
Pittsford Schools

Policy Manual

Section 8000

**To access a policy from the table of contents,
click on the specific policy name or number**

Pittsford Central School District**NUMBER****CURRICULUM (GENERAL)**

1.1 Curriculum Development, Resources and Evaluation.....	8110
1.3 Equal Educational Opportunities.....	8130

ELEMENTARY AND SECONDARY INSTRUCTION

2.1 Safety Conditions and Prevention Instruction.....	8210
2.1.2 Safety Education.....	8212
2.2 Career and Technical (Occupational) Education.....	8220
2.3 Guidance Program.....	8230
2.4 Instruction in Certain Subjects.....	8240
2.4.1 Patriotism, Citizenship, and Human Rights Education.....	8241
2.4.2 Civility, Citizenship and Character Education/ Interpersonal Violence Prevention Education.....	8242
2.4.3 Fine Arts Festivals.....	8243
2.4.4 Summer Schools.....	8244
2.4.5 Programs with Other School Districts.....	8245
2.4.6 Programs Offered on a User Fee Basis.....	8246
2.5 Animals in the School (Instructional Purposes).....	8250
2.6 Title I Parent and Family Engagement.....	8260
2.7 Instructional Technology	
2.7.1 Internet Safet/Internet Content Filtering.....	8271
2.8 Instruction for English Language Learners.....	8280
2.9 Test and Examinations.....	8290

INSTRUCTIONAL MATERIALS

3.2 Selection of Library and Media Center Materials.....	8320
3.3 Objection to Instructional Materials and Controversial Issues.....	8330
3.4 Instructional Materials and Textbooks Adoptions.....	8340
3.5 Use of Copyrighted Materials.....	8350
3.6 Religious Expression in the Instructional Program.....	8360

2022 8000

Instruction

Pittsford 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
4.9 Continuing Education/Community Education Programs	8490

Instruction

SUBJECT: 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.

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.

(Continued)

Instruction

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

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

NOTE: Refer also to Policies #8210 -- Safety Conditions and Prevention Instruction
#8240 -- Instruction in Certain Subjects
#8241 -- Patriotism, Citizenship, and Human Rights Education
#8242 -- Civility, Citizenship, and Character Education/Interpersonal
Violence Prevention Education

Pittsford Central School District Adopted: 2/6/67

Revised: 6/28/82; 2/20/89; 4/8/96; 6/25/01; 5/23/05; 11/8/22

Instruction

SUBJECT: EQUAL EDUCATIONAL OPPORTUNITIES**Overview**

The District is committed to creating and maintaining an environment which is free from discrimination and harassment. This policy addresses the provision of equal educational opportunities to students. It is just one component of the District's overall commitment to maintaining a discrimination and harassment-free educational and work environment.

Consistent with this commitment and in accordance with law and regulation, the District provides equal opportunity for students and does not discriminate against any student enrolled in (or any candidate for admission to) its programs and activities on the basis of any legally protected class or category including, but not limited to: race; color; religion; disability; national origin; sexual orientation; gender identity or expression; military status; sex; age; marital status; pregnancy; parental status; weight; ethnic group; or religious practice. Further, the District provides equal access to its facilities to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 (as a patriotic society).

The District adopts this policy as part of its effort to provide for the prompt and equitable resolution of complaints of discrimination. The District will promptly respond to reports of discrimination, ensure that all investigations are conducted within a reasonably prompt time frame and under a predictable fair grievance process that provides due process protections, and impose disciplinary measures and implement remedies when warranted.

Inquiries about this policy may be directed to the District's Civil Rights Compliance Officer(s) (CRCO(s)).

Educational Services for Married/Pregnant Students

The opportunity to participate in all of the programs and activities of the District will not be restricted or denied because of pregnancy, parenthood, or marriage. Pregnant students will be encouraged to remain and participate in District programs. The forms of instruction provided to these students may include any or all of the following:

- a) Remain in school with provisions for special instruction, scheduling, and counseling as needed;
- b) Receive home instruction;
- c) Attend BOCES programs.

