

CONTENTS

8000

Instruction

INSTRUCTION

(Section 8000)

NUMBER

CURRICULUM (GENERAL)

1.1	Curriculum Development, Resources and Evaluation.....	8110
1.2	Request for Part 100 Variance or Part 200 Innovative Program Waiver From Commissioner's Regulations.....	8120
1.3	Equal Education Opportunities.....	8130
1.4	School Improvement.....	8140

ELEMENTARY AND SECONDARY INSTRUCTION

2.1	Safety Conditions and Programs.....	8210
2.1.1	Prevention Instruction.....	8211
2.1.2	Fire Drills, Bomb Threats and Bus Emergency Drills.....	8212
2.2	Career and Technical (Occupational) Education.....	8220
2.3	Guidance Program	8230
2.4	Instructional Programs: Driver Education, Gifted and Talented Education and Physical Education	8240
2.4.1	Patriotism, Citizenship and Human Rights Education.....	8241
2.4.2	Wellness	8242
2.4.3	Civility, Citizenship and Character Education/Interpersonal Violence Prevention Education	8243
2.5	Evaluation of the Instructional Program.....	8250
2.6	Programs and Projects Funded by Title I	8260

CONTENTS

8000

Instruction

INSTRUCTION

(Section 8000)

NUMBER

ELEMENTARY AND SECONDARY INSTRUCTION (con't)

2.7	Instructional Technology	8270
2.7.1	Computer Assisted Instruction (CAI)	8271
2.7.2	Computer Network/Internet Acceptable Use Policy	8272
2.7.3	Artificial Intelligence (AI) Policy.....	8273
2.8	Internet Safety/Internet Content Filtering Policy.....	8280
2.9	Instruction for Students with Limited English Proficiency	8290

INSTRUCTIONAL MATERIALS

3.1	Purposes of Instructional Materials	8310
3.2	Selection of Library and Audiovisual Materials.....	8320
3.2.1	Confidentiality of Library Records.....	8321
3.3	Objection to Instructional Materials	8330
3.3.1	Controversial Issues.....	8331
3.4	Textbooks/Workbooks.....	8340
3.5	Use of Copyrighted Materials.....	8350
3.6	Religious Expression in the Public Schools	8360
3.7	Animals in the School.....	8370
3.8	Animals in the School (Instructional Purposes)	8371

INSTRUCTIONAL ARRANGEMENTS

4.1	School Calendar and School Day	8410
4.2	Opening/Closing of School Exercises	8420

CONTENTS

8000

Instruction

INSTRUCTION

(Section 8000)

NUMBER

INSTRUCTIONAL ARRANGEMENTS (con't)

4.3	Independent Study	8430
4.4	Homework	8440
4.5	Home Tutoring (Temporary Instruction).....	8450
4.6	Field Trips.....	8460
4.7	Home Instruction (Home Schooling).....	8470
4.8	High School Equivalency Program.....	8480
4.9	Admission of Foreign Exchange Students.....	8490

POLICY

2003

8110

Instruction

SUBJECT: CURRICULUM DEVELOPMENT, RESOURCES AND EVALUATION

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

Curriculum Resources

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

From the staff, the Superintendent may appoint curriculum study committees, and their findings, as well as the collective judgments of the staff about the pertinence of various possible changes, shall be submitted by the Superintendent to the Board of Education for consideration in the forming of curriculum policy.

Curriculum Evaluation

The Board of Education shall direct a continuing evaluation of the curriculum as part of a program of instructional improvement.

All aspects of the curriculum shall be subjected to a searching and critical analysis in an attempt to improve the learning and growth of students.

The administrative staff shall evaluate the curriculum in a systematic manner, involving school personnel and others as appropriate.

The administrative staff shall make periodic recommendations for action by the Board. The Board of Education from time to time may invite teachers or others to discuss the curriculum.

Education Law Sections 1709 and 3204

Adopted: 7/2/03

POLICY

2003

8120

Instruction

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

The Board of Education encourages collaboration by teachers, administrators, parents and students of the District in developing innovative educational programs and practices that will lead to greater achievement for all students.

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

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

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

Adopted: 7/2/03

POLICY

2015 8130
1 of 2

Instruction

SUBJECT: EQUAL EDUCATIONAL OPPORTUNITIES

The Chester Union Free School 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 actual or perceived race, color, national origin, sex, disability, or age. Further, the District does not discriminate on the basis of weight, ethnic group, religion, religious practice, sexual orientation, gender, or any other basis prohibited by state or federal non-discrimination laws, and provides equal access to its facilities to the Boy Scouts and other designated youth groups.

Educational Services for Married/Pregnant Students

Public schools may not discriminate against students based on their parental and/or marital status. The opportunity to participate in all of the services, programs, and activities of the school district shall not be restricted or denied because of pregnancy, parenthood, or marriage.

Pregnant students shall be encouraged to remain and participate in District programs. The forms of instruction provided to such 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.

In this regard, the Superintendent or his/her 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 such students.

Investigation of Complaints and Grievances

The School District will act to promptly, thoroughly, and equitably investigate all complaints, whether verbal or written, of discrimination and will promptly take appropriate action to protect individuals from further discrimination. All such complaints will be handled in a manner consistent with the District's policies, procedures, and/or regulations regarding the investigation of discrimination and harassment complaints, including Policy #3232 -- Non-Discrimination and Anti-Harassment in the School District; Policy #7551 -- Sexual Harassment of Students; and Administrative Regulation #3420R -- Non-Discrimination and Anti-Harassment in the School District.

Additional information regarding the District's discrimination and harassment complaint and grievance procedures, including but not limited to the designation of the Civil Rights Compliance Officer, knowingly making false accusations, and possible corrective actions, can be found in Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District and Administrative Regulation #3232R -- Non-Discrimination and Anti-Harassment in the School District.

(Continued)

POLICY

2015 8130
2 of 2

Instruction

SUBJECT: EQUAL EDUCATIONAL OPPORTUNITIES (Cont'd.)

Prohibition of Retaliatory Behavior

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of discrimination. Complaints of retaliation may be directed to the Civil Rights Compliance Officer. In the event the Civil Rights Compliance Officer is the alleged offender, the report will be directed to another Civil Rights Compliance Officer, if the District has designated another individual to serve in such a capacity, or to the Superintendent.

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

Americans With Disabilities Act, 42 USC Section 12101 et seq.
Section 504 of the Rehabilitation Act of 1973, 29 USC Section 794 et seq.
Title VI of the Civil Rights Act of 1964, 42 USC Section 2000d et seq.
Title IX of the Education Amendments of 1972, 20 USC Section 1681 et seq.
20 USC Section 1701, et seq.
45 CFR Section 84.40

Adopted: 7/02/03
Revised : 2/10/15

POLICY

2003

8140

Instruction

SUBJECT: SCHOOL IMPROVEMENT

The Board of Education, in concurrence with the District's mission, is committed to the implementation of school improvement through research and supports the administration and faculty in the development of successful educational programs and practices to assure high levels of achievement for all student of the District.

Adopted: 7/2/03

POLICY

2003

8210

Instruction

SUBJECT: SAFETY CONDITIONS AND PROGRAMS

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

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

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

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

Eye Safety/Student Use of Hand-Held Laser Pointers

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

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

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

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

Adopted: 7/2/03

SUBJECT: PREVENTION INSTRUCTION**AIDS Instruction in Health Education**

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

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

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

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

Substance Abuse - Prevention Instruction

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

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

Environmental Conservation Instruction

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

(Continued)

POLICY

2007

8211
2 of 3

Instruction

SUBJECT: PREVENTION INSTRUCTION (Cont'd.)

