

INSTRUCTIONAL GOALS

The educational program for the Schroon Lake Central School District is a central focus of the Board of Education. Therefore, the Board adopts these instructional goals to guide its action:

1. help students to master the State Learning Standards adopted by the Board of Regents;
2. help students develop a positive self-image and understand they can succeed
3. teach students good communication skills;
4. teach students effective computation skills;
5. structure the curriculum to allow successful achievement commensurate with ability;
6. help students develop a capacity for accepting responsibility for their own behavior;
7. help students develop proficiency in subjects appropriate for college, business, trades, employment and personal relationships;
8. encourage students to discover and develop aptitudes, interests, and abilities;
9. help students develop a respect for the dignity and worth of individuals;
10. teach students an understanding of American Democracy and pride and faith in its principles;
11. encourage students to express themselves creatively and appropriately
12. help students develop desirable social attitudes and relationships;
13. help students develop an awareness of current problems.
14. help students develop a positive attitude and habits of physical and mental health.
15. help students gain an understanding of their obligations in the family and their changing roles as adult members.
16. help students acquire an awareness for the appropriate use of leisure time;
17. help students develop an understanding of economic principles and responsibilities;
18. help students develop an ecological awareness and a concern for the environment;
19. teach students how to gain, evaluate and use information;
20. nurture and develop basic attitudes, such as good work habits, self-discipline, respect for authority, and sense of responsibility, cooperation, good sportsmanship, and self-confidence; and
21. teach students their legal rights and how they are observed and protected.

To this end, the Board shall:

1. hire staff members who can effectively carry out these goals.
2. encourage continuous review of teaching to insure success.
3. systematically review curriculum for best implementation.
4. involve parents/guardians in the educational program offered to students.
5. hold informational meetings describing programs.
6. establish volunteer programs that will bring community members into the school to assist students and teachers.
7. regularly review the instructional goals so that they are pertinent.
8. require the Superintendent to annually set goals and objectives in conjunction with these instructional goals.

Instructional Objectives

The Board believes that clear statements of student learning objectives are essential for identifying the core curriculum of the district. These objectives should be developed by the administrative and teaching staffs, as well as parents and students where appropriate.

Statements of learning objective will:

- **specify core skills and knowledge that students are expected to acquire;**
- **be stated in language which clearly communicates to students and the public the intent of the district's program; and**
- **provide clear direction for instructional efforts and documentation of student growth toward the objective.**

A program for the use of learning objectives will be developed in all courses, and will address instruction to specified objectives, assessment of student performance, maintenance of student records, and reporting to parents and students.

Implementation of this program is primarily the responsibility of the classroom teacher.

The Superintendent of Schools will help in the development of assessment procedures, assist in designing systems for monitoring student records, and coordinate periodic evaluation and revision of the program.

ORGANIZATION OF INSTRUCTION

The Superintendent of Schools will administer the district according to a K-12 plan of organization. As the Superintendent finds that changes in this basic plan are desirable because of shifts in enrollment or other considerations, he/she will propose modifications to the Board of Education for its consideration.

SCHOOL YEAR/CALENDAR

The school calendar for the ensuing year will be developed by the Superintendent of Schools and presented to the Board of Education for approval in the spring of each year. It shall set forth the days schools will be in session, holidays and vacation periods, in service training day, teacher orientation days, and days of reports to parents, and other such designations as the Superintendent or the Board deems appropriate.

The number of days scheduled for students will meet or exceed the requirements of state law.

Ref: Education Law §§3015(2); 3101(3); 3204(4); 3604(7-8)
8NYCRRPart175

SCHOOL DAY

The Board of Education of the Schroon Lake Central School District shall set the length of the school day and the hours between which students will attend classes. The length of the school day does not necessarily coincide with the length of the working day for teachers or staff.

The Board authorizes the Superintendent of Schools to make minor changes in the school hours to facilitate the scheduling of transportation; however school hours will be kept as consistent as possible throughout the school year. Any major changes will be subject to approval by the Board.

CURRICULUM DEVELOPMENT

The curriculum of the Schroon Lake Central School District shall provide a strong basic program, with additional provisions for adaptations to meet the needs of every student. In order to achieve its annual instructional goals, the Board of Education supports a collaborative approach to district curriculum development. Such an approach must recognize the interrelation of a "core" curriculum and effective instructional processes, as well as interdisciplinary applications and articulation of programs among grade levels.