The Superintendent or designee, in consultation with student services staff, the school physician, and the student's personal physician, may make program modifications which are feasible and necessary to accommodate the special needs of these students.

(Continued)

Instruction

SUBJECT: EQUAL EDUCATIONAL OPPORTUNITIES (Cont'd.)**Reporting Allegations of Discrimination**

In order for the District to enforce this policy, and to take corrective action as warranted, it is essential that students who believe that they have been a victim of discrimination, as well as any other person who has knowledge of or witnesses any possible discrimination, immediately report the alleged conduct or incident. Reports of discrimination may be made orally or in writing to any District employee including, but not limited to, a teacher, building principal, or CRCO.

All District employees who witness or receive an oral or written report of discrimination must immediately inform the CRCO. Failure to immediately inform the CRCO may subject the employee to discipline up to and including termination. If the CRCO is unavailable, including due to a conflict of interest or other disqualifying reason, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity. If the District has not designated another CRCO, the Superintendent will ensure that another person with the appropriate training and qualifications is appointed to act as the CRCO.

Additionally, District employees must comply with reporting requirements in any other applicable District policy or document. Applicable policies or documents may include: Policy #3420 -- Non-Discrimination and Anti-Harassment in the District; Policy #3421 -- Title IX and Sex Discrimination; Policy #7555 -- Dignity for All Students (DASA); and the District's *Code of Conduct*.

Grievance Process for Complaints of Discrimination

The District will act to promptly, thoroughly, and equitably investigate all complaints, whether oral or written, of discrimination and will promptly take appropriate action to protect students from further discrimination.

Various District policies and documents address discrimination. These policies and documents may include: Policy #3420 -- Non-Discrimination and Anti-Harassment in the District; Policy #3421 -- Title IX and Sex Discrimination; Policy #7555 -- Dignity for All Students (DASA); and the District's *Code of Conduct*. All complaints will be handled in accordance with the applicable District policies and/or documents.

The determination as to which District policies and/or documents are applicable is fact specific, and the CRCO may work with other District staff such as the District's Title IX Coordinator(s) and/or Dignity Act Coordinator(s) (DAC(s)) to determine which District policies and/or documents are applicable to the specific facts of the complaint.

If an investigation reveals that discrimination has occurred, the District will take immediate corrective action as warranted. This action will be taken in accordance with applicable law and regulation, as well as any applicable District policy, regulation, procedure, collective bargaining agreement, third-party contract, or other document such as the District's *Code of Conduct*.

(Continued)

Instruction

SUBJECT: EQUAL EDUCATIONAL OPPORTUNITIES (Cont'd.)**Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)**

The District prohibits retaliation against any individual because the individual made a report or complaint, testified, assisted, or participated or refused to participate in an investigation, proceeding, or hearing related to a complaint of discrimination.

Complaints of retaliation may be directed to the CRCO. If the CRCO is unavailable, including due to a conflict of interest or other disqualifying reason, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity. If the District has not designated another CRCO, the Superintendent will ensure that another person with the appropriate training and qualifications is appointed to act as the CRCO.

Where appropriate, follow-up inquiries will be made to ensure that the discrimination has not resumed and that those involved in the investigation have not suffered retaliation.

Age Discrimination Act of 1975, 42 USC Section 6101 et seq.
 Americans with Disabilities Act (ADA), 42 USC Section 12101 et seq.
 Equal Educational Opportunities Act of 1974, 20 USC Section 1701 et seq.
 Section 504 of the Rehabilitation Act of 1973, 29 USC Section 790 et seq.
 Title IV of the Civil Rights Act of 1964, 42 USC Section 2000c et seq.
 Title VI of the Civil Rights Act of 1964, 42 USC Section 2000d et seq.
 Title IX of the Education Amendments Act of 1972, 20 USC Section 1681 et seq.
 28 CFR Part 35
 34 CFR Parts 100, 104, 106, 110, and 270
 45 CFR Part 86
 Civil Rights Law Sections 40, 40-c, and 47-b
 Education Law Sections 10-18, 313, 2801, 3201, and 3201-a
 New York State Human Rights Law, Executive Law Section 290 et seq.
 8 NYCRR Section 100.2
 9 NYCRR Section 466 et seq.

