner.

The Board 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 School Librarian, 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 School Librarians 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, outdated materials will be discarded.

(Continued)

8320 - SELECTION OF LIBRARY AND MEDIA CENTER MATERIALS (Cont'd.)

Ref: Policy 5250 Disposal of District Personal Property
Policy 8340 Instructional Materials and Textbook Adoptions
Policy 8330 Objection to Instructional Materials

Education Law § 207
8 NYCRR §§ 21.4, 91.1, 91.2

**8330 - OBJECTIONS TO INSTRUCTIONAL MATERIALS, CONTROVERSIAL ISSUES,
AND LIBRARY MATERIALS**

The Board has authority to prescribe curriculum in the District and to designate the textbooks to be used in the District. The parent/guardian of a student cannot compel the Board to use a particular textbook or discontinue the use of a particular textbook. Further, the District may not be compelled to assign an alternate curriculum to a student based upon a parent's/guardian's disapproval of classroom assignments. Students may be able to be excused from instruction in very limited circumstances outlined in law and regulation.

The Board recognizes the right of District community members to voice concerns and objections about instructional materials and the discussion of controversial issues. This policy addresses how those concerns and objections can be raised.

Definitions

For purposes of this policy, the following definitions apply:

- a) "Controversial issues" means questions, subjects, or problems which can create a difference of opinion. They can include issues which may have political, social, environmental, or personal impacts on students and/or the wider community: locally, nationally, or internationally.
- b) "Instructional material" means any print or non-print material with instructional content or an instructional function that a student is required to use to facilitate formal or informal learning either in the classroom, library media center, or elsewhere in the District. Examples of instructional materials include but are not limited to textbooks; workbooks; hardcover and paperback books; ebooks; online databases; DVDs; streaming videos; sound recordings; magazines; newspapers; pamphlets; pictures; charts; games; kits; maps; models; microforms; slides; specimens; and transparencies.
- c) "Textbook" means a text, or a text-substitute, that a student is required to use in a particular class or program of the District. Textbooks include:
 - 1. Books, or book substitutes, including hardcover or paperback books, workbooks, or manuals; and,
 - 2. Courseware or other content-based instructional materials in an electronic format.

(Continued)

Instruction

8330 - OBJECTIONS TO INSTRUCTIONAL MATERIALS, CONTROVERSIAL ISSUES, AND LIBRARY MATERIALS (Cont'd.)

- d) "Library material" means any print or non-print material which is catalogued and processed as part of the library media center for voluntary use by students and staff. Examples of library materials include but are not limited to hardcover and paperback books; ebooks; online databases; DVDs; streaming videos; sound recordings; magazines; newspapers; pamphlets; pictures; charts; games; kits; maps; models; microforms; slides; specimens; and transparencies.

District community members who have questions or concerns about instructional materials are encouraged to bring these questions and concerns to instructional staff and/or the school library media specialist(s). If, after receiving information, the inquirer continues to question the use of the material in the Pittsford Central School District, then the inquirer will be referred to the Principal.

District community members who wish to formally object to instructional materials must submit their objections in writing to the Superintendent, using form #8330F, Request for Re-Evaluation of Instructional Materials.

- Prior to an instructional material challenge, evidence of having read the book must be apparent. This may occur through a phone conference or meeting with the ASI or their designee.
- District staff who object to instructional materials must follow the same process as all District community members.
- Challenged instructional materials will remain in use until a final decision has been made. The Board will be informed of any objection the Superintendent receives.

The Superintendent or designee will designate a review committee to investigate and evaluate the challenged instructional material. The committee will include, among others, the Standards Leader for Libraries, the Standards Leader for the discipline in which the challenged material is currently in use, and the building principal from the building where the objection originated. The committee will evaluate the challenged material according to the District's criteria for the evaluation and selection of instructional materials.

(Continued)

8330 - OBJECTION TO INSTRUCTIONAL MATERIALS AND CONTROVERSIAL ISSUES (Cont'd.)