A "core" curriculum will include basic content area knowledge and related skills, with the realization that such information needs continuous updating. Curricula will also be designed to encourage transferrable concepts/skills, including critical thinking skills. The Board is committed to providing district students and staff with appropriate instructional materials to implement curricula.

The Superintendent of Schools shall be responsible for leading efforts in the area of curriculum development for the school system. He shall have the authority to set pilot programs, investigate and recommend new instructional techniques and materials and evaluate both current and recently instituted courses of study.

Parents and members of the community are also encouraged to provide feedback on district curricula and instruction. The Superintendent will consult with teachers, students and the community to promote a continuing review and upgrading of such curriculum. To this end, the Superintendent shall periodically invite community input which shall be considered in evaluating and revising district curricula.

Curriculum changes shall consider the results of state and local testing/classroom evaluations, reflect at a minimum the requirements of the state, and address further needs of the community and student population. The Board expects administrators and staff to work together in evaluating the educational program and recommending changes or additions in courses, programs, instructional methodology, and/or staff development activities which are necessary to implement such changes and/or additions.

New courses of study, including pilot programs, as well as significant modifications of established courses of study shall require the prior approval of the Board. If a new course of study is expected to be used for Regents credit, state approval of the course of study is also necessary.

The Board will receive regular reports on curriculum-related matters, such as instructional programs, the work of curriculum committees, and periodic evaluation of specific curriculum areas. The Superintendent will also be responsible for implementing curriculum studies, including pilot projects, as authorized by the Board.

Upon the adoption of this policy, the Superintendent shall prepare and deliver to the Board, an outline of the current curriculum of the district, including the titles of the various courses of study currently being offered, indicating which are required by law. He shall also assemble and maintain, at the district office, at least one copy of each course outline in current use.

PILOT PROJECTS

Experimental and/or pilot projects may be recommended by instructional staff members or by curriculum committees to the Superintendent of Schools. Recommendation to the Board of Education will be made by the Superintendent prior to implementation.

Proposals for pilot projects must include a statement of the project goals, anticipated expenses, staffing provisions, synopsis of implementation strategies, and plans for evaluation of the projects.

After thorough evaluation, a successful pilot program may be submitted to the Board for consideration as a standard program..

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CURRICULUM ADOPTION

A sound instructional program requires constant evaluation, and when found necessary, proper modifications or adjustments in the curriculum and courses of study.

It is the policy of the Board of Education that no basic course of study shall be eliminated or new courses added without the approval of the Board, nor shall any significant alteration or reduction of a course of study be made without such approval.

New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation by the Superintendent so that Board members may have opportunity to review the proposed program.

Cross-ref: 4200, Curriculum Development

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CURRICULUM GUIDES AND COURSE OUTLINES

The Board of Education encourages the development of curriculum guides and course outlines at all educational levels. These materials shall be reviewed annually and recommendations made by the Superintendent of Schools or designee for revision and modification. The curriculum guides shall be designed to show the developmental sequence of content and skills.

Teachers and program directors are directed to use state handbooks and other supplemental materials and handbooks for general curricular guidelines; however, the Board encourages instructional staff to create individualized, flexible curriculum guides and original instructional materials. Such materials shall reflect a sensitivity to district students, their concerns, learning styles, and changing developmental abilities/needs.

It is a professional responsibility to plan in advance for the instructional program offered to students. The Board shall direct the Superintendent of Schools or designee to develop an effective method of monitoring how teachers plan for instruction, including the use of plan books.

CURRICULUM GUIDES AND COURSE OUTLINES REGULATION

Curriculum guides shall be provided for the various subject areas. These guides shall present at least a minimal outline for instruction and a basis for further development of the particular subject area.

In instances where state curriculum guides are mandated, they shall be followed. In other instances, state-developed guides may be used or guides may be developed locally.

Development of Guides

- Curriculum guides are best developed by the staff and teachers who are to use them.
- Where entire staff participation is not feasible, a system of representatives of staff, or departments concerned, shall form system wide committees for study, creation and revision of any particular guide.
- When work on a guide is completed, the committee responsible for its development shall present it, through the office of the Superintendent, to the Board.