NOTE: Refer also to Policies #3281 -- Use of Facilities by the Boy Scouts of America and Patriotic Youth Groups
 #3410 -- Code of Conduct
 #3420 -- Non-Discrimination and Anti-Harassment in the District
 #3421 -- Title IX and Sex Discrimination
 #7551 -- Sexual Harassment of Students
 #7555 -- Dignity for All Students (DASA)
 District *Code of Conduct*

Pittsford Central School District Adopted: 6/28/82
 Revised: 2/20/89, 6/9/97, 6/25/01, 5/23/05; 4/16/24

Instruction

SUBJECT: SAFETY CONDITIONS AND PREVENTION INSTRUCTION

The practice of safety will be considered an integral part of a well-rounded education. A well-rounded education contributes to student success. The District will strive to provide students with an education that will enable them to achieve and maintain a safe life.

Acquired Immune Deficiency Syndrome (AIDS) Instruction in Health Education

The Board will provide a health education program that includes 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 will be provided in an age-appropriate manner, will 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 will be established in order to make recommendations for curriculum content, implementation, and evaluation of an AIDS instructional program. The Board will determine the content of the curriculum, approve its implementation, and be responsible for the evaluation of the District's AIDS instruction program.

Appropriate training will be provided for instructional staff. Instructional materials will be provided to parents who request these materials.

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

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

Hands-Only Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) Instruction

High school students will be provided instruction in hands-only CPR and the use of an AED as part of the District's health education program. Standards for this instruction will be based on a nationally recognized 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;

(Continued)

Instruction

SUBJECT: SAFETY CONDITIONS AND PREVENTION INSTRUCTION (Cont'd.)

- 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.

A student with a disability may be exempted from the requirement for instruction in hands-only CPR and the use of AEDs if the student's individualized education program (IEP) or accommodation plan developed pursuant to Section 504 of the Rehabilitation Act of 1973 states that the student is physically or cognitively unable to perform the tasks included in the instruction.

Conservation of Natural Resources

Instruction relating to the conservation of the natural resources of New York State will be provided in accordance with law and regulation.

Fire and Arson Prevention/Injury Prevention/Life Safety Education

District administration will 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 or property, an impending catastrophe, or a life safety emergency. This instruction will be given to all students for all students for a period of at least 45 minutes during each month that school is in session.

Safety and Accident Prevention in the Schools

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

Safety instruction will precede the use of materials and equipment by students in relevant courses. Instructors will teach and enforce all safety procedures relating to the particular courses, including wearing protective eye devices during appropriate activities.

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 his or her classroom.

(Continued)

Instruction

SUBJECT: SAFETY CONDITIONS AND PREVENTION INSTRUCTION (Cont'd.)**Instruction on Prevention of Child Abduction**

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

The Commissioner of Education will provide technical assistance to assist in developing curricula for these 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 these courses of study, the Board may establish local advisory councils or utilize the school-based shared decision making and planning committee established under the Commissioner's regulations to make recommendations concerning the content and implementation of these 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. The advisory council will 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 Prevention of Child Sexual Exploitation and Child Sexual Abuse

All students in grades K through 8 in District schools will receive instruction designed to educate students, parents, teachers, and other school personnel about the prevention of child sexual exploitation and child sexual abuse. This instruction may be included as part of the District's health education program.

Curriculum addressing this topic will be developed in consultation with school counselors, school social workers, school psychologists, parents, and community members. The curriculum will be designed to:

- a) Assist students, parents, teachers, and other school personnel in identifying child sexual abuse and child sexual exploitation;
- b) Provide awareness, assistance, referral, and resource information for students and families who are victims of child sexual abuse and/or child sexual exploitation; and
- c) Be aligned to grade objectives prescribed by the Commissioner in guidance.