Objections to Instructional Materials

The review committee will submit a written report of the results of their review to the Superintendent within 60 school days of receipt of the formal written objection, unless the 60 days extends into the summer. No reviews will occur between July 1 – Labor Day. Individuals may only submit one instructional material for review per 60 school days cycle.

Appeals of decisions by the review committee must be submitted in writing to the Superintendent within 10 days of receipt of the decision. The Superintendent will then submit the appeal to the Board for action.

If subsequent objections after an appeal are issued for the same material within a period of five years, the Superintendent can deny the objection based on the previous review and decision.

Controversial Issues

Controversial issues may be studied as part of the curriculum. Instructional staff will present these issues in their classrooms in an impartial and objective manner. It is expected that a library media center's collection, both print and digital, will include items that are considered to be controversial.

Instructional staff wishing to call upon outside speakers to present on controversial issues are required to work with the building principal who will keep in mind the obligation to present balanced viewpoints. The building principal will inform the Superintendent of the presentation on the controversial issue prior to it occurring.

Any objection to how a controversial issue is being taught, including the use of a guest speaker, should be directed to the building principal who will consult with appropriate instructional staff to address the objection. If the objection is related to an instructional material being used in the teaching of a controversial issue, the process requesting reconsideration of library or instructional materials should be followed. Objections to instructional materials by District community members must be submitted in writing to the Superintendent using form #8330F, Request for Re-Evaluation of Instructional Materials. If the objection is related to the curriculum or New York State learning standards, the building principal will address the matter with the individual(s) raising the objection.

(Continued)

**8330 - OBJECTION TO INSTRUCTIONAL MATERIALS AND CONTROVERSIAL ISSUES
(Cont'd.)****Library Materials**

If a parent/guardian has a concern or objection about a library material that is housed in the library media center of the school their child currently attends, the parent/guardian can voice that concern to the library media specialist and request that their child not be allowed to check that material out of the library media center. The library media specialist will forward the concern to the building principal and Assistant Superintendent for Instruction who will review the material. However, because use of such materials is voluntary rather than required, library materials will not be subject to a formal reconsideration process.

Education Law Section §§ 701, 711, 809, 1604, 1709, 1804, 2503, and 3204(5)
8 NYCRR Section 16.2 and 135.3

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

Instruction

8340 - INSTRUCTIONAL MATERIALS & TEXTBOOK ADOPTIONS

Instructional materials and supplies for District students shall be selected on the basis of the District's instructional goals and appropriateness to the varied interests, abilities, and maturity levels of the pupils served. Responsibility for the process of all material selection shall rest with the curriculum office. Every care shall be taken to ensure that instructional materials and textbooks selected for adoption:

- Support the District mission, vision, and values;
- Are based on the most current research and development in the subject area;
- Address the basic concepts as well as higher-order thinking skills;
- Reflect the District's commitment to inclusivity and culturally responsive practices;
- Meet the needs of students who need alternate formats

All textbook adoptions, instructional software, instructional e-books, and other materials used for instruction purposes shall be approved by the Board and provided for in the District's budget. Because the selection of materials may be a sensitive topic, a standard procedure for consideration of the questioned materials shall be established. Specific selection criteria will be defined and implemented uniformly and consistently and communicated to the Board. The Board shall be kept apprised of any questions raised by community members, faculty or administration and their resolutions.

The district will be responsible to ensure that each student who requires instructional materials in an alternate format will receive it in a timely manner.

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.

Instruction

8350 - USE OF COPYRIGHTED MATERIALS

It is the intent of the Board 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 United States 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.

Title 17 United States Code (USC)
Section 101 et seq.

Instruction

8360 - RELIGIOUS EXPRESSION IN THE INSTRUCTIONAL PROGRAM

The District supports an understanding of and appreciation for the diversity of religions and their customs in our community and provides a respectful and safe environment for all.

Furthermore, the District believes that an education is incomplete without knowledge of diverse religions, beliefs, and spiritual practices. Educating about the impact of religions, religious practices, and beliefs is appropriate when it fosters mutual understanding, respect for, and sensitivity to the values and beliefs of others. The curriculum includes the study of religions and the impact of religious beliefs and practices in literature, history, music, and the arts. Students are instructed in a climate in which ideas can be discussed in an objective way for their educational value, with an emphasis on their impact on history, literature, art, music, science, ethics, and social institutions. The District requires that the school environment be honest, respectful, caring and safe, and that diversity be recognized, accepted, and promoted through inclusive practices.

