

Instructional Program

03.05 Instructional Program

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Subcategory: Philosophy of Education

Policy Statement

A Philosophy of Education for the Harford County Public Schools is a statement of the purposes and the nature of our public-supported educational enterprise. It expresses our beliefs and commitments concerning our schools--the learner, the teacher, the curriculum, and the educative process. Its function is to provide a framework from which policies, programs, procedures, and actions will continue to evolve to the benefit of our youth and our society.

The Educational Setting

Schools are established upon the basic tenet that public education is highly valued in our society. This is particularly true in Harford County. Education is a primary means by which all youth may experience opportunities for individual growth and by which they may acquire and assimilate the culture and the values of our democratic society. The extent to which the public schools of Harford County are valued is attested by our community's acceptance of its responsibility to support schools and to encourage improvement in the quality of our programs, personnel, and facilities.

The responsibility for educating youth in Harford County is shared by the home, religious organizations, the school, and other agencies. This is an understanding which is vital to the optimum development of our children. Recognizing that learning occurs in many settings, we firmly believe that each segment of society must assume responsibility to make a full contribution to its children and must simultaneously cooperate with all people and organizations to achieve this purpose. The school's role is to promote the learner's interest in, potential for, and skill in learning and also to help the learner acquire that knowledge and develop the basic skills and those behaviors which have personal, social, and cultural significance.

We must maintain and demonstrate the best qualities of our democratic society and culture, and we must continuously strive to improve that which exists. These are concepts which are recognized as fundamental to the progress of our youth. It is imperative that our youth develop clear and valid knowledge of both the physical and human factors which affect life and that they acquire the education which will enable each of them to pursue wise courses of action. The complex nature of our existence today, and the challenges inherent in social and technological change, and the need to educate students for living in the twenty-first century, require that our schools focus upon those learnings which will enable youth to meet the demands of today's world and to cope with the future.

The purposes of education in Harford County are derived from the needs of our youth and from the nature of our society. The learner must be allowed and encouraged to manifest that personal development which is unique to his or her needs and which is consistent with

Subcategory: Philosophy of Education - Continued

Policy Statement - Continued

responsible behavior toward others. Each student must also understand and appreciate his or her heritage in order to comprehend the present society, to become an effective part of it, and to influence the future positively. If public education is to have significance, our schools must provide those experiences which will enable each student to recognize and to appreciate his or her potential for learning; to strive for the development of individual capabilities; and to understand, to participate in, and to contribute to the society of which each is a part.

The Learner and Learning

Since the education of our youth is the reason for the existence of our schools, we believe that the primary educational emphasis must be given to the learner. Each person is unique--with needs which are both distinctively individual and common to others. Recognizing the value of such individuality, we believe that each student, regardless of personal attributes or limitations, has an interest in and a capacity for learning. The learner has a right to be provided with learning experiences which are appropriate to personal needs and to those of society. Therefore, we obligate ourselves to the learner--to recognize and to understand his or her unique nature, to promote individual worth and dignity, and to strive for educational success.

We believe that learning includes all of those experiences which influence the development of the learner. Through a variety of educational activities, the learner discovers that learning is possible; discovers how to learn; and discovers knowledge which is meaningful, realistic, and satisfying. As learning is pursued, the learner perceives, forms concepts, makes choices, and takes action. Through the processes of imitating, assessing, revising, creating, practicing, and reinforcing, the learner gradually acquires those behaviors and skills which are associated with and necessary for continued development. To achieve the purposes of public education, learning must include those processes and experiences by which the learner's perceptions become increasingly accurate; by which concepts, goals, and values become more mature and meaningful; by which decisions reflect increased intellectual attainment; and by which actions more frequently produce personally satisfying and socially acceptable results.

We believe that the goals of learning must be consistent with the needs of the learner and the nature of society. The learner should be concerned with intellectual achievement; with the acquisition of skills fundamental to everyday living; with the development and maintenance of a continued interest in learning; and with the understandings, attitudes, and values involved in our democratic way of life. Through a variety of planned learning activities and experiences, the learner is guided toward the fulfillment of his or her potential.

Subcategory: Philosophy of Education - Continued

Policy Statement - Continued

The Teacher and Teaching

We believe that teaching includes everything which influences the learner as a consequence of his or her association with and direction by the teacher. What the teacher is and what the teacher does determine his or her influences on the learner. Therefore, effective teaching demands that each teacher be a primary contributor in the educative process.