Fire and Arson Prevention/Injury Prevention/Life Safety Education

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

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

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

Student Safety

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

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

Emergency Planning

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

Instruction on Prevention of Child Abduction

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

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

(Continued)

POLICY

2007

8211
3 of 3

Instruction

SUBJECT: PREVENTION INSTRUCTION (Cont'd.)

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

AIDS Instruction:

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

Civil Preparedness:

New York State Office of Disaster Preparedness

Fire and Arson/Injury Prevention/Life Safety:

Education Law Section 808

8 New York Code of Rules and Regulations (NYCRR) Section 100.2(c)(5)

Prevention of Child Abduction:

Education Law Section 803-a

Student Safety:

Education Law Section 808

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

Substance Abuse:

Education Law Section 804

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

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

Adopted: 7/2/03
Revised: 3/28/07

POLICY

2003

8212
1 of 3

Instruction

SUBJECT: FIRE DRILLS, BOMB THREATS AND BUS EMERGENCY DRILLS

Fire Drills

The administration of each school building shall provide instruction for and training of students, through fire drills, in procedures for leaving the building in the shortest possible time and without confusion or panic.

Fire drills shall be held at least twelve (12) times in each school year; eight (8) of these shall be held between September 1 and December 1. At least one (1) of the twelve (12) drills shall be held during each of the regular lunch periods, or shall include special instruction on the procedures to be followed if a fire occurs during a student's lunch period.

At least two (2) additional drills shall be held during summer school in buildings where summer school is conducted and one of these drills shall be held during the first week of summer school.

After-School Programs

The building principal or his/her designee shall require those in charge of after-school programs, attended by any individuals unfamiliar with the school building, to announce at the beginning of such programs the procedures to be followed in the event of an emergency.

Bomb Threats

School Bomb Threats

A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received. The school has an obligation and responsibility to ensure the safety and protection of the students and other occupants upon the receipt of any bomb threat. This obligation must take precedence over a search for a suspect object. Prudent action is dependent upon known information about the bomb threat - location, if any; time of detonation; etc. If the bomb threat is targeted at the school parking lot or the front of the school, building evacuation may not be an appropriate response. If the bomb threat indicates that a bomb is in the school, then building evacuation is necessary unless the building has been previously inspected and secured in accordance with State Education Department Guidelines and as incorporated in the School Emergency Management Plan and administrative regulations.

The decision to evacuate a building or to take shelter is dependent upon information about where the bomb is placed and how much time there is to reach a place of safety. Prudent action dictates that students and other occupants be moved from a place of danger to a place of safety. Routes of egress and evacuation or sheltering areas must be thoroughly searched for suspicious objects before ordering an evacuation. Failure to properly search evacuation routes before an evacuation takes place can

(Continued)

POLICY

2003

8212
2 of 3

Instruction

SUBJECT: FIRE DRILLS, BOMB THREATS AND BUS EMERGENCY DRILLS (Cont'd.)

expose students and staff to more danger than remaining in place until the search has taken place. Assistance is available from local police agencies and the New York State Police to train staff to check evacuation routes.

Police Notification and Investigation

A bomb threat to a school is a criminal act, which is within the domain and responsibility of law enforcement officials. Appropriate State, county, and/or local law enforcement agencies must be notified of any bomb threat as soon as possible after the receipt of the threat. Law enforcement officials will contact, as the situation requires, fire and/or county emergency coordinators according to the county emergency plan.

Therefore, the building administrator or designee is to notify local law enforcement officials and follow established procedures to move all occupants out of harm's way.

Implementation

The Board of Education directs the Superintendent or his/her designee to develop administrative regulations to implement the terms of this policy. Additionally, such regulations are to be incorporated in the School Emergency Management Plan, with provisions for written notification by October 1 of each school year to all students and staff about emergency procedures, an annual emergency drill, and the annual updating of the School Emergency Management Plan as mandated pursuant to law and/or regulation.

Bus Emergency Drills

The Board of Education directs the administration to conduct a minimum of three (3) emergency drills to be held on each school bus during the school year. The first drill is to be conducted during the first week of the fall term, the second between November 1st and December 31st, and the third between March 1st and April 30th.

Each drill shall include instruction in all topics mandated by the Education Law and the Commissioner's Regulations and shall include, but will not be limited to, the following:

- a) Safe boarding and exiting procedures;
- b) The location, use and operation of the emergency door, fire extinguishers, first aid equipment and windows as a means of escape in case of fire or accident;
- c) Orderly conduct as bus passengers.

(Continued)

POLICY

2003

8212

3 of 3

Instruction

SUBJECT: FIRE DRILLS, BOMB THREATS AND BUS EMERGENCY DRILLS (Cont'd.)

Students who ordinarily walk to school shall also be included in the drills.

8 New York Code of Rules and Regulations
(NYCRR) Sections 155.13 and 156.3(h)(2)
Penal Law Sections 240.55, 240.60 and 240.61
Education Law Sections 807 and 3623

Adopted: 7/2/03

POLICY

2003

8220

Instruction

SUBJECT: CAREER AND TECHNICAL (OCCUPATIONAL) EDUCATION

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

Equal Opportunity

The Board of Education prohibits discrimination on the basis of sex, race, color, national origin or disability in any career and technical education program or activity of this District.

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

Public Notification

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

Grievance Procedure

Grievance procedures for resolving complaints regarding discrimination based on sex and/or disability shall be disseminated to adequately inform students, parents and employees of the existence of these procedures.

BOCES Advisory Council

In accordance with Education Law, the Advisory Council of the BOCES is designated as the local Advisory Council for career and technical education in the School District.

Education Law Article 93
8 New York Code of Rules and Regulations
(NYCRR) Sections 100.2(h) and 141 et seq.

Adopted: 7/2/03

POLICY

2003

8230

Instruction

SUBJECT: GUIDANCE PROGRAM

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

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

Guidance Program (K-6)

A coordinated guidance program in grades K-6 shall be developed and implemented to:

- a) Prepare students to participate effectively in their current and future educational programs;
- b) Help those students exhibiting any attendance, academic, behavioral or adjustment problems;
- c) Educate students concerning avoidance of child sexual abuse; and
- d) Encourage parental involvement.

Guidance Program (7-12)

A coordinated guidance program in Grades 7-12 shall be developed and implemented including the following activities and services:

- a) Each student's educational progress and career plans will be reviewed annually;
- b) Instruction at each grade level to help students learn about various careers and career planning skills;
- c) Other advisory and counseling assistance which will benefit students such as: helping students develop and implement postsecondary education and career plans; helping those students exhibiting any behavioral or adjustment problems; and encouraging parental involvement;
- d) Employment of personnel certified or licensed as school counselors.

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

Adopted: 7/2/03

POLICY

2003

8240

Instruction

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

Driver Education

A driver education course may be offered under the conditions set forth by the New York State Education Department.

Education Law Section 806-a

Gifted and Talented Students

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

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

Physical Education Class

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

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

Adopted: 7/2/03

POLICY

2003

8241

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, and human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, the Holocaust, and the mass starvation in Ireland from 1845 to 1850 (the "Irish Potato Famine").

The Board also directs that all students attending District schools in grades eight through twelve 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 such 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 shall 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 shall be in addition to the above required courses.