The District recognizes the rights of students and staff to exercise their religious freedoms in ways that are consistent with applicable judicial decisions interpreting the religion clauses of the First Amendment of the United States Constitution. The First Amendment directs that "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof..." In accordance with the Establishment Clause, PCSD will not endorse specific religious practices or doctrines, nor coerce participation in religious activity. The District will maintain official neutrality regarding sectarian religious issues and will neither advance nor inhibit religion. With respect to the right of free exercise of religion, the schools will give students the same right to engage in religious activity and discussion as given to engage in comparable non-religious activities. Students and staff may express personal religious views or beliefs within the parameters of the law and as explained in the accompanying Regulations.

The Superintendent or designee is charged with developing Regulations in accordance with this policy.

United States Constitution, First Amendment
Equal Access Act,
20 United States Code (USC) Sections 4071-4074
Elementary and Secondary Education Act, Section
9524, as amended by the No Child Left Behind Act of
2001
Education Law Sections 1609(9) and (10), 1709(1) and
(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

Pittsford Central School District Adopted: 11/14/77, 6/28/82, 6/22/87, 2/20/89, 4/8/96, 6/25/01,
10/14/03, 5/23/05

8410 - SCHOOL CALENDAR AND SCHOOL DAY**School Calendar**

The Superintendent shall propose to the Board on March 1 an annual calendar for the ensuing year. The Board shall adopt a calendar by no later than May 1. The school calendar shall coincide as nearly as is feasible with those of surrounding districts. Every effort shall be made to ensure that any school closing for in-service work or parent conferences shall have minimum disruption to instruction.

Major religious holidays of various faiths shall be considered in the composition of the school calendar as an accommodation to students and staff.

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

Instruction

8420 - OPENING EXERCISES

The Board directs the administration to include the Pledge of Allegiance as part of the opening exercises in all the schools. Under certain circumstances 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

2005

8430

Instruction

8430 - INDEPENDENT STUDY

Independent study will be available to meet special individual needs of students in grades 9 through 12.

8 New York Code of Rules and Regulations
(NYCRR) Section 100.5(d)(1)

2005

8440

Instruction

8440 - HOMEWORK

The Board acknowledges the educational value of homework as an adjunct to and extension of the instructional program of the schools.

8450 - HOME, HOSPITAL, OR INSTITUTIONAL INSTRUCTION-(HOMEBOUND INSTRUCTION)**Overview**

Home, hospital, or institutional instruction (sometimes referred to as homebound instruction) is an educational service provided by districts to resident students enrolled in a public or nonpublic school who are unable to attend school in person for at least ten days during a three-month period due to illness or injury which requires the student to remain at home or in a hospital or other institution for the treatment of children, other than a school.

The District will provide home, hospital, or institutional instruction to all resident students enrolled in a public or nonpublic school from kindergarten to age 21 when, due to a temporary or chronic physical, mental, or emotional illness or injury, as documented by the student's treating healthcare provider, the student is unable to participate in their usual education setting.

Definitions

"School district of residence" means the public school district within the State of New York where the students legally reside with their parents or guardians.

"Treating health care provider" means a person who is treating a student and is licensed or otherwise authorized to provide diagnosis pursuant to a profession enumerated in Title VIII of the Education Law.

"Tutor" means an employee of the school district of residence or an individual with whom the school district of residence contracts to provide home, hospital, or institutional instruction. The tutor must hold a New York State teaching certificate. A tutor may include a teacher employed by a board of cooperative educational services (BOCES) that contracts with the school district of residence to provide this instruction.