The teacher's role in the teaching--learning process is to exemplify the best qualities of our democratic society and culture; to demonstrate the worth of continuous learning; and to plan, promote, and guide the learning of our students. This requires that the teacher develop basic understandings, engage in analysis according to these understandings, and plan actions consistent with this analysis. The understandings which each teacher must have include those of the nature of individuals; the nature and process of learning; the process of change; the processes of motivation, communication, and evaluation; the concepts and skills within the subject matter; and the interaction of these elements. The teacher utilizes these understandings to discover the learner's needs, purposes, past learnings, and present performance and to develop appropriate learning experiences for each student. Consequently, the teacher's choice of actions must reflect continuous assessment and revision of all the factors affecting the learning situation.

Effective teaching must be carefully planned and must utilize appropriate processes. Planning must be based upon the teacher's mastery of the educative process, sensitivity to the learning environment, and understanding of the learner. The teacher must include opportunities for the student to use democratic procedures, to assess and clarify values, and to make decisions. In order to move the direction of learning toward our expressed purposes, it is imperative that the understanding of the human factors, the educative processes, the curriculum, and the interaction of all of these elements form the bases of our teaching.

The Curriculum

We believe that curriculum includes all of the experiences which children have under the guidance of school. A carefully planned instructional program is the heart of the curriculum. All school-related activities and experiences support, complement, and expand the instructional program. Within this concept of curriculum, that which the student learns, the means by which he or she learns, and the environment in which learning occurs are all vitally important.

In determining what our curriculum should be, we must strive to know the learner--what each needs and how each learns. In addition, we need to know what knowledge and skills have value for each student, as well as what other factors and forces have influence upon him or her.

Subcategory: Philosophy of Education - Continued

Policy Statement - Continued

The curriculum should be planned to include opportunities for the student to acquire and use information; to develop skills, appreciations, attitudes, and abilities; to assimilate values; and to develop the processes of thinking which will enable each student to make wise decisions. The relationships which exist within the content, structure, and method of each discipline; between disciplines; and in all phases of the curriculum must reflect our basic philosophy and objectives. The changing nature of society and the rapid expansion of knowledge demand that the curriculum undergo continuous revision to provide learning experiences which are compatible with the goals of an effective educational program.

We believe that the curriculum evolves from the interaction of students, educators, and the public. The process of curriculum development includes the continuous assessment and revision of present programs and practices, the exploration of and experimentation with new ideas, and the implementation of curricular change. In working with students, each teacher has the responsibility to implement and improve the curriculum. Principals and instructional staff share this responsibility. Educational authorities, community leaders, and professional organizations help to establish trends and bring new information and techniques to the attention of those who develop the curriculum. Effective communication among all groups concerned is necessary to provide for the most appropriate curriculum development.

Implementation

Since the function of this statement of philosophy is to provide a framework for our school policies, programs, and procedures, all professional personnel are obligated to work toward its successful implementation. Our philosophy must be reflected in all that we do to serve our youth-- in teaching, in curriculum development, in the formulation of policies and procedures, in the assessment of the effectiveness of schools, in our relationships with students and public, and in all school-related activities. This makes it imperative that all professional personnel acquire a thorough knowledge of this philosophy and its practical implications. These philosophic principles must be integrated into all classroom experiences that are planned and conducted for the youth of Harford County.

The degree to which beliefs of the school system are realized is contingent upon the level of fiscal support received by the school system, the efforts of school personnel, the student and his/her parents, and many other factors which enhance the effectiveness of the school system.

Category: INSTRUCTIONAL PROGRAM

Descriptor Code: .03.05.001

Subcategory: Philosophy of Education - Continued

Policy Statement - Continued

Legal Reference:

Policy

Adopted: Amended 1/9/89

Reaffirmed: 5/6/02

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Category: INSTRUCTIONAL PROGRAMS

Descriptor Code: 03.05.005

Subcategory: CURRICULUM DEVELOPMENT

Policy Statement

The Board of Education of Harford County shall maintain a reasonably uniform system of public schools that is designed to provide education and equal educational opportunity for all children. Curriculum in the various skill areas, in the academic disciplines, and in the arts shall be developed, implemented, evaluated, and revised on a system-wide basis.

The Board of Education shall establish a standing curriculum committee for these purposes. The Board recognizes the General Curriculum Committee (GCC) as the committee, which shall monitor the program of instruction and curriculum of Harford County Public Schools. The purpose of the GCC is to provide direction and balance to the curriculum; to assess established programs; comply with governmental mandates; and in general to offer a comprehensive approach to curriculum.

