

**Subject: CURRICULUM EVALUATION****Policy: 8110**

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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

**Subject: EQUAL EDUCATIONAL OPPORTUNITIES****Policy: 8130**

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- It is the policy of this District that each student attending its public schools shall have equal educational opportunities and will not be excluded or prevented from participating in or having admittance to the educational courses, programs or activities; school services; and extracurricular events on the basis of race, color, creed, national origin, political affiliation, sex, age, marital status or disability.
- Administration shall establish grievance procedures that provide for the prompt and equitable resolution of complaints pertaining to discrimination on the basis of race, color, creed, national origin, political affiliation, sex, age, marital status or disability.

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

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

*Section 504 of the Rehabilitation Act of 1973,
29 United States Code (U.S.C.)
Section 794 et seq.*

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

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

*New York State Executive Law
Section 290 et seq. - Prohibits discrimination on the
basis of age, race, creed, color, national origin, sex,
disability or marital status.*

*Age Discrimination in Employment Act,
29 United States Code Section 621.*

**Subject: SAFETY CONDITIONS AND PROGRAMS****Policy: 8210**

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- 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*

**Subject: PREVENTION INSTRUCTION****Policy: 8211**

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

Substance Abuse-Prevention Instruction

- The Board of Education recognizes the need to educate students on the hazards of alcohol, tobacco and/or drug abuse. A prevention program will be developed to inform students of:
 - Causes for substance abuse;
 - Physical and psychological damage associated with substance abuse;
 - Avoidance of alcohol, tobacco and drugs
 - 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.

Fire and Arson Prevention Instruction

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

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**Subject: SAFETY CONDITIONS AND PROGRAMS****Policy: 8211**

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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.
- 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,

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**Subject: SAFETY CONDITIONS AND PROGRAMS****Policy: 8211**

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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) Section 135.3(b)(2) and (c)(2)

Substance Abuse: Education Law Section 804

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

Student Safety: Education Law Section 808

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

Fire and Arson: Education Law Section 808

Civil Preparedness: New York State Office of Disaster Preparedness

Prevention of Child Abduction:

Education Law Section 803-a

**Subject: FIRE DRILLS, BOMB THREATS AND
BUS EMERGENCY DRILLS****Policy: 8212**

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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 in accordance with law.
- 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 ThreatsSchool 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. The Superintendent or designee will make the decision as to evacuation.

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**Subject: FIRE DRILLS, BOMB THREATS AND
BUS EMERGENCY DRILLS****Policy: 8212**

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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.

*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*

**Subject: PROGRAMS AND PROJECTS FUNDED
BY TITLE I – PARENT INVOLVEMENT****Policy: 8260**

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- The school and parents work cooperatively to provide for the successful education of the children.

The School's Responsibilities:

- To convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their right to be involved.
- To involve parents in planning, reviewing and improving the Title 1 programs and the parental involvement policy.
- To provide parents with timely information about all programs
- To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- To provide high quality curriculum and instruction.
- To deal with communication issues between teachers and parents through:
 - Parent-teacher conferences at least annually
 - Frequent reports to parents on their children's progress
 - Reasonable access to staff
 - Opportunities to volunteer and participate in school activities

The Parent's Responsibilities:

- To become involved in developing, implementing, evaluating and revising the school parent-involvement policy.
- To work with our child/children on their schoolwork.
- To share the responsibility for improved student achievement.
- To communicate with our child/children's teachers about their educational needs.
- To ask parents and parent groups to provide information to the school on what type of assistance they would like to help them be more effective in assisting our child/children in the educational process.

*Title I of the Elementary and Secondary
Education Act of 1965, as amended by the
Improving America's Schools Act of 1994
20 United States Code (U.S.C.) Section
6301 et seq.
34 Code of Federal Regulations (CFR) Part
75*

**Subject: CONFIDENTIALITY OF LIBRARY RECORDS****Policy: 8321**

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- All school library media specialists 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 users shall be confidential and shall not be made available to anyone except by a court order in a criminal proceeding.
- 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 issuance.

**Subject: OBJECTION TO INSTRUCTIONAL MATERIALS****Policy: 8330**

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- Any criticism of instructional materials that are in the schools should be submitted in writing, and signed, to the Superintendent. The Board of Education will be informed. The Superintendent is directed to write and disseminate procedures for individuals to object to instructional 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)

**Subject: TEXTBOOKS/WORKBOOKS****Policy: 8340**

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- 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 recommendation of the Superintendent of Schools, the Board of Education shall designate the textbooks to be use.

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 is designed to be used in connection with a textbook.

Education Law Section 701 et seq.

**Subject: ANIMALS IN THE SCHOOL****Policy: 8341**

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- 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 an 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. Only the teacher or those students designated by the teacher are to handle the 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.
- All experiments using live animals must have prior approval of the principal and be conducted in accordance with educationally approved guidelines.

Participation in Experiments Involving Animals

- The Board of Education recognized 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 of 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.

