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# Pittsford Schools

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## Policy Manual

### Section 8000

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## Instruction

**8100 - EQUAL EDUCATIONAL OPPORTUNITIES**

It is the policy of this District that each student attending its public schools shall have equal educational opportunities and will not be excluded or prevented from participating in or having admittance to the educational courses, programs or activities; school services; and extracurricular events on the basis of race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital status, military status, or disability.

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

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

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

Section 504 of the Rehabilitation Act of 1973,  
29 United States Code (USC) Section 794 et seq.  
The Americans With Disabilities Act,  
42 United States Code (USC) Section 12101 et seq.  
Prohibits discrimination on the basis of disability.

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

New York State Civil Rights Law Section 40-c  
Prohibits discrimination on the basis of race, creed, color, national origin, sex, marital status, sexual orientation or disability.

Executive Law Section 290 et seq.  
Prohibits discrimination on the basis of age, race, creed, color, national origin, sex, sexual orientation, disability, military status, or marital status.

## Instruction

**8110 - CURRICULUM DEVELOPMENT, RESOURCES AND EVALUATION**

The Board 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, or his/her designee, 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 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 for consideration in the forming of curriculum policy.

**Curriculum Evaluation**

The Board 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. These evaluations shall be in writing and shared with the Board. The results of these evaluations shall be used in modifying or changing curriculum and programs of instruction.

The Board from time to time may invite teachers or others to discuss the curriculum.

Education Law Sections 1604, 1709 and 3204

**8210 - SAFETY CONDITIONS AND PROGRAMS**

All school buildings in the District shall comply with regulations that ensure the health and safety of students as regulated in the New York State Educational codes.

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

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

**8211 - PREVENTION INSTRUCTION****AIDS Instruction in Health Education**

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

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

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

**Substance Abuse-Prevention Instruction**

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

(Continued)

**8211 - PREVENTION INSTRUCTION (Cont'd.)****Fire and Arson Prevention Instruction**

The Board 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.

**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 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 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)

## Instruction

**8211 - PREVENTION INSTRUCTION (Cont'd.)**

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

AIDS Instruction:

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

Civil Preparedness: New York State Office of Disaster Preparedness

Fire and Arson: Education Law Section 808

Prevention of Child Abduction:

Education Law Section 803-a

Student Safety: Education Law Section 808

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

Substance Abuse: Education Law Section 804

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

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*



## Instruction

**8212 - SAFETY EDUCATION**

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

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

## Instruction

**8220 - CAREER AND TECHNICAL (OCCUPATIONAL) EDUCATION**

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

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

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

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

## Instruction

**8230 - GUIDANCE PROGRAM**

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

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

## Instruction

**8241 - PATRIOTISM, CITIZENSHIP AND CHARACTER EDUCATION**

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

The Board recognizes the importance of teaching students respect, civility and understanding toward others by instructing students in the principles of:

- a) Honesty,
- b) Tolerance,
- c) Personal responsibility,
- d) Respect for others,
- e) Observance of laws and rules,
- f) Courtesy,
- g) Dignity, and other traits which will enhance the quality of students' experiences in, and contributions to, the community.

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

Furthermore, the District shall ensure that the course of instruction in grades K through 12 includes a component on civility, citizenship and character education in accordance with Education Law. Character education is the deliberate effort to help students understand, care about, and act upon core ethical values.

Education Law Sections 801 and 804(4)

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8243

Instruction

**8243 - FINE ARTS FESTIVALS**

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

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

**8244 - SUMMER SCHOOLS**

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

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

Transportation shall not be provided to local summer school programs.

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8245

Instruction

**8245 - PROGRAMS WITH OTHER SCHOOL DISTRICTS**

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

**8246 - PROGRAM OFFERED ON A USER FEE BASIS**

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

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

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



## Instruction

**8250 - EVALUATION OF THE INSTRUCTIONAL PROGRAM**

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

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

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

## Instruction

**8260 - PROGRAMS AND PROJECTS FUNDED BY TITLE I****Parental Involvement**

The Board recognizes the rights of parent/guardians to be fully informed of all information relevant to their children who participate in programs and projects funded by Title I. The District shall ensure parental involvement in these programs and projects by:

- a) Providing such support for parental involvement activities as required by law;
- b) Convening an annual meeting to which all parents/guardians of participating children shall be invited;
- c) Providing parents/guardians with reports on their children's progress;
- d) Providing opportunities for regular meetings of parents/guardians.

In addition to the above, the District shall, jointly and in agreement with parents of students receiving Title I services, establish expectations for parent involvement in Title I programs in accordance with Section 1118(a) of the Elementary and Secondary Education Act. Similarly, each Title I school within the District shall establish building level school/parent involvement policies in accordance with Section 1118(b). Such school/parent policies shall include, where applicable, school-parent compacts outlining how parents, the entire school staff, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help students achieve the state's high standards.