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

Education Law Section 801

Adopted: 7/2/03

POLICY

2015 8242
1 of 8

Instruction

SUBJECT: WELLNESS

[The Healthy, Hunger-Free Kids Act requires that each school district develop and implement a wellness policy. The following document is a sample of such policy, which may assist the District and its Wellness Committee in developing a wellness policy that reflects its needs, culture, and practices. Portions of this document which must be customized are indicated by the use of blue lettering.]

The Chester Union Free School District is committed to providing a school environment that promotes and protects children's health, well-being, and the ability to learn by fostering healthy eating and physical activity.

The District has established a wellness committee to develop the District's proposed local wellness policy, making such policy recommendations for review and adoption by the Board of Education. The District Wellness Committee includes, but is not limited to, representatives from each of the following groups:

- a) Parents;
- b) Students;
- c) Physical Education teachers;
- d) School health professionals;
- e) The District's food service program;
- f) The School Board;
- g) School administrators; and
- h) Members of the public.

The District Wellness Committee will also be responsible for assessing current activities, programs and policies available in the District, and providing mechanisms for implementation, evaluation, and revision of the policy. In so doing, the Wellness Committee will evaluate and make recommendations which reflect the specific needs of the District and its students.

Goals to Promote Student Wellness

The District seeks to ensure all of its students obtain the knowledge and skills necessary to make nutritious food selections and enjoy life-long physical activity. To this end, the District sets forth the following goals relating to nutrition promotion and education, physical activity, and other school-based activities.

Nutrition Promotion and Education

- a) Classroom Teaching: Nutrition topics will be integrated within the comprehensive health education curriculum and other instructional areas, as appropriate, and taught at every grade level, K through 12. Nutrition instruction will follow applicable New York State Standards and be designed to help students acquire:

(Continued)

POLICY

2015 8242
2 of 8

Instruction

SUBJECT: WELLNESS (Cont'd.)

1. Nutrition knowledge, including but not limited to: the benefits of healthy eating; essential nutrients; nutritional deficiencies; principles of healthy weight management; the use and misuse of dietary supplements; and safe food storage, handling, and preparation.
 2. Nutrition related skills, including but not limited to: planning healthy meals; understanding and using food labels; critically evaluating nutrition information, misinformation, and commercial food advertising; assessing personal eating habits; and setting and achieving goals related to these concepts.
- b) Education, marketing, and promotion
1. As appropriate, the District will promote nutrition education activities that involve parents, students, and the community.
 2. The District will promote school and community awareness of this policy through various means, such as a publication on the District website.
 3. The District will encourage and promote wellness through social media, newsletters, and an annual family wellness event.
 4. Marketing and advertising on school campuses during the school day will be consistent with nutrition education and health promotion. As such, schools will restrict food and beverage marketing to the promotion of those foods and beverages that meet the nutrition standards set forth by the Healthy Hunger-Free Kids Act's Smart Snacks in School Rule.
 5. The District is cognizant of the fact that certain scoreboards, signs, and other durable equipment it employs may market foods and beverages in a way that is inconsistent with the aims of this policy. While the immediate replacement of such equipment may be impossible due to existing contracts or prohibitive costs, the District will consider replacing or updating such equipment over time to ensure the message it delivers to students regarding nutrition, health, and well-being is consistent.
- c) Additional provisions
1. Parents will be encouraged to send in healthy treats for classroom celebrations.
 2. School personnel are strongly discouraged from using food as a reward or withholding food as punishment under any circumstance.

(Continued)

SUBJECT: WELLNESS (Cont'd.)

Physical Activity

- a) The Chester Union Free School District will provide opportunities for every student to participate in physical education and to be involved in physical activities. In doing so, the District aims to promote among students the development of knowledge and skills for specific physical activities, the maintenance of physical fitness, regular participation in physical activity, and an understanding of the short-term and long-term benefits from a physically active and healthy lifestyle.
- b) The District will ensure that the following standards are met to achieve its goals relative to physical education and physical activity:
 1. The District will have a Board-approved Physical Education Plan on file with the New York State Education Department that includes, at minimum:
 - (a) Program goals and objectives;
 - (b) The way in which students are to be scheduled for physical education, and the length of time provided for physical education daily, weekly, monthly, or yearly;
 - (c) Program activities offered at each grade level or each year of instruction; and
 - (d) Assessment activities for determining the students' performance toward the goals and objectives of the program.
 2. The District recognizes the importance of physical education classes in providing students with meaningful opportunities for physical exercise and development. Consequently, the District will ensure:
 - (a) All physical education classes are taught or supervised by a certified physical education teacher.
 - (b) All physical education staff receive professional development on a yearly basis.
 - (c) Interscholastic sports, intramural sports, and recess do not serve as substitutes for a quality physical education program.
 - (d) Students are afforded the opportunity to participate in moderate to vigorous activity for at least 60% of physical education class.

(Continued)

SUBJECT: WELLNESS (Cont'd.)

- (e) It provides adequate space and equipment for physical education and conforms to all applicable safety standards.
 - (f) A sequential physical education course of study consistent with national standards for physical education is implemented, with a focus on students' development of motor skills, movement forms, and health related fitness.
 - (g) A physical and social environment is provided that encourages safe and enjoyable activity for all students, including those who are not athletically gifted.
 - (h) Activities are adapted to meet the needs of students who are temporarily or permanently unable to participate in the regular program of physical education. In doing so, the District will abide by specific provisions in 504 Plans and/or individualized education programs (IEP).
 - (i) All students, including students in need of adaptive physical education, will be encouraged to participate in physical fitness programs and competitions.
3. All students will be required to fulfill the physical education requirements set forth in the regulations of the Commissioner of Education as a condition of graduating from the District's schools.
- c) All classroom teachers, and particularly those engaged in the instruction of K through 5 students, are strongly encouraged to incorporate into the school day short breaks for students that include physical activity, especially after long periods of inactivity. Additionally, all elementary students will be offered one daily period of recess for a minimum of twenty (20) minutes. This requirement will not apply on days where students arrive late, leave early, or are otherwise on campus for less than a full day. Where weather and/or facilities allow, recess will be offered in a place that accommodates moderate to vigorous physical activity.
 - d) Physical activity will not be withheld for disciplinary action unless the student is a danger to him/herself or others. Recess or other physical activity time will not be cancelled for instructional make up time.

Other School-Based Activities

The District is committed to establishing a school environment that is conducive to healthy eating and physical activity for all. The District will, therefore, adopt the following standards:

- a) Federal School Meal Programs

(Continued)

POLICY

2015 8242
5 of 8

Instruction

SUBJECT: WELLNESS (Cont'd)

1. The District will participate to the maximum extent practicable in available federal school meal programs (including the School Breakfast Program, National School Lunch Program, and Summer Food Service Program). Food served through these programs will meet all applicable federal and state standards.
 2. The District will ensure that food service directors, managers, and staff are provided with annual professional development in the areas of food and nutrition consistent with USDA Professional Standards for State and Local Nutrition Programs. District food service staff will meet with students in grades 4 through 12 twice annually to solicit feedback on the school breakfast and/or school lunch program(s).
- b) Access to School Nutrition Programs
- The District will utilize a system of student payment that ensures all eligible students have access to free/reduced meals in a non-stigmatizing manner.
- c) Meal Environment
- The District will ensure:
1. School dining areas have sufficient space for students to sit and consume meals.
 2. School dining areas are clean, safe, and pleasant environments that reflect the social value of eating.
 3. Enough serving areas are provided to ensure student access to school meals with a minimum of wait time.
 4. All students have a scheduled lunch period.
 5. Lunch times are scheduled near the middle of the school day.
 6. Students are given adequate time to eat healthy meals.
 7. Students and staff have access to free, safe, and fresh drinking water throughout the school day and where school meals are served.
- d) Community Access to District Facilities for Physical Activities
- School grounds and facilities will be available to students, staff, community members and organizations, and agencies offering physical activity and nutrition programs consistent

(Continued)

SUBJECT: WELLNESS (Cont'd.)

with District policy, including provisions regarding conduct on school grounds and administrative approval of use by outside organizations.

e) Community Partnerships

The District will *continue* relationships with community partners in support of this wellness policy's implementation. Existing and new community partnerships will be evaluated to ensure they are consistent with this policy and its goals.