(Continued)

Instruction

SUBJECT: 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 as part of either its home economics or health education program.

Education Law 409-a, 803-a, 803-b, 804-b, 804-c, 804-d, 808, 810 and 3204
8 NYCRR Sections 100.2(c), 135.3, and 141.10

NOTE: Refer also to Policies #3410 -- Code of Conduct
#7320 -- Alcohol, Tobacco, Drugs and Other Substances (Students)
District Code of Conduct

Instruction

SUBJECT: 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 -- Fire and Emergency Drills, Bomb Threats, and Bus Emergency Drills

Instruction

SUBJECT: CAREER AND TECHNICAL (OCCUPATIONAL) EDUCATION

The District recognizes the need for career and technical (occupational) education and reaffirms its policy of strengthening available career and technical education programs through utilization of any available federal and state funds for that purpose and supporting the BOCES' programs. Accordingly, these programs may be offered by the District and/or through a BOCES.

Equal Opportunity

The District prohibits discrimination on the basis of any legally protected class or category including, but not limited to, race, color, creed, religion, disability, use of a service animal, national origin, sexual orientation, gender identity or expression, military status, sex, age, and marital status in any career and technical education program or activity of the District.

Career and technical education programs and activities will be readily accessible to students with disabilities.

Public Notification

Prior to the beginning of each school year or academic semester, the District will 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 any legally protected class or category including, but not limited to: race; color; creed; religion; disability; use of a service animal; national origin; sexual orientation; gender identity or expression; military status; sex; age; and marital status. Included in this announcement will be the name, address, telephone number, and email address of the District's Civil Rights Compliance Officer(s) (CRCO(s)) and Title IX Coordinator(s).

Grievance Procedure

Various District policies and documents address discrimination. These policies and documents may include: Policy #3420 -- Non-Discrimination and Anti-Harassment in the District; Policy #3421 -- Title IX and Sex Discrimination; Policy #7555 -- Dignity for All Students (DASA); and the District's *Code of Conduct*. All complaints will be handled in accordance with the applicable District policies and/or documents.

Local Advisory Council

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.

(Continued)

Instruction

SUBJECT: CAREER AND TECHNICAL (OCCUPATIONAL) EDUCATION (Cont'd.)

Age Discrimination Act of 1975, 42 USC Section 6101 et seq.
Americans with Disabilities Act (ADA), 42 USC Section 12101 et seq.
Equal Educational Opportunities Act of 1974, 20 USC Section 1701 et seq.
Section 504 of the Rehabilitation Act of 1973, 29 USC Section 790 et seq.
Title IV of the Civil Rights Act of 1964, 42 USC Section 2000c et seq.
Title VI of the Civil Rights Act of 1964, 42 USC Section 2000d et seq.
Title IX of the Education Amendments Act of 1972, 20 USC Section 1681 et seq.
28 CFR Part 35
34 CFR Parts 100, 104, 106, 110, and 270
45 CFR Part 86
Civil Rights Law Section 40, 40-c, and 47-b
Education Law Article 93 and Sections 10-18, 313, 2801, 3201, and 3201-a
8 NYCRR Sections 100.2(h) and 141 et seq.
9 NYCRR Section 466 et seq.

NOTE: Refer also to Policies #3420 -- Non-Discrimination and Anti-Harassment in the District
#3421 -- Title IX and Sex Discrimination
#7551 -- Sexual Harassment of Students
#7555 -- Dignity for All Students (DASA)
#8100 -- Equal Educational Opportunities
District *Code of Conduct*

Instruction

SUBJECT: 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 NYCRR Section 100.2(j)

SUBJECT: INSTRUCTION IN CERTAIN SUBJECTS

Generally, the Board has the authority to prescribe the course of study in the schools of the District. However, there are general curriculum areas and specific topics in which the District must prescribe instruction. All students in the District will receive instruction in accordance with any applicable laws and regulations.