**Comparability of Services**

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

Title I of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001

20 United States Code (USC) Section 6301 et seq.

34 Code of Federal Regulations (CFR) Part 75

## Instruction

**8270 - INSTRUCTIONAL TECHNOLOGY**

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

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

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

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

## Instruction

**8271 - ELECTRONIC INFORMATION NETWORK AND INTERNET SAFETY**

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

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

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

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

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

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

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

Continued

## Instruction

**8271 - ELECTRONIC INFORMATION NETWORK AND INTERNET SAFETY**

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

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

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

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

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

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

## Instruction

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

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

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

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

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

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

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

(Continued)

## Instruction

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

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

**8290 - TESTS AND EXAMINATIONS**

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

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

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

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

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

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



## Instruction

**8291 - PROMOTION**

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

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

**8310 - PURPOSES OF INSTRUCTIONAL MATERIALS**

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

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

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

Education Law Section 701

## Instruction

**8320 - LIBRARY/MEDIA**

Each District library should hold a collection appropriate for the users of that library. These collections should be developed systematically to enrich and support the curriculum, consider varied student interests, and provide for the abilities and maturity levels of the students served. Each library should provide a balanced and diverse body of information on important topics. Library holdings should provide materials on opposing sides of controversial issues so that students may develop (under guidance) the practice of critical reading and thinking. Information contained in the collections should be representative of the contributions to our American heritage made by the many religious, ethnic, and cultural groups that are a part of our country.

## Instruction

**8330 - OBJECTION TO INSTRUCTIONAL MATERIALS**

Any criticism of instructional materials that are in the schools should be submitted in writing to the Superintendent. The Board 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**

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

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

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

## Instruction

**8331 - BALANCED PRESENTATION ON CONTROVERSIAL ISSUES**

Opportunities should be provided within the instructional program to study controversial issues that support the curriculum.

In order for the students to gain a greater understanding of such topics, instructional presentations should be scholarly, objective and include in a balanced manner the diverse views that make the topic a controversial issue. When selecting such topics, teachers should be sensitive to the maturity level of the students.

The Deputy Superintendent for Program and Instruction will develop regulations in support of this policy and provide for staff education regarding the implementation of the regulations.

**8340 - INSTRUCTIONAL MATERIALS & TEXTBOOKS ADOPTIONS**

Instructional materials and supplies for District students shall be selected on the basis of the District's instructional goals and appropriateness to the varied interests, abilities, and maturity levels of the pupils served. Responsibility for the process of all material selection shall rest with the curriculum office. All textbook adoptions, instructional software, instructional e-books, and other materials used for instructional purposes shall be approved by the Board and provided for in the District's budget. Because the selection of materials may be a sensitive topic, a standard procedure for consideration of questioned materials shall be established. Specific selection criteria will be defined and implemented uniformly and consistently and communicated to the Board. The Board shall be kept apprised of any questions raised by community members, faculty or administration and their resolutions.

**Textbooks for Resident Students Attending Private Schools**

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

Education Law Section 701 et seq.

## Instruction

**8350 - USE OF COPYRIGHTED MATERIALS**

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

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

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

A copyright officer may be appointed by the Superintendent to provide information for all personnel regarding current copyright law and to maintain copyright records. The copyright officer will also serve as the designated agent registered with the United States Copyright Office to expeditiously respond to any Notices of Claimed Copyright Infringement.

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

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

## Instruction

**8360 - RELIGIOUS EXPRESSION IN THE INSTRUCTIONAL PROGRAM**

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

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

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

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

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

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

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



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

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

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

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

## Instruction

**8420 - OPENING EXERCISES**

The Board directs the administration to include the Pledge of Allegiance as part of the opening exercises in all the schools. Under certain circumstances individuals may be excused from this requirement as a protection of their Constitutional rights.

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

2005

8430

Instruction

**8430 - INDEPENDENT STUDY**

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

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

2005

8440

Instruction

**8440 - HOMEWORK**

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

**8450 - HOME TUTORING (HOMEBOUND INSTRUCTION)**

Resident children attending public or nonpublic schools who are unable to attend school because of physical, mental or emotional illness or injury, as substantiated by a licensed physician, are eligible to be instructed at home or in a hospital by an appropriately certified teacher provided by the School District. These students will be provided with such instruction in accordance with New York State Education Law and Commissioner's Regulations.

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

Education Law Sections 1604(20), 1709(24), 3202 and 4401  
8 NYCRR Section 175.21

2005

8451

Instruction

**8451 - REPORTING TO PARENTS**

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

**8452 - RESPONSIVE INSTRUCTION AND INTERVENTION (RtI) PROCESS**

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

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

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

The District's RtI process shall include the following:

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

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

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



## Instruction

**8460 - FIELD TRIPS**

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

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

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

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

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

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

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

## Instruction

**8470 - HOME INSTRUCTION (HOME SCHOOLING)**

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

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

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

- a) They are not eligible to participate in interscholastic sports. Commissioner's Regulations mandate that only students enrolled in the public school are allowed to participate in interscholastic sports.
- b) They may not participate in intramural or other school-sponsored club activities.
- c) The District does not provide textbooks or other instructional materials (e.g., library materials, microscopes, computer software, movie projectors), to home instructed students.
- d) The District will not furnish health services.
- e) The District is not responsible for providing remedial programs.
- f) They may not participate in the instructional program of the District except as provided in subdivision (g).
- g) The District shall offer a home-instructed student with disabilities the special education services as addressed in the approved Individualized Education Program (IEP) by the Committee on Special Education. *However, there is no requirement that such services be provided in the student's home.* Further, the District shall conduct a census and register of students with disabilities who reside in the District in accordance with Education Law and Commissioner's Regulations.

(Continued)

## Instruction

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

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

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

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

2005

8480

Instruction

**8480 - OVERSEAS SCHOOL**

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

2005

8481

Instruction

**8481 - FOREIGN EXCHANGE STUDENTS**

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

2005

8490

Instruction

**8490 - CONTINUING EDUCATION COMMUNITY EDUCATION PROGRAMS**

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

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