(Continued)

Instruction

8450 - HOME, HOSPITAL, OR INSTITUTIONAL INSTRUCTION (HOMEBOUND INSTRUCTION) (Cont'd.)**Request for Home, Hospital, or Institutional Instruction**

To request home, hospital, or institutional instruction for a resident student, the parent or guardian must submit a request to the District that includes written medical verification from the student's treating healthcare provider demonstrating the student's anticipated inability to attend school in person for at least ten days during the next three months and written consent authorizing the Director of School Health Services or designee to contact the student's treating healthcare provider. Refusal to provide this written consent will result in a denial of the request for home, hospital, or institutional instruction.

The request will be forwarded to the Director of Student Services, or Director of Special Education for students who have an Individualized Education Program or 504 Plan, who will review the need for home, hospital, or institutional instruction and either approve or deny the request. During this review, the Director of School Health Services may contact the student's treating healthcare provider to obtain additional information necessary regarding the student's health or mental health.

Within five school days after receipt of written medical verification from the student's treating healthcare provider, the District will notify the parent or guardian whether their request for home, hospital, or institutional instruction has been approved or denied. In the case of a denial, reason(s) for denial will be provided.

Appeals

Parents and guardians may appeal the denial of home, hospital, or institutional instruction to the District's Board within ten school days of receipt of notification of the denial. Home, hospital, or institutional instruction will be provided while an appeal is pending before the District's Board.

Home, Hospital, or Institutional Instruction Requirements

To the extent practicable, the District will provide home, hospital, or institutional instruction to a student within five school days from receiving the completed request for home, hospital, or institutional instruction, including any necessary medical documentation. This instruction, which may include remote instruction, will meet the minimum requirements outlined in law and regulation.

Students with Disabilities

Students with disabilities who are recommended for home, hospital, or institutional instruction by the Committee on Special Education (CSE) will be provided instruction and appropriate related services as determined and documented by the CSE in consideration of the student's unique needs. This instruction will only be recommended if the placement is in the least restrictive environment and must be provided for at least the number and length of time as provided for other students receiving home, hospital, and institutional instruction.

(Continued)

8450 - HOME, HOSPITAL, OR INSTITUTIONAL INSTRUCTION (HOMEBOUND INSTRUCTION) (Cont'd.)**Recordkeeping**

The District will maintain a record of delivery of instructional services and student progress. This includes, but is not limited to, a record of the dates, amount, and type of instructional services the student received including the tutor's name, subjects taught, and the location where the instructional services were provided.

Education Law Sections 1604(20), 1709(24), 3202
8 NYCRR Sections 100.22, 175.21, and 200.6

NOTE: Refer also to Policy #7150 – Remote Instruction

2005

8451

Instruction

8451 - REPORTING TO PARENTS

Regular written progress reports of District students shall be made to their parents. Effort shall be made to assure the parents that the professional staff is available to discuss a student's progress.

8452 - RESPONSIVE INSTRUCTION AND INTERVENTION (RtI) PROCESS

The District maintains a commitment to providing high quality instruction for all students. A systematic District wide process for determining prevention, early intervention and enhanced instruction supports are part of a Response to Instruction and Intervention (RtI) process which is applicable to all students in grades K-12.

- For students in grades K-5, suspected of having a potential learning disability, the District will provide appropriate RtI services prior to a referral to the Committee on Special Education (CSE) for evaluation.
- For students who are identified as academically gifted, the District will provide academically responsive instruction in accordance with established procedures.

As required by the Commissioner's Regulations, the District has established administrative practices and procedures for implementing District-wide initiatives that address a multi-level RtI process.

The District's RtI process shall include the following:

- a) Scientific, research-based instruction in literacy and mathematics provided to all students in the general education classroom by qualified personnel.
- b) Universal screenings shall be provided to all students to identify those students who are not making academic progress at expected rates and those students making exceptional progress. Collaborative inquiry processes will be used at each building to analyze data relevant to student performance.
- c) Scientific, research-based instruction matched to student needs and skills will be provided, with increasingly intensive levels of targeted instruction and/or interventions for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet grade level standards. Students making exceptional progress will receive scientific, research-based targeted instruction and/or interventions matched to academic performance.
- d) Progress monitoring of student achievement, which includes curriculum based measures, to determine if interventions are resulting in student progress toward grade level standards, and/or specific, targeted goals.