Nutrition Guidelines

In an effort to encourage healthy life-long eating habits by providing foods that are high in nutrients, low in fat and added sugars, and of moderate portion size, the District Wellness Committee will recommend nutrition standards to be set for all foods and beverages available on school campus. For purposes of this section, the school day is defined as the period from the midnight before, to thirty (30) minutes after the end of the official school day.

School Meals

School meals will, at a minimum, meet the program requirements and nutrition standards of the School Breakfast and National School Lunch Programs.

Fundraising

- a) All food and beverages sold as a fundraiser during the school day will meet the nutritional requirements listed in the USDA Healthy, Hunger-Free Kids Act "Smart Snacks in Schools" Rule.
- b) School-sponsored fundraisers conducted outside of the school day will be encouraged to support the goals of this policy by promoting the sale of healthy food items (fresh fruit and produce) and/or non-food items, such as water bottles, plants, etc., and by promoting events involving physical activity.
- c) School administrators, with the assistance of the District Wellness Committee, will create and promote a list of approved fundraising activities. All fundraisers taking place during the school day must be approved by the appropriate Building Principal prior to their being conducted.

POLICY

2015 8242
7 of 8

Instruction

SUBJECT: WELLNESS (Cont'd.)

Competitive Foods

- a) Competitive foods-which include all foods and beverages sold outside the school meal programs, on the school campus in student accessible areas, and at any time during the school day-will follow, at a minimum, the nutrition standards specified by the Healthy, Hunger-Free Kids Act. These standards will apply to all foods and beverages sold individually and outside of the reimbursable school meal, including vending machines, school stores and cafeteria a la carte lines.
- b) Additionally, the District will not sell foods of minimal nutritional value in the student store, from a machine, or anywhere in the building from the beginning of the school day until the end of the last lunch period. Prohibited foods include: soda water, water ices (excluding ices containing fruit or fruit juices), chewing gum, hard candy, jellies, gums, marshmallow candies, licorice, fondants (soft mints, candy corn), cotton candy and candy coated popcorn.

Foods and Beverages Sold or Served at Events Outside of the School Day

- a) All foods and beverages sold or served at school-sponsored events will be a single serving.
- b) At events where food and beverages are sold, 50% of items sold must meet the USDA Healthy, Hunger-free Kids Act "Smart Snacks in Schools" Standards.

Implementation and Evaluation of the Wellness Policy

- a) The District will establish an implementation and evaluation plan for this policy in order to monitor its effectiveness and the possible need for modification over time. To this end, the District designates the following individuals to have operational responsibility for ensuring that the District meets the goals and mandates of this policy
- b) These designated staff members will also serve as liaisons with community agencies in providing outside resources to help in the development of nutritional education programs and promotion of physical activities.

(Continued)

SUBJECT: WELLNESS (Cont'd.)

- c) The District will annually report on the progress each of its schools has made toward meeting the goals of this policy. Such report will include:
1. The website address for the wellness policy and/or information on how the public can access a copy;
 2. A description of each school's progress in meeting the wellness policy goals;
 3. A summary of each school's local school wellness events or activities;
 4. Contact information for the leader(s) of the Wellness Committee; and
 5. Information on how individuals can get involved in the Wellness Committee's work.

Such report will be provided to the Board of Education and also distributed to the Wellness Committee, parent-teacher organizations, Building Principals, and school health services personnel within the District. The report will be available to community residents upon request.

- d) Evaluation and feedback from interested parties, including an assessment of student, parent, teacher, and administration satisfaction with the wellness policy, are welcomed as an essential part of the District's evaluation program.
- e) The District will document the financial impact, if any, to the school food service program, school stores, and vending machine revenues based on the implementation of the wellness policy.
- f) Assessments of the District's wellness policy and implementation efforts will be repeated on a triennial basis. The assessment will include:
1. Compliance with the wellness policy;
 2. How the wellness policy compares to model wellness policies; and
 3. Progress made in attaining the goals of the wellness policy.
- g) The District will, as necessary, revise this wellness policy and develop work plans to facilitate its implementation.

42 USC Section 1758b
7 CFR Section 210.11
79 FR 10693
Education Law Section 915
8 NYCRR Section 135.4

Adoption Date: 3/22/2006
Revision Date: 5/05/2015

POLICY

2013 8243

1 of 2

Instruction

**SUBJECT: CIVILITY, CITIZENSHIP AND CHARACTER EDUCATION/
INTERPERSONAL VIOLENCE PREVENTION EDUCATION**

Civility, Citizenship and Character Education

The Board of Education 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 School System.

The School 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/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 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, 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.

Character education shall instruct students on 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;
- g) Observance of laws and rules;
- h) Courtesy;

(Continued)

POLICY

2013 8243
2 of 2

Instruction

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

- i) Dignity, and other traits which will enhance the quality of students' experiences in, and contributions to, the community; and

- j) Safe and responsible use of the Internet and electronic communications.

As determined by the Board of Regents, and as further enumerated in Commissioner's Regulations, the components of character education shall be incorporated in existing School District curricula as applicable.

The District encourages the involvement of staff, students, parents and community members in the implementation and reinforcement of character education in the schools.

Education Law Sections 801 and 801-a

Interpersonal Violence Prevention Education

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

Education Law Section 801-a, 804(4)

8 NYCRR 100.2(2)(c)(2)

Adoption Date: 05/30/12

Revised: 08/28/13

POLICY

2003

8250

Instruction

SUBJECT: EVALUATION OF THE INSTRUCTIONAL PROGRAM

Evaluation may be concerned with the extent to which:

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

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

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

Adopted: 7/2/03

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;
- 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;

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

- f) Involve parents in Title I activities, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the students' needs, to develop, revise, and review the parent and family engagement policy; 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, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, the achievement levels of the challenging state academic standards, and, if requested by parents or family members, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to their child's education. The District will—respond to any suggestions as soon as practicably possible; and
- e) Develop a compact jointly with parents and family members that outlines how they, school staff, and students will share responsibility for improved student academic achievement. The compact will also detail the means by which the school and parents and family members will build and develop a partnership to help all children achieve the state's standards.

Continued)

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

- f) Have a compact that:
1. Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable these students to meet the challenging state academic standards;
 2. Describes the ways in which each parent or family member will be responsible for supporting the child's learning, volunteering in the child's classroom, and participating, as appropriate, in decisions relating to the child's education and positive use of extracurricular time; and
 3. Addresses the importance of communication between teachers and parents or family members on an ongoing basis through, at a minimum:
 - (a) Parent or family member-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;
 - (b) Frequent reports to parents or family members on the child's progress;
 - (c) Reasonable access to staff, opportunities to volunteer and participate in the child's class, and observing their classroom activities.
 - (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;

(Continued)

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

- 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;
- 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;

(Continued)

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

- d) Train parents or family members to enhance the involvement of other parents or family members;
- e) Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents or family members who are unable to attend these conferences at school, to maximize parent and family engagement and participation;
- f) Adopt and implement model approaches to improving parent and family engagement;
- g) Establish a District-wide parent and family member advisory council to provide advice on all matters related to parent and family member engagement in supported programs; and
- h) Develop appropriate roles for community-based organizations and businesses in parent and family member engagement activities.