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 for students identified through District screening procedures as needing additional academic challenge.

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. Any student exhibiting signs of sudden cardiac arrest or concussion will be immediately removed from participation in physical education classes pending physician clearance.

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) The misuse and abuse of alcohol, tobacco, and other drugs; and
- d) The prevention and detection of certain cancers.

(Continued)

Instruction

SUBJECT: INSTRUCTION IN CERTAIN SUBJECTS (Cont'd.)

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

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 Article 90 Sections 803, 804, 806-a, 923, 1709, and 3204
8 NYCRR Part 142 and Sections 100.2(c), 107.2, 135.1, 135.3, 135.4, and 136.9

NOTE: Refer also to Policy #7420 -- Sports and the Athletic Program

Instruction

SUBJECT: PATRIOTISM, CITIZENSHIP, AND HUMAN RIGHTS EDUCATION

In order to promote a spirit of patriotic and civil service and obligation, as well as to foster in students of the District moral and intellectual qualities which are essential in preparing them to meet the obligations of citizenship, the Board requires students attending District schools, over the age of eight years, to attend instructional courses in patriotism, citizenship, civic education and values, our shared history of diversity, the role of religious tolerance in this country, and human rights issues, with particular attention to the study of the inhumanity of genocide, slavery (including the Freedom Trail and Underground Railroad), the Holocaust, and the mass starvation in Ireland from 1845 to 1850.

The Board also directs that all students attending District schools in grades 8 through 12 receive instruction in the history, meaning, significance and effect of the United States Constitution, the New York State Constitution, and the Declaration of Independence.

The curricula for these courses must include the subjects specified by the Board of Regents and be for the period of instruction, as mandated by the Regents, which is necessary in these subjects in each of the appropriate grades.

One week during each school year a uniform course of exercises will be provided to teach students, in an age appropriate manner, the purpose, meaning, and importance of the Bill of Rights Articles in the United States and New York State Constitutions. These exercises will be in addition to the above required courses.

In addition, since the District receives federal funds for a fiscal year, it will hold an educational program on the United States Constitution on September 17th of each year for the students in the District to commemorate the September 17, 1787 signing of the Constitution, known as Constitution Day and Citizenship Day. However, when September 17 falls on a Saturday, Sunday, or holiday, this day will be held during the preceding or following week.

The Board directs that the above named subjects, as mandated by law, be addressed in the instructional curricula provided by the District.

36 USC Section 106
Education Law Section 801
8 NYCRR Section 100.2(c)

NOTE: Refer also to Policies #3430 -- Diversity, Equity, and Inclusion in the District
#8242 -- Civility, Citizenship, and Character Education/Interpersonal
Violence Prevention Education

Pittsford Central School District Adopted: 5/23/05
Revised: 4/16/24

Instruction

**SUBJECT: 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;
- 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;

(Continued)

**SUBJECT: CIVILITY, CITIZENSHIP, AND CHARACTER EDUCATION/
INTERPERSONAL VIOLENCE PREVENTION EDUCATION (Cont'd.)**

- 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*

Instruction

SUBJECT: 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

SUBJECT: 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.

2005

8245

Instruction

SUBJECT: 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.

Instruction

SUBJECT: 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

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, 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 service animals.

Study and Care of Live Animals

It will be the responsibility of the principal or 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, will be provided the opportunity to undertake and complete an alternative project approved by the student's teacher; provided, however, that this 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 will not be penalized.

The District will give reasonable notice to all students enrolled in a course that includes the dissection of an animal and students' parent(s) or legal guardian(s) about their rights to seek an alternate project to dissection. This notice will 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. This instruction will 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.