Use of Guides

- Curriculum guides are necessary to keep the school system informed as to what should be taught in a given area. Teachers new to the system should look to them for information about what is expected to be taught in the grade or subject area which they serve.
- Curriculum guides are to serve as a framework from which a teacher will develop units of study, individual lesson plans and approaches to instruction which will serve the pupil's particular time. The guides shall be used to map the logical sequence of instruction.
- The curriculum guide is a guide, not a recipe. No teacher is expected to teach everything that is included in the guide; nor is the teacher expected to use all of the suggested materials and methods. The teacher is expected to follow the content approximately, making changes as may be needed.
- Sufficient latitude shall be permitted to provide the teacher with time to teach the current, topical and incidental which add to motivation and meaningful teaching and learning.
- Curriculum guides shall be revised as necessary and be newly printed every three years with all changes.

Courses of study and curriculum guides developed locally are the property of the Schroon Lake Central School System. Such courses of study and curriculum guides should be returned to the Superintendent when a teacher leaves the system.

CITIZENSHIP AND HUMAN RIGHTS EDUCATION

To help students gain an understanding of and appreciation for our democratic society, each grade level will instruct and promote good citizenship so that students have an opportunity to learn and demonstrate the skills of citizenship, to compare and contrast different forms of citizenship, and to discuss how citizenship can be improved and enhanced in our geographic area.

One aspect of citizenship that can be supported through the public schools is public service. The Superintendent of Schools is authorized to pursue the development of regular community service projects which help students learn and practice good citizenship. The granting of course or graduation credit for such projects shall be the determination of the Board.

The Superintendent is authorized to develop regular recognition programs to support and reinforce the demonstration of good citizenship.

Patriotic Exercises

The Board believes that love of country and patriotism may be enhanced by appropriate instruction and ceremonies, particularly in connection with such holidays as Veteran's Day, Washington or Lincoln's Birthday and Memorial Day. The Superintendent should encourage such efforts within the school.

Cross-ref: 4311.1, Display of the Flag

Ref: Education Law §§801; 802 Executive
Law §403 8 NYCRR §§ 100.2(c)(1); 108.1

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DISPLAY OF THE FLAG

The Board of Education believes that the flag of the United States is a symbol of the values of our nation, the ideals embedded in our Constitution and the spirit that should animate our district.

There shall be a flag on display in every assembly room of every school. Where possible, students under the supervision of staff members shall be given responsibility for displaying flags properly.

The flag shall be flown at full- or half-staff pursuant to law. In addition, the flag may be flown at half-staff to commemorate the death of a present or former Board member, present employee, teacher, student, clerk or custodian.

Consistent with national and state law and regulations and this policy, the Superintendent of Schools shall develop rules and regulations for the proper custody, care and display of the flag.

Cross-ref: 4311, Citizenship Education

Ref: Education Law §§418; 419; 420; 802 Executive Law, Article 19 § 8 NYCRR Part 108 *Lapolla v. Dullaghann*, 63 Misc 2d 157 (1970)

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DISPLAY OF THE FLAG REGULATION

Flags Displayed Out-of-Doors and on Movable Hoists Indoors

A United States flag shall be displayed in front of every school building in the district every day that school is in session and at such other times as the Superintendent of Schools shall direct. Unless otherwise stated, the flags shall be flown at full-staff. The flags may also be displayed at night upon special occasions, at the discretion of the Superintendent, when it is desired to produce a patriotic effect.

In addition to days when school is in session, the flags will be displayed on the following days: New Year's Day, Martin Luther King, Jr. Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, Flag Day, the Fourth of July, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Pearl Harbor Day and Christmas Day. If any of these days (except Flag Day) falls on a Sunday, the flag shall be displayed on the next day. In addition, the flag shall be displayed on each general election day and each day appointed by the President of the United States or by the Governor of New York as a day of general thanksgiving or for displaying the flag.

Flags shall be flown at half-staff on Pearl Harbor Day, on days commemorating the death of a personage of great importance, and on days designated by the President or the Governor.

The flags shall fly at half-staff to commemorate the death of a present or former Board member, present employee, teacher, student, clerk or custodian. Flags shall be flown at half-staff for 30 days in these instances.

The flag will not be displayed on days when the weather is inclement.

Hoisting of the Flag

The flag shall be hoisted briskly and lowered ceremoniously.

In half staffing the flag, it first should be hoisted to the peak for an instant and then lowered to the half-staff position. The flag shall be again raised to the peak before it is lowered for the day. The flag shall never be put at half mast in the middle of the day. It must be put at half mast in the morning only.

Indoor Flags and Those Not on Movable Hoists

There shall be a United States flag in each assembly room of every school in the district. It is the duty of the teacher or other person in charge of each assembly room to ensure that the flag in the room is displayed from a staff standing at the audience's right as they face the stage. If the flag is placed on the platform, it should stand at the right of the speaker as he/she faces the audience and at the audience's left as they face the stage.