8452 - RESPONSIVE INSTRUCTION AND INTERVENTION (RtI) PROCESS (Contd.)

- e) Educational decisions about student goals, instruction and program services will be made on data from instruction and interventions. This may include referrals for special education programs, academically responsive programs and/or other services or supports.
- f) Written notification to the parents including a summary of the student's performance data, and plan for intervention will be provided when instruction or interventions go beyond that which is provided within the general education classroom. Parents will be notified of their right to request an evaluation for special education programs and/or services should they suspect that their child has an educational disability; and
- g) Instructional support teams in each building will analyze the data concerning a student's response to instruction and/or intervention and make educational decisions about changes in goals, instruction and/or services.

Instruction

8460 - FIELD TRIPS

The Board recognizes the value of field trips in enhancing the instructional and co-curricular programs. For purpose of this policy, a field trip shall be defined as a journey away from the school premises, under the supervision of an approved supervisor. Field trips may be curricular or extra curricular in nature. A curricular field trip is an integral part of an approved course of study and is conducted under the supervision of the classroom teacher. An extra curricular field trip supports the goals or purpose of the extra curricular activity and is conducted under the supervision of a teacher, coach, advisor and/or other approved chaperone.

The District Code of Conduct applies to all participants at all times during a trip. Participation by students or adult supervisors may be terminated for a violation of the Code of Conduct during the trip. All expenses arising out of such an infraction, including travel expenses back to school and damage to property, are the responsibility of the student's parents, or in the case of an adult supervisor, that individual.

The Superintendent or designee reserves the right to cancel a field trip, particularly if security and safety is in doubt.

The Board delegates the responsibility of establishing specific regulations and procedures governing all authorized field trips to the Superintendent. The regulations will apply to all District-sponsored trips, whether part of the instructional or co-curricular program.

Trips with students, other than those addressed in the above paragraphs, are unauthorized. Neither the Board nor District employees (acting in the scope of their employment) can accept responsibility for planning, organizing, publicizing, funding, supervising, or conducting such trips. Further, the Board assumes no liability for such trips taken by students or employees of the School District.

Employees of the District who may be involved on their own outside the scope of their employment may not use school time or resources for any activity related to unauthorized trips.

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

Instruction

8470 - HOME INSTRUCTION (HOME SCHOOLING)

From time to time, parents will choose to instruct their children at home. Pittsford Central 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**Regarding 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) They may not participate in intramural or other school-sponsored club activities.
- c) The District does not provide textbooks or other instructional materials (e.g., library materials, microscopes, computer software, movie projectors), to home instructed students.
- d) The District will not furnish health services.
- e) The District is not responsible for providing remedial programs.
- f) They may not participate in the instructional program of the District except as provided in subdivision (g).
- g) 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.

(Continued)

Instruction

8470 - HOME INSTRUCTION (HOME SCHOOLING) (Cont'd.)

- h) They shall not be allowed to use school facilities, except as provided for community organizations in Policy #3280 -- Community Use of School Facilities.

Primary responsibility for determining compliance with Commissioner's Regulations addressing home instruction rests with the Superintendent of the school district in which a home-instructed student resides. The Superintendent designates the Director of Pupil Services to fulfill the District's responsibilities with respect to the Individualized Home Instruction Plan (IHIP) and maintenance of IHIP records.

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)

2005

8480

Instruction

8480 - OVERSEAS SCHOOL

The District shall participate in the overseas school program sponsored by the U.S. Department of State.

2005

8481

Instruction

8481 - FOREIGN EXCHANGE STUDENTS

The District believes that diversity within the student body has educational advantages and will, therefore, offer foreign exchange opportunities.

2005

8490

Instruction

8490 - CONTINUING EDUCATION COMMUNITY EDUCATION PROGRAMS

Staff development facilities are primarily for use by the Teacher Center and may be used, as available, by Pittsford Parks and Recreation Department, the YMCA and other community groups.

Specific course offerings provided by the Teacher Center and designed for community members/parents will be designated as such in the course description.