Americans with Disabilities Act, 42 USC Section 12101 et seq.
Education Law Section 809
8 NYCRR Section 100.2(c)(9)

Pittsford Central School District Adopted: 4/16/24

Instruction

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
 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;

(Continued)

Instruction

SUBJECT: 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;

(Continued)

Instruction

SUBJECT: 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;

(Continued)

Instruction

SUBJECT: 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;
- f) Adopt and implement model approaches to improving parent and family engagement;

(Continued)

Instruction

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

- g) 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

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING

In compliance with the Children's Internet Protection Act (CIPA) and regulations of the Federal Communications Commission (FCC), the District will ensure 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. These technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, pornographic, or, with respect to the use of computers by minors, considered harmful to students. The District will provide for the education of students regarding appropriate online behavior including interacting with other individuals on social networking websites and in chat rooms and regarding cyberbullying awareness and response. Further, appropriate monitoring of online activities of minors, as determined by the building or program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

Further, the Board'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 District, including the selection of appropriate 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 any inappropriate sites. Proper safety procedures, as deemed appropriate by the applicable administrator or 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 may include, but will 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 email, chat rooms, instant messaging, and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of email, chat rooms, as well as social networking websites, may be blocked as deemed necessary to ensure the safety of students;
- b) Monitoring logs of access in order to keep track of the websites 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 (AUP), unauthorized access, and other unlawful activities by minors are prohibited by the District and student violations of these 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 identification information regarding students.

(Continued)

Instruction

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING (Cont'd.)

The determination of what is "inappropriate" for minors will be determined by the District and/or designated school official(s), the definition of which may vary depending on 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 or regulations.

Under certain specified circumstances, individual sites may be unblocked or filtered 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 District.

The District will provide certification, in accordance with 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 or filtering of access to certain material on the Internet) for all District computers with Internet access.

Internet Safety Instruction

In accordance with New York State Education Law, the District may provide to students in grades K through 12 instruction designed to promote the proper and safe use of the Internet. The Commissioner will provide technical assistance in the development of curricula for this course of study which will be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness, skills, information, and support to aid in the safe usage of the Internet.

Additionally, students will be educated on appropriate interactions with other individuals on social networking websites and in chat rooms, as well as cyberbullying awareness and response.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

Despite the existence of District policy, regulations, and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access this content or material from their home, other locations off school premises, and/or with a student's own personal technology or electronic device on school grounds or at school events.

The District is not responsible for inappropriate content or material accessed via a student's own personal technology or electronic device or via an unfiltered Internet connection received through a student's own personal technology or electronic device.

(Continued)

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING (Cont'd.)**Notification/Authorization**

The District's AUP 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.

The District has provided reasonable public notice and has held at least one public hearing or meeting to address this policy prior to Board adoption. Additional public notice and a hearing or meeting is not necessary if and when amendments are made to this policy.

This policy must be made available to the FCC upon request. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of this policy as well as any other District policies relating to the use of technology.

This policy is required to be retained by the school for at least five years after the funding year in which the policy was relied upon to obtain E-rate funding.

20 USC Section 7131
47 USC Sections 254(h) and 254(l)
47 CFR Part 54
Education Law Section 814

NOTE: Refer also to Policies #7315 -- Student Acceptable Use Policy (AUP)
#7316 -- Student Use of Personal Technology
District *Code of Conduct*

Pittsford Central School District Adopted: 7/15/03
Revised: 5/10/04, 5/23/05, 9/10/12; 6/11/24

Instruction

SUBJECT: INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS

The Board recognizes its responsibility to ensure that students of foreign birth or ancestry who are identified as English Language Learners (ELLs) are provided with an appropriate bilingual education or English as a New Language (ENL) program.

The District has developed a comprehensive plan to meet the educational needs of ELLs. The plan will be kept on file in the District and submitted to the Commissioner of Education prior to the start of each school year. The plan includes:

- a) The District's philosophy regarding the education of ELLs;
- b) The District's administrative practices and procedures to screen, identify, and place ELLs in appropriate programs;
- c) The District's plan to provide parents and other persons in parental relation with information about all bilingual education and ENL programs available in the District and notices regarding program placement and the rights of parents or persons in parental relation in the language or mode of communication they best understand;
- d) The District's system to annually measure and track the academic progress and English language proficiency of ELLs and use of data to drive instruction;
- e) A description of the District's curricular and extracurricular services provided to ELLs;
- f) The District's administrative practices to annually evaluate ELLs;
- g) The District's procedure to identify support services for ELLs;
- h) The District's policies and procedures regarding ELLs who are students with disabilities;
- i) The District's procedures to exit ELLs including those students with inconsistent/interrupted formal education;
- j) The District's services to support former ELLs.