Legal Reference:

Annotated Code of Maryland 4-108

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Policy

Adopted: Reaffirmed 05/12/80

Amended: 10/26/98

Reaffirmed: 5/6/02

Cross Reference: Administrative Handbook, pgs. 2011, 2012, 2015-2018, 2025, 2026,
2041-2044, 2051, 2052

Category: INSTRUCTIONAL PROGRAMS

Descriptor Code: 03.05.010

Subcategory: UTILIZATION OF CURRICULUM MATERIALS

Policy Statement

The Curriculum guides and other approved system-wide directives regarding the instructional program, student activities, and/or other school-related experiences which are planned for students by the Harford County Public Schools are to be implemented by administrators, supervisors, and teachers. Pilot or experimental program which may alter the curriculum must be reviewed and approved by the Superintendent of Schools or his designee before implementation.

Legal Reference:

Annotated Code of Maryland 4-111

Annotated Code of Maryland 4-205(i)

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Policy

Adopted: Reaffirmed 05/12/80

Amended: 10/26/98

Reaffirmed: 5/6/02

Category: INSTRUCTIONAL PROGRAMS

Descriptor Code: 03.05.015

Subcategory: CURRICULUM DESIGN – BASIC PROGRAMS

Policy Statement

The basic program of instruction in the Harford County Public Schools shall be designed to meet the diversified needs of all students in the public school system.

The curriculum for elementary schools (Pre K – 5) shall include integrated language arts with emphasis upon reading and writing, mathematics, science, social studies, physical education, music, art, and media.

The curriculum for middle schools (6 – 8) shall include English-language arts emphasizing reading and writing, mathematics, science, social studies, music, physical education, art, family and consumer sciences, technology education, service learning, media, and student activity programs.

The curriculum for high schools (9 – 12) shall include English-language arts, mathematics, science, social studies, business education, career and technology education, cooperative work experience, art, foreign language, family and consumer sciences, technology education, service learning, music, physical education, and student activity programs. Each school will adjust its curricular offerings to accommodate the needs of students.

Legal Reference:

COMAR 13A.03.01.01 and 13A.03.01.02 B 1-14
Maryland School Bulletin, Vol. XLI, No. 2, 1965

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Policy

Adopted: Reaffirmed 05/12/80

Amended: 10/26/98

Reaffirmed: 5/6/02

Category: INSTRUCTIONAL PROGRAMS

Descriptor Code: 03.05.020

Subcategory: REVIEW AND SELECTION OF INSTRUCTIONAL MATERIALS

Policy Statement

The Harford County Public School System shall apply the guidelines of the Maryland State Department of Education in the review and selection of instructional materials which are to be used in the curriculum.

Instructional materials used in the Harford County Public Schools are available for public examination.

The process of selecting instructional materials must assure the provision of textbooks and other items which are consistent with the philosophy of the Harford County Public Schools and which support the curriculum and its objectives. The process must also assure the provision of materials that:

Insure proper recognition to all groups and individuals without regard to race, color, sex, age, national origin, religion, or disability.

Have content suitable to the educational needs and maturity levels of the students for whom they are selected.

Legal Reference:

Annotated Code of Maryland 4-205(j)

Annotated Code of Maryland 7-106(a) (1-6), (b)(2)

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Policy

Adopted: Reaffirmed 05/12/80

Amended: 10/26/98

Reaffirmed: 5/6/02

Category: INSTRUCTION

Descriptor Code: .03.05.021

Subcategory: INSTRUCTIONAL TECHNOLOGY ACCEPTABLE USE POLICY FOR STUDENTS

Policy Statement

The Harford County Public School System shall provide telecommunications resources to its students for educational purposes: the acquisition of information/resources, communications and collaboration with experts, and career development activities. Telecommunications resources shall be used in accordance with the educational goals of the school system.

Student use of the resources provided shall be under the direct supervision of the teacher and shall be instructionally related. Reasonable precautions will be taken to ensure that the Internet is a safe learning environment for students. Students will be expected to demonstrate responsible and ethical behavior in the use of the resources.

The Superintendent shall be responsible for ensuring that administrative procedures for acceptable student use of telecommunications resources are effectively implemented throughout the system.

Legal References:

Annotated Code of Maryland, Education Article
Section 7-305, Suspension and Expulsion;
Section 7-308, Searches of Students and Schools
Section 26-101, Disturbing Activities at Schools or Colleges

State Board of Education Bylaws
13A