**Subject: CONSTITUTIONALLY PROTECTED PRAYER
IN THE PUBLIC SCHOOLS****Policy: 8359**

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- In accordance with the most recent Guidance Document issued by the U.S. Department of Education implementing the requirements of the No Child Left Behind Act of 2001, the Board of Education affirms the responsibilities of the School District, consistent with applicable statutory/case law pertaining to the First Amendment of the United States Constitution, to allow students and staff to engage in constitutionally protected prayer within the District schools.
- Accordingly, no Board of Education policy shall prevent, or otherwise deny participation in, constitutionally protected prayer in District schools, consistent with the Guidance Document and applicable law.

*Section 9524 of the Elementary and Secondary Education Act of 1967
as amended by the No child Left Behind Act of 2001
United States Constitution, First Amendment Equal Access Act
20 United States Code (U.S.C.) Sections 4074-4074*

**Subject: RELIGIOUS EXPRESSION IN THE
PUBLIC SCHOOLS****Policy: 8360**

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

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

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

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

School Activities Related to Religious Holidays or Themes

- School activities related to the teaching about religious holidays or themes must be consistent with, representative of, and congruent with the District's curriculum.
- In planning school activities related to the teaching about religious holidays or themes, special effort must be made to ensure that the activity is not devotional and that students of all faiths can join without feeling they are betraying their own beliefs.
- In planning school activities related to the teaching about religious holidays or themes, age appropriate activities are encouraged within the framework of the curriculum. Teaching about religious and cultural holidays may include such special activities as parties and special foods, if they reinforce educational goals.

Symbols in the Schools

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

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**Subject: RELIGIOUS EXPRESSION IN THE
PUBLIC SCHOOLS****Policy: 8360**

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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 (U.S.C.)
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*

**Subject: OPENING/CLOSING EXERCISES:
INVOCATIONS AND BENEDICTIONS****Policy: 8420**

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- 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. Each room should have and properly maintain a United States Flag.

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

Invocations and Benedictions

- So as to avoid the promotion or inhibition of any religion, the district shall not allow clergy to direct invocations or benedictions at any public school exercises, including graduation ceremonies.

**Subject: INDEPENDENT STUDY****Policy: 8430**

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- Independent study, for credit, will be available to meet special individual needs of students in grades nine (9) through twelve (12). Credit and courses must be approved by the Principal.

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



Subject: INDEPENDENT STUDY

Policy: 8430 F

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- Independent studies are offered for courses that are not scheduled during the regular school day. Requests for independent study must be made to the teacher and receive approval from the student's counselor and the high school principal.

STUDENT _____ SUBJECT AREA _____

- Describe the general nature of your proposal. What do you hope to achieve? What topics will you be working on? What do you believe the study will produce?

- What are the expected specific outcomes of this program?

1. _____

2. _____

3. _____

4. _____

5. _____

(Continued)



Subject: INDEPENDENT STUDY
Policy: 8430 F

How often and where will students/teacher communication take place? _____

Explain in detail the evaluation process to be used during the duration of this program.

Expected Duration of Program _____ Credit Desired _____

PROGRAM APPROVAL (Signatures must be obtained in order)

- 1. COUNSELOR _____ Date _____
- 2. TEACHER(Sponsor Teacher) _____ Date _____
- 3. STUDENT _____ Date _____
- 4. PARENT/GUARDIAN _____ Date _____
- 5. PRINCIPAL _____ Date _____

- Copies to:
- 1. Teacher
 - 2. Student Folder (Counselor)
 - 3. Student

**Subject: FIELD TRIPS****Policy: 8460**

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- The Board of Education recognizes that field trips are an educationally sound and important ingredient in the instructional program of the schools.
- For purposes of this policy, a field trip shall be defined as any journey by a group of students away from the school premises, under the supervision of a teacher, which is an integral part of an approved course of study and conducted for the purpose of affording a first-hand educational experience not available in the classroom. Pertinent information for each field trip including the date, hours and destination will be sent home to the parents at least one week prior to the field trip.
- Field trips are a part of the curriculum of the schools, and student conduct and attendance on field trips are governed by the same rules that govern regular classroom activities. Parent permission slips will not be necessary for field trips which take place and do not require transportation.
- The Superintendent shall prepare procedures for the operation of a field trip activity. Field trip support shall be determined annually by the Board during its budget deliberations. Regardless of the fiscal support for field trips, the rules of the School District for approval and conduct of such trips shall apply.

**Subject: HOME SCHOOL (PERMANENT INSTRUCTION)****Policy: 8470**

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- From time to time, parents will choose to instruct their children at home. The School District will attempt to cooperate with parents who wish to provide home schooling for their children realizing that the child who is educated at home should receive an education in a manner consistent with an educational plan and at least substantially equivalent to that given to minors of like age and attainments in the local public schools. The required subjects should be taught in a competent, systematic, and sequential manner, specifically in relation to the basic core curriculum of reading, mathematics, and writing.

- As per New York State Commissioner Regulations, home-schooled children may participate in the public school's intramural activities and other school sponsored club activities at the discretion of the Board of Education. They may not participate in interscholastic sports for which they must be enrolled as a pupil in a school with such an interscholastic sports program.

- Appropriate regulations and procedures will be developed.

*8 New York Code of Rules and Regulations
(NYCRR) Section 100.10
Education Law Sections 3204, 3205,
3210, and 3212*