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 of 2015
20 USC §§ 6318 and 6321
34 CFR Parts 74-86, 97-99, and 200

Adoption Date: 07/02/03
Revised: 05/17/17

POLICY

2003

8270

Instruction

SUBJECT: INSTRUCTIONAL TECHNOLOGY

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

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

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

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

Adopted: 7/2/03

POLICY

2003

8271

Instruction

SUBJECT: COMPUTER ASSISTED INSTRUCTION (CAI)

The Board of Education is aware of its responsibility to provide quality education to its students and, therefore, commits itself to the development of a computer assisted instruction program for the enhancement of academic performance in mathematics and reading for the District. This will be established as follows:

- a) By implementing and fully utilizing computer assisted instruction as a means of improving the instructional method and academic performance of students in the District.
- b) By requiring that all applicable staff, elementary and middle school, receive and participate in in-service instruction in the use of CAI each year.

The CAI Program will be evaluated annually under the direction of Superintendent or his designee.

Adopted: 7/2/03

POLICY

2003

8272
1 of 4

Instruction

SUBJECT: COMPUTER NETWORK/INTERNET ACCEPTABLE USE POLICY

Purpose

- a) The Chester School District provides access to various computerized information resources through the District's Computer Systems ("DCS" hereafter) of software, hardware, computer networks and electronic mail, so called "on-line services" and the Internet. All use of the DCS shall be subject to this policy. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the School District. The DCS will also be used to increase intra District communication, enhance productivity, and assist District employees in upgrading their skills through greater exchange of information with their peers. The DCS will assist the District in sharing information with the local community, including parents, social service agencies, government agencies, and businesses.
- b) The Internet is a global network connecting millions of computers all over the world, and millions of individual subscribers. Electronic information skills are now fundamental in preparing students for success in life and work in the 21st century. Providing them with electronic access to a wide range of information and the ability to communicate with the people throughout the world becomes essential. Access to the Internet enable students and staff members to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world through electronic mail (e-mail). The World Wide Web (www) provides links to other information in a document while incorporating text, graphics, sound and video.
- c) Internet access is now available to students and staff members in the Chester School District. Our goal in providing this service to staff members and students is to promote educational excellence in the district by facilitating resource sharing, innovation and communication. Our connections provide direct access to the Internet. Use for other purposes, such as for profit activity or extensive personal business, or any illegal purpose is not acceptable.
- d) An Acceptable Use Contract is a written agreement, signed by students, their parents or guardians, and staff members, outlining the terms and conditions of Network and Internet use. It specifically sets out acceptable uses, rules of on line behavior, and access privileges.

Rights And Responsibilities

- a) The use of the Network is a privilege, not a right, which may be revoked at any time for inappropriate conduct. This conduct would include but not be limited to the placing of unlawful information on a system, the use of abusive or objectionable language, acts of sabotage, attempts to cause congestion on the network, or to interfere with the work of others.

(Continued)

SUBJECT: COMPUTER NETWORK/INTERNET ACCEPTABLE USE POLICY (Cont'd.)

- b) The computers, file servers, and cabling that make up the DCS are school property. Therefore, any material stored on the computers or file servers may be viewed at any time by teachers, network administrators, or school administrators. Students and/or staff members should not save materials on the Network that they do not want others to view.
- c) Users in the Jr. Sr. High School will select a password to insure the security their workplace on the network. Users will have the ability to change their password as often as they like, and should do so as soon as they suspect someone else has learned it. Users should never divulge their password to anyone else.
- d) Internet access is also a privilege, not a right. Inappropriate use will result in cancellation of those privileges. The DCS will allow students access to external computer networks not controlled by the School District. Students will be supervised when accessing the Internet. However, with access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Although it is impossible to control all materials, the Chester School District firmly believes that the valuable information and interaction available on the worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District. However, users should never give out their full name, home address, telephone numbers, social security number or any other personal information. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.
- e) Any inappropriate use of the Network/Internet will not be permitted, including, but not limited to:
 - 1. Sending or displaying offensive materials or pictures;
 - 2. Using obscene, offensive, inflammatory or defamatory speech;
 - 3. Harassing, insulting, threatening or attacking others;
 - 4. Degrading or disrupting computers, computer network systems;
 - 5. Destruction of computer hardware or software;
 - 6. Gaining unauthorized access to areas on the network where privileges have not been granted;
 - 7. Using another's password or trespassing in another's files;
 - 8. Using the network for any illegal activity, including violation of the rules of copyright and plagiarism;
 - 9. Intentionally wasting limited resources.

(Continued)

POLICY

2003

8272
3 of 4

Instruction

SUBJECT: COMPUTER NETWORK/INTERNET ACCEPTABLE USE POLICY (Cont'd.)

Penalties

- a) Student use of the DCS is conditioned upon written agreement by all students and their parents/legal guardians that the student use of the DCS will conform to the requirements of this policy and any regulations adopted to insure acceptable use of the DCS. All such agreements shall be kept on file in the District Office.
- b) Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and behavior.
- c) Students who engage in unacceptable use will lose access to the DCS and will be subject to further discipline under the District's school conduct and discipline policy. The District reserves the right to pursue legal action against a student who willfully, maliciously, or unlawfully damages or destroys property of the District or engages in copyright violations. Further, the District may bring suit in civil court against the parents/legal guardians of any student who willfully, maliciously, or unlawfully damages or destroys property of the District or engages in copyright violations.

Staff members who engage in unacceptable use may lose access to the DCS and may be subject to discipline in accordance with law and any collectively negotiated agreement.

- d) Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. The computer coordinator or network administrator may access all such files and communications to insure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should NOT expect that information stored on the DCS will be private.

(Continued)

POLICY

2003

8272
4 of 4

Instruction

COMPUTER SYSTEM AND INTERNET ACCEPTABLE USE POLICY AND REGULATIONS PERMISSION FORM

STUDENTS:

I have received the Chester Union Free School District's Computer System and Internet Acceptable Use Policy and regulations and agree to abide by the terms and conditions contained in them. I further understand that violation of the policy and regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be suspended or revoked, and school disciplinary action and/or appropriate legal action may be taken.

Name: _____

Signature: _____ Date: _____

PARENT OR GUARDIAN:

As the parent or guardian of this student, I have read the District's Computer Network/Internet Acceptable Use Policy and Regulations. I understand that this access is designed for educational purposes. However, I also recognize it is impossible for the Chester School District to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. In consideration for the privilege of using the District's computer network and in consideration for having access to public networks, I hereby release the District, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my or my child's use, or inability to use, the Network and for Internet. I hereby give my permission for my child to access the Internet and certify that the information contained on this form is correct.