Additionally, the District will provide professional learning to all teachers and administrators that specifically addresses the needs of ELLs in accordance with NYS Regulation Part 154. For school business leaders, the District will provide professional learning related to the needs of ELLs and the federal, state, and local mandates for ELLs.

The Superintendent will ensure that all data, including plans, assurances, and reports as required by the Commissioner's regulations, is submitted to the State Education Department in a timely manner.

(Continued)

SUBJECT: INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS (Cont'd.)

Education Law Section 3204
8 NYCRR Parts 117 and 154 and Section 100.2(g)

Instruction

SUBJECT: 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

SUBJECT: 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 library media specialist, 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 library media 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 library media 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, outdated materials will be discarded.

(Continued)

Instruction

SUBJECT: SELECTION OF LIBRARY AND MEDIA CENTER MATERIALS (Cont'd.)

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

NOTE: Refer also to Policies #5250 – Sale and Disposal of District Property
#8330 -- Objection to Instructional Materials and Controversial Issues
#8340 -- Instructional Materials and Textbook Adoptions

Instruction

SUBJECT: OBJECTION TO INSTRUCTIONAL MATERIALS AND CONTROVERSIAL ISSUES

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 is used 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) "Library material" means any print or non-print material which is catalogued and processed as part of the library media center for 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.
- d) "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.

Objections to Instructional Materials

The Board has authority to prescribe curriculum in the District and to designate the textbooks to be used in the District. The parent 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 disapproval of classroom assignments. Students may be able to be excused from instruction in very limited circumstances outlined in law and regulation.

(Continued)

Instruction

SUBJECT: OBJECTION TO INSTRUCTIONAL MATERIALS AND CONTROVERSIAL ISSUES (Cont'd.)

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. District staff who object to instructional materials must follow the same process as all District community members. Challenged instructional materials will remain in use and/or circulation until a final decision has been made. The Board will be informed of any objection the Superintendent receives.

The Superintendent 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 school library media specialist from the building where the objection originated and the building principal. The committee will evaluate the challenged material according to the District's criteria for the evaluation and selection of instructional materials.

The review committee will submit a written report of the results of their review to the Superintendent within 60 days of receipt of the formal written objection.

Appeals of decisions by the review committee may be submitted in writing to the Superintendent who 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.

(Continued)

SUBJECT: OBJECTION TO INSTRUCTIONAL MATERIALS AND CONTROVERSIAL ISSUES (Cont'd.)

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.

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

SUBJECT: INSTRUCTIONAL MATERIALS AND TEXTBOOKS 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. All textbook adoptions, instructional software, instructional e-books, and other materials used for instructional 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 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.

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.

Education Law Section 701 et seq.

Instruction

SUBJECT: 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 USC Section 101 et seq.

Instruction

SUBJECT: RELIGIOUS EXPRESSION IN THE INSTRUCTIONAL PROGRAM

The Board acknowledges the importance of religion to the understanding of society and the richness of the human experience. 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 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 their 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 discussions solely on the basis of that student's identification with the cultural or religious heritage being addressed. A student's preference not to share or participate in these 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, and representative of, 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. Similarly, age appropriate activities are encouraged within the framework of the curriculum. Teaching about religious and cultural holidays may include activities such 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)

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 celebrate a religious faith.

Curriculum Areas in Conflict with Religious Beliefs

Students will 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 or guardians in accordance with applicable law and regulations. Alternatives may be provided that are of comparable instructional value.

The District will make this policy available in order to ensure community, faculty, student, and parental or guardian awareness.