TEACHING ABOUT RELIGION

The Board of Education recognizes its responsibility to teach students about religion and its role as a vital force in the development of civilizations, as well as to foster a respect for religion and religious beliefs. The extent of this teaching should be at least the following but not limited to:

- teaching religion's place in civilization;
- teaching the comparison and contrast between different forms of religion and how they are related to the culture of a region;
- educate students about the principle of religious liberty as one of the central elements of freedom and democracy.
- developing respect for others and their religions habits and customs; and
- teaching religions as one of the major social sciences.

Ref: U.S. Constitution, First Amendment
Education Law §3210

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CAREER EDUCATION/WORK EXPERIENCE OPPORTUNITIES

The Board of Education, through the local BOCES program, shall provide secondary school students access to programs of career education.

The Board will support efforts to involve students in work experience programs which are deemed worthwhile and motivational. It is assumed that these work experience programs will not interfere with the normal course of the education program at school.

Cross-ref: 4328, Alternative School Programs

Ref: Education Law §§1001 et seq.; 2045(2); 3602(17)(34); 3602-c; 4601 et seq. 8 NYCRR §§100.2(h); 141 et seq.

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HEALTH EDUCATION

The district's health education curriculum is designed to accomplish three basic aims:

1. to develop wholesome health skills and practices;
2. to encourage sound attitudes towards good health; and
3. to acquire up-to-date and scientific health knowledge.

The Board of Education realizes that sex education is a controversial part of that curriculum. The Board directs the Superintendent of Schools to monitor the teaching of sex education so that age appropriate materials are used and topics for instruction are chosen which are pertinent and worthwhile for the students receiving them.

In recognition of the religious tenets of certain families, the Board, subject to the regulations of the state Board of Regents, shall excuse a student from required study of Health and Hygiene if such study is found to conflict with the religion of his/her parents. In these cases, school personnel still have the responsibility of determining appropriate alternative health education programs for these youngsters.

Ref: Education Law §§804; 804-a
8NYCRR §§16.2; 135.3; 135.6

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PHYSICAL EDUCATION

The Board of Education shall attempt to provide every student with an opportunity for wholesome and enriched educational experiences. It is the Board's belief that the following basic aims and objectives of the physical education program shall contribute to this goal:

1. to aid the development of the entire student so that a well-trained mind may function properly in a healthy body;
2. to encourage student participation in vigorous physical activity while in school and to teach the skills of those activities so that they will have a carry-over value for later activities in everyday life;
3. to increase appreciation of physical fitness and its importance in regard to good health; and
4. to impress upon students the importance of integrating one's mind, body, and attitude in preparing to face the obligations of a complex society.

Students who are temporarily or permanently unable to participate in the regular physical education program will be provided with adapted activities. Temporary or short-term adaptations shall be made by the physical education teacher in consultation with appropriate medical personnel. Permanent or long-term program adaptations shall be based upon recommendations from the family physician.

Students with disabilities, as classified by the Committee on Special Education (CSE), who are unable to safely or successfully participate in the activities of the regular physical education program will be provided with adaptive physical education. The written individualized education program (IEP) for each such student shall include a prescriptive physical education program. The physical education teacher shall be involved in the development of the IEP.

Note: Prior policy, Policy Manual (Physical Education, IGAF), revised

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TEACHING ABOUT DRUGS, ALCOHOL, TOBACCO

The Board of Education is concerned about the serious implications of alcohol, drug, and tobacco use by people, specifically young people, all over the United States and especially in the school district. In keeping with its primary responsibility—the education of youth—the Board directs the professional staff of the district to continue to investigate the causes of student involvement with drugs, tobacco and alcohol, and to develop suitable preventive measures however and whenever feasible.

The Board and the professional staff shall continue to seek ways to educate students and school staff of the district about the dangers of the illegal use of drugs and the abuse of alcohol and tobacco. Instruction will include sessions about the causes and effects of drug, alcohol and tobacco abuse, especially in young people. In addition, all high school students will receive instruction on the dangers of driving while under the influence of alcohol and/or drugs.

While the Board in no way condones the abuse of illegal or harmful substances, it is in the interest of student and staff health that a climate be created in the schools so that individuals with problems may seek to receive help without fear of reprisal.

Cross-ref: 5312.3, Smoking

**Ref: Education Law §804
 8NYCRR§§100.2(c)(3)**