NAME: _____ Date: _____

SIGNATURE: _____ Date: _____

DAYTIME PHONE NUMBER: _____

EVENING PHONE NUMBER: _____

Adopted: 7/2/03

SUBJECT: ARTIFICIAL INTELLIGENCE

The use of artificial intelligence (AI) has permeated aspects of everyday life, including school district operations, such as email spam filters, navigation apps, search engines, speech recorders, spelling and grammar checkers, and word processing auto-complete suggestions, often embedded into commonly used software. Generative artificial intelligence is a type of AI technology that can quickly generate large amounts of high-quality, convincingly authentic, human-like content, such as language, computer code, data analysis, images, video, and audio, in response to a prompt, based on data that it was trained on.

The widespread availability and use of generative artificial intelligence (GenAI) presents both challenges and opportunities for the district. Care must be taken to address and mitigate the challenges, and maximize the opportunities, to improve student learning and district operations.

Acknowledgements

The district acknowledges that many students are able to access GenAI outside of school, and may be able to use GenAI to complete school assignments. However, not all students are able or willing to do so, and should not be penalized for not using GenAI.

The district further acknowledges that the tools to detect the use of GenAI accurately, consistently and fairly may not be available, may quickly become obsolete, or may be biased against English Language Learners. AI resources should be vetted to insure appropriate use for all students.

The district also acknowledges that the data used to train GenAI models is not usually made public, may be biased, and may violate copyright laws. The responses generated by GenAI may be biased, wrong, or violate copyright laws.

All district policies and regulations apply when using GenAI, and GenAI may not be used to violate or circumvent district policies and regulations. The district's existing policies on acceptable use of computers (8272 and 6470) and student conduct, including academic honesty apply to student use of GenAI. Additionally, the following guidelines are in place:

1. The Board supports including the principles of responsible and effective use of GenAI as it relates to the curriculum as well as life outside of or beyond school.
2. Students are responsible for their own work, and any errors it may contain, and must cite the sources they use as required by the classroom teacher.
3. The Board respects the professional capacity of the instructional staff to assign work that is less susceptible to student use of GenAI to circumvent learning, and allow for multiple methods for students to demonstrate competence and understanding.
4. Instructional staff must be clear about their expectations for student use of GenAI in assignments. Staff who suspect a student has not done an assignment on their own can request that the student demonstrate their knowledge of the material in other ways, to the same extent they already do.

SUBJECT: ARTIFICIAL INTELLIGENCE (CON'T)

Any use of GenAI in schools, on school networks/computers, or for school purposes must be compliant with Education Law §2-d and its regulations, particularly whenever student and staff Personally Identifiable Information is disclosed, including third-party agreements where applicable. Staff must consult with the district's Data Protection Officer to determine compliance with Education Law §2-d. Staff must also be mindful that some GenAI tools are free and others are not, that some GenAI tools are not permitted to be used by those under certain ages, or require parent permission, and that some students and/or parents may not wish to use GenAI tools or input their work into them.

Staff Expectations and Responsibilities

Employees may utilize GenAI tools, with approval from their supervisor, consistent with this policy and the district's Acceptable Use of Computers policy(ies), to complement and/or improve teaching or work output, while they remain responsible for all work they produce, and must always review any work generated by GenAI.

Staff will have access to professional development and training on AI tools, access to AI tools that support instructional and administrative tasks, opportunities to collaborate on AI integration, and support in addressing the challenges and ethical considerations of AI use. In turn, they are responsible for enhancing, not replacing, human interaction and instruction with AI, ensuring ethical and transparent AI tool usage, protecting student data privacy and the security of AI-generated content, guiding students in the ethical use of AI, and modeling appropriate AI usage. Teachers will be responsible for communicating to students AI usage expectations for student-generated content consistent with this policy. Staff should use AI to enhance teaching, learning, and efficiency.

Student Expectations and Responsibilities

Students will have access to age-appropriate AI tools that support their learning and creativity while ensuring the privacy and security of their data and AI-generated content. They are entitled to transparent information about how AI tools are used and should receive support in using these tools effectively and ethically. In turn, students have the responsibility to use AI tools ethically for educational purposes, credit AI assistance in their work. where applicable, protect the privacy of their own and others' data, and report any misuse of AI tools.

Students are responsible for generating their own content following the guidance and expectations of the faculty. Students may use AI tools to complement their learning and enhance creativity as permitted by their teacher, while maintaining academic integrity by not representing AI-generated content as their own work and describing how they used AI in completing their own work. They should follow established guidelines of their teacher for citing AI sources, such as using APA format, and respect privacy and intellectual property when utilizing AI tools. By doing so, they can effectively leverage AI to support their learning in an ethical and responsible manner.

SUBJECT: ARTIFICIAL INTELLIGENCE (CON'T)*Requirements*

Because any information used as input in a GenAI may be used by that system and potentially made available to other users of the system, district users must not input any sensitive, copyrighted, proprietary, or confidential district information, consistent with applicable state and federal laws and district policies, including but not limited to the following:

1. Student information: anything that would be protected by FERPA or Education Law §2-d.
2. Staff information: anything that would be protected by Education Law §2-d or Labor Law 203-d, or other confidential personnel information.
3. School district information: anything that would be withheld from a Freedom of Information Law (FOIL) request or private information under State Technology Law §208 which would require notification in the event of a breach.

While AI tools may be used to enhance analysis and decision-making by district employees and/or contractors, AI may never be used as a substitute for human judgment; a human must always review the recommendations and make the final decision. Where AI is to be used to aid in decision making by district employees or contractors, users must notify the Superintendent or designee prior to doing so, and then document the use of AI.

Additionally, users of GenAI must exercise caution before inputting any work created by district students or employees. When using GenAI for school purposes, users must avoid violating copyright protections, in consultation with legal counsel where appropriate.

Cross-ref: 3320, Confidentiality of Computerized Information
5671, Information Security Breach & Notification
6470, Staff Use of Computerized Information Resources
7315, Student Use of Computerized Information
7370, Student Records
8270, Instructional Technology
8271, Computer Assisted Instruction
8272, Computerized Information Resources
8280, Internet Safety

Ref: Family Educational Rights and Privacy Act, as amended, 20 USC 1232g; 34 CFR Part 99 Public Officers Law §84 et seq. (Freedom of Information Law)
Education Law §2-d
Labor Law §203-d
State Technology Law §208
8 NYCRR Part 121

Adoption date: 2/12/2025

POLICY

2012 8280
1 of 3

Instruction

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY

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

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

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

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

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

(Continued)

POLICY

2012 8280
2 of 3

Instruction

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

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

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

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

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

Internet Safety Instruction

In accordance with New York State Education Law, the School District may provide, to students in grades K through 12, instruction designed to promote the proper and safe use of the Internet. The Commissioner shall provide technical assistance to assist in the development of curricula for such course of study which shall 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.

Under the Protecting Children in the 21st Century Act, students will also be educated on appropriate interactions with other individuals on social networking Web sites 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 such 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.

(Continued)

POLICY

2012

8280

3 of 3

Instruction

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

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.

Notification/Authorization

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

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Safety/Internet Content Filtering Policy prior to Board adoption. Additional public notice and a hearing or meeting is not necessary when amendments are made to the Internet Safety Policy in the future.

The District's Internet Safety/Internet Content Filtering 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.

The Internet Safety/Internet Content Filtering Policy is required to be retained by the school for at least five (5) years after the funding year in which the policy was relied upon to obtain E-rate funding.

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

NOTE: Refer also to Policy #7315 -- Student Use of Computerized Information Resources
(Acceptable Use Policy)
District Code of Conduct on School Property

Adopted: 7/02/03
Revised: 3/28/12

POLICY

2003

8290

Instruction

SUBJECT: INSTRUCTION FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

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

- a) Identify those students with 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.