United States Constitution, First Amendment

Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) of 2015

Equal Access Act, 20 USC Sections 4071-4074

Education Law Sections 1609(9), 1609(10), 1709(1), 1709(3), 3204(5), and 3210

8 NYCRR Sections 16.2 and 109.2

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

Pittsford Central School District Adopted: 11/14/77

Revised: 6/28/82, 6/22/87, 2/20/89, 4/8/96, 6/25/01, 10/14/03, 5/23/05; 4/16/24

Instruction

SUBJECT: 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 NYCRR Section 175.5

2005

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. Under certain circumstances individuals may be excused from this requirement as a protection of their Constitutional rights.

Education Law Section 802
8 NYCRR Section 108.5

Pittsford Central School District Adopted: 5/23/05

Instruction

SUBJECT: INDEPENDENT STUDY

Independent study, for credit, will be available to meet special individual needs of students in grades 9 through 12. The principal, after consultation with relevant faculty, will award credit to the student based on successful completion of the independent study and demonstrated mastery of the learning outcomes of the subject.

Students enrolled in the District may earn a maximum of three units of elective credit toward a Regents diploma through independent study. The student's participation in independent study must be approved by a school-based panel consisting of, at a minimum, the principal, a teacher in the subject area for which independent credit is sought, and a guidance director or administrator.

Credit for independent study may be awarded for elective courses only and will not be awarded for courses required for the Regents diploma as specified in Commissioner's regulations.

8 NYCRR Section 100.5(d)(1)

Instruction

SUBJECT: HOME TUTORING (TEMPORARY INSTRUCTION)

Resident children attending public or nonpublic school who are unable to attend school because of physical, mental or emotional illness or injury, as substantiated by a licensed physician, are eligible to be instructed at home or in a hospital by an appropriately certified teacher provided by the School District. These students will 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 NYCRR Section 175.21

Instruction

SUBJECT: 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
#5730 -- Transportation of Students
#7310 -- School Conduct and Discipline
District Code of Conduct on School Property

Pittsford Central School District Adopted: 6/28/82
Revised: 5/8/89, 4/8/96, 6/25/01, 3/24/03, 5/23/05

SUBJECT: HOME INSTRUCTION (HOME SCHOOLING)

Pittsford Central School District will attempt to cooperate with parents who wish to provide home schooling for their children. A 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.

Primary responsibility for determining compliance with Commissioner's regulations addressing home instruction rests with the Superintendent.

Provision of Services to Home-Instructed Students

Home-instructed students 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 or the District.

a) Extracurricular Participation

Students instructed at home are not eligible to participate in interscholastic or intramural sports. Commissioner's regulations mandate that only students enrolled in the public school are allowed to participate in interscholastic or intramural sports.

b) Textbooks and Materials

The District does not provide textbooks or other instructional materials to home instructed students.

c) Health Services

The District is *not required* to furnish health services.

d) Remedial Programs

The District *is not responsible* for providing remedial programs.

e) Career and Technical/Gifted Education

The District is *not authorized* to provide Career and Technical (Occupational) or gifted educational programs to home-instructed students.

(Continued)

SUBJECT: HOME INSTRUCTION (HOME SCHOOLING) (Cont'd.)f) Special Education Services

Solely for the purpose of Education Law Section 3602-c, home-instructed students with disabilities are deemed to be students enrolled in and attending a nonpublic school, which enables them to receive special education services, as well as to be included for computation of state aid for the education by the District.

The Committee on Special Education will develop an Individualized Education Services Program (IESP) for the student. The IESP will be developed in the same manner and with the same content as an individualized education program. The Board will determine a location where special education services will be provided to a home-instructed student. This location may, but is not required to be, in the student's home.

g) Use of School Facilities

Students instructed at home will not be allowed to use school facilities, except as provided for community organizations in Policy #3280 -- Use of School Facilities, Materials, and Equipment.

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

2005

8490

Instruction

SUBJECT: 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.