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 limited English proficient shall be informed in his/her native language, if necessary, of the student's placement in an 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.

Education Law Section 3204(2)(2-a)
8 New York Code of Rules and Regulations
(NYCRR) Sections 80.9, 100.2(g), 117, and 154

Adopted: 7/2/03

POLICY

2003

8310

Instruction

SUBJECT: PURPOSES OF INSTRUCTIONAL MATERIALS

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

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

The Board of Education shall provide the faculty and students in the District with such instructional materials as are educationally needed and financially feasible to make the instructional program meaningful to students of all levels of ability.

Education Law Section 701

Adopted: 7/2/03

POLICY

2003

8320

Instruction

SUBJECT: SELECTION OF LIBRARY AND AUDIOVISUAL MATERIALS

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

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

In interpreting these principles, the following will apply:

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

Rules of the Board of Regents Section 21.4

Adopted: 7/2/03

POLICY

2003

8321

Instruction

SUBJECT: CONFIDENTIALITY OF LIBRARY RECORDS

All librarians and library employees are urged to respect the right to privacy of all library users by adhering to the tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the American Library Association Code of Ethics. Records related to the circulation of library materials or other records identifying the names of library materials or other records identifying the names of library users shall be confidential and shall not be made available to anyone except by a court order in a criminal proceeding or otherwise in accordance with law.

Legal counsel shall be consulted before complying with any request to release records in order to determine if such request is in proper form and reflects good cause for its in proper form and reflects good cause for its issuance.

Adopted: 7/2/03

POLICY

2003

8330

Instruction

SUBJECT: OBJECTION TO INSTRUCTIONAL MATERIALS

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

Curriculum Areas In Conflict With Religious Beliefs

A student may be excused from the study of specific materials if these materials are in conflict with the religion of his/her parents or guardian. Alternatives may be provided that are of instructional value.

Education Law Section 3204(5)

Adopted: 7/2/03

POLICY

2003

8331

Instruction

SUBJECT: CONTROVERSIAL ISSUES

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

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

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

Adopted: 7/2/03

POLICY

2003

8340

Instruction

SUBJECT: TEXTBOOKS/WORKBOOKS

The term "textbook" shall refer to a book supplied to a student for a fixed period of time for his/her personal use and basic to the study of a subject.

The Board of Education shall make provision for funds to be budgeted for the purchase of textbooks and related instructional materials.

Upon the recommendation of the Superintendent of Schools, the Board of Education shall designate the textbooks to be used.

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

Textbooks for Resident Students Attending Private Schools

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

Workbooks

The Board of Education shall approve the expenditure of funds for the purchase of workbooks and manuals.

The term "workbook" shall refer to the type of book that provides spaces to write in and is consumed each year. It is usually paper-covered and designed to be used in connection with a textbook.

Education Law Section 701 et seq.

Adopted: 7/2/03

POLICY

2003

8350

Instruction

SUBJECT: USE OF COPYRIGHTED MATERIALS

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

All employees 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 employee 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.

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.

Adopted: 7/2/03

POLICY

2003

8360
1 of 2

Instruction

SUBJECT: RELIGIOUS EXPRESSION IN THE PUBLIC SCHOOLS

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

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

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

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

School Activities Related to Religious Holidays or Themes

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

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

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

(Continued)

POLICY

2003

8360
2 of 2

Instruction

SUBJECT: RELIGIOUS EXPRESSION IN THE PUBLIC SCHOOLS (Cont'd.)

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.

Music in the Schools

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

District Calendar

The days on which members of a religious group may be absent to observe a religious holiday (legal absence) will be noted on the school planning calendar and the District calendar distributed to parents/guardians. Out of respect for a student's observance of these holidays, teachers will be sensitive to the needs of the student by allowing them to make up all class work, homework, and tests without penalty. Parents/guardians are encouraged to notify the school prior to the absence in order to assist the staff in instructional planning and in meeting the needs of the student.

Curriculum Areas In Conflict With Religious Beliefs

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

Implementation

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

United States Constitution, First Amendment
New York State Constitution, Article XI, Section 4
Equal Access Act, 20 United States Code (USC)
Sections 4071- 4074
Education Law Sections 1709(1) and (3), 3204(5) and 3210
8 New York Code of Rules and Regulations (NYCRR)
Sections 16.2 and 109.2

Adopted: 7/2/03

POLICY

2003

8370

Instruction

SUBJECT: ANIMALS IN THE SCHOOL

The Board of Education, in recognizing the educational uses of animals in the classroom, requires that permission be obtained from the building principal before animals are brought to the school or classrooms. It is the principal's responsibility to ensure that there is appropriate educational purpose if any animal is housed in a classroom. Animals are not to be transported on school buses.

Animals brought to school must be properly housed, handled, and cared for in glass or screened cages. Domestic animals must be fully vaccinated before permission will be granted to bring the animal to the school. The person bringing the animal to school must show proof of the vaccination before the animal will be permitted on the school property. Only the teacher or those students designated by the teacher are to handle the animals.

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

All experiments using live animals must be in accordance with State syllabi for the course in which the experiment is to be done. Prior approval of the principal must be obtained if this is not the case.

Participation in Experiments Involving Animals

The Board of Education recognizes that a student may have a moral, religious and/or philosophical objection to the dissection of animals. A written request from the parent/legal guardian of the student wishing an exemption from dissection activities will be submitted to the teacher, indicating the reasons for the exemption. A committee comprising the principal, guidance counselor and classroom teacher will review the request and may seek an interview with the student and/or parent/legal guardian in order to secure additional information to better act on the request. Students will not be discriminated against because of their decision to refrain from dissection activities.

If the student's request for exemption is granted, an appropriate alternative educational activity, which is closely related to and of equal rigor as the exempted activity, will be assigned in lieu of the classroom dissection; and the student will be responsible for and evaluated on the material covered in the alternate activity. The alternate activity will carry the same credit as the laboratory dissection.

Adopted: 7/2/03

POLICY

2011 8371

Instruction

SUBJECT: ANIMALS IN THE SCHOOL (INSTRUCTIONAL PURPOSES)

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

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

Study and Care of Live Animals

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

Dissection of Animals

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

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

Instruction in the Humane Treatment of Animals

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

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

Revised: 6/15/11

2011 8371F

Instruction

**SCHOOL DISTRICT
SAMPLE LETTER REGARDING NOTICE OF ANIMAL DISSECTION**

Date

*Principal's Name
Name of School District
Street Address
City, NY Zip Code*

Dear Parents/Guardians and Students;

Observation and experimentation with living organisms in life science education, including hands-on dissection, gives students a unique perspective and opportunity to explore scientific concepts. Dissections are a recommended study method in some life science courses that may occur in our District Schools. Please be assured that all animal materials will be used respectfully and for the purpose of meeting course objectives.

However, we understand that students may have objections to the dissection of animals. New York State Education Law Section 809 requires that schools offer students who express a moral or religious objection to the performing or witnessing the dissection of an animal, either wholly or in part, have an opportunity to undertake and complete an alternative project that has been approved by the student's teacher. Therefore, students expressing either a sincere moral or religious objection to dissection may request an alternative activity by having their parents/guardians send a letter to my attention requesting alternative instruction to dissection.

In cases where students object to dissection, teachers will provide an alternative to actual dissection. This alternate activity will be related to and of comparable rigor to laboratory dissection. Some examples of alternate activities may include the use of computer simulations or research. Students who perform alternative projects will not be penalized.

Parents are encouraged to discuss this issue with their child. Moral or religious objections to the dissection of animals must be submitted to my office, in writing, prior to the beginning of the school year (or by specified date), so that an appropriate alternative activity may be planned for your child. If you have further questions regarding this issue, please do not hesitate to contact me.

Sincerely,

School Principal

POLICY

2003

8410

Instruction

SUBJECT: SCHOOL CALENDAR AND SCHOOL DAY

School Calendar

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

School Day

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

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

Adopted: 7/2/03

POLICY

2003

8420

Instruction

SUBJECT: OPENING/CLOSING OF SCHOOL 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, such as religious conviction, students may be excused from this requirement as a protection of their Constitutional rights.

Invocations and Benedictions

To avoid the promotion or inhibition of any religion and to comply with the court decisions and other laws and regulations, the District shall not allow clergy to direct invocations or benedictions at any public school exercises, including graduation ceremonies.

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

Adopted: 7/2/03

POLICY

2003

8430

Instruction

SUBJECT: INDEPENDENT STUDY

Independent study, for credit, will be available to meet special individual needs of students in grades nine (9) through twelve (12). Credit shall be granted only for courses in the approved curriculum.

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

Adopted: 7/2/03

POLICY

2003

8440

Instruction

SUBJECT: HOMEWORK

The Board of Education acknowledges the educational value of homework as an adjunct to and extension of the instructional program of the schools. For the purposes of this policy, "homework" shall refer to those assignments to be prepared by the student outside of the school or independently while in attendance at school.

Adopted: 7/2/03

POLICY

2003

8450

Instruction

SUBJECT: HOME TUTORING (TEMPORARY INSTRUCTION)

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

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

Education Law Sections 1604(20),
1709(24), 3202, and 4401

Adopted: 7/2/03

POLICY

2003

8460

Instruction

SUBJECT: FIELD TRIPS

The Board of Education recognizes the educational value of field trips and considers them an important component of the instructional program of the schools.

A "field trip" is defined as any journey by a group of students away from the school premises, under the supervision of a teacher, that is an integral part of a course of study or school program, and that is conducted for the purpose of affording a first hand educational experience not available in the classroom. A field trip involving time when school is in session replaces a part or all of the regular instructional day for a student.

All overnight trips, and trips during recess periods, must receive Board approval no later than the first Board of Education meeting in November and shall comply with District codes of conduct for students and staff.

Regardless of the level of fiscal support established annually by the Board of Education, this policy and accompanying regulations shall apply.

Provisions must be made so that no student is excluded from any field trip for personal financial reasons.

The Superintendent of Schools shall prepare procedures for the planning and operation of field trips and excursions.

Adopted: 7/2/03

SUBJECT: HOME INSTRUCTION (HOME SCHOOLING)

From time to time, parents will elect to instruct their children at home. Although New York State law does not recognize home schools as a private elementary or secondary schools, the Chester Union Free School District in accordance with New York State laws and regulations, shall cooperate with parents who elect to provide home instruction for their children of compulsory education age in furtherance that the child who is educated at home should receive an education at least substantially equivalent to that provided to students of like age and attainments in the local public schools. The required education 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

A high school diploma may be awarded only to a student enrolled in a registered secondary school who has successfully completed all program requirements set by the Board of Regents, the school or the District, or such registered secondary school. Students instructed at home are not entitled to an award of a high school diploma from the School District.

- a) **Extracurricular Participation**
Students instructed at home are not eligible to participate in interscholastic sports or any other extracurricular activities conducted by the School District. Commissioner's Regulations mandate that only students enrolled in the public school are allowed to participate in interscholastic sports. The Chester Union Free School District does not permit home-instructed students to participate in such extracurricular activities.
- b) **Textbooks and Materials**
Students instructed at home shall not receive from the School District the loan of available textbooks or other materials (e.g. library materials, microscopes, computer software, movie projectors). The Chester Union Free School District shall not provide such textbooks and other materials to the extent available to home-instructed students.
- c) **Health Services**
Students instructed at home shall not be provided health services from the School District.
- d) **Remedial Programs**
Students Instructed at home shall not receive remedial program services provided by the School District.
- e) **Career and Technical Education**
Students instructed at home are not eligible to receive career and technical education (Occupational and Vocational Education) nor any services for the Gifted.

(Continued)

SUBJECT: HOME INSTRUCTION (HOME SCHOOLING)

f) Special Education Services

The District shall conduct a census and maintain a register of students with educational disabilities who reside in the School District in accordance with the Education Laws and Regulations. Students instructed at home with an educational disability, as determined by the School District's Committee on Special Education (CSE), shall be eligible to receive special education services in accordance with the Education Law. However, there shall be no requirement that such services be provided in the home of the home-instructed student. Special education services shall be provided in accordance with the requirements of Education Law Section 3602-c, including the requirement for the parents of the home-instructed student to make a timely request for such services.

g) Use of School Facilities

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

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

Education Law Sections 3204(2), 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)

Adopted: 7/2/03
Revised: 7/3/07
Revised: 12/4/08

POLICY

2003

8480

Instruction

SUBJECT: HIGH SCHOOL EQUIVALENCY PROGRAM

The Board of Education shall authorize the operation of a high school equivalency preparation program to enable students who have exhausted all other educational possibilities within the school structure the opportunity to obtain a General Equivalency Diploma (GED).

Enrollment shall be open to those students not enrolled in regular school who have not received a high school diploma.

Students must have demonstrated the potential to obtain a General Equivalency Diploma, with acceptance into the program to be determined by a committee consisting of the school psychologist, counselor and an appropriate administrator.

Operation of the program shall be in accordance with the Regulations of the Commissioner of Education.

New York Code of Rules and Regulations (NYCRR)
Sections 100.7 and 100.8

Adopted: 7/2/03

POLICY

2008

8490

Instruction

SUBJECT: ADMISSION OF FOREIGN EXCHANGE STUDENTS

The Chester UFSD recognizes that cultural enrichment may be derived from welcoming foreign exchange students into the high school educational program. Such students covered by this policy are generally in the district for a one year academic program.

The Superintendent of Schools or his/her designee retains the sole discretion to deny admission to any student not meeting all requirements set forth in this policy and regulation. He/She may also terminate any approval of a foreign exchange student when he/she believes that it would be in the best interest of the Chester UFSD.

- a. The District will recognize as exchange students only students from those organizations sponsoring exchange visitors who have been designated as "Exchange/Visitor Programs" by the United States Information Agency pursuant to federal regulations.
- b. No foreign exchange student shall be enrolled unless he/she demonstrates compliance with all New York State immunization requirements.
- c. No foreign exchange students shall be enrolled in Chester high school unless he/she has been accepted in writing as a student by the Superintendent of Schools or his/her designee. All foreign exchange students shall be enrolled in Chester high school at the beginning of the first semester; no mid-year entrants will be accepted.
- d. If a foreign exchange student is a member of the senior class, he/she may participate in graduation privileges and receive a certificate of completion.

The District assumes no responsibility concerning the visa status of any foreign exchange student.

Foreign exchange students will be allowed to attend the high school tuition-free and will be provided bus transportation free of charge to and from school from the legal residence within the Chester UFSD of their host families. When a foreign exchange student is accepted for admission pursuant to this policy, and its regulations, the letter of acceptance shall include a statement that tuition shall be waived.

The Superintendent of Schools shall develop regulations to implement this policy.

Education Law Section 3202

Adopted: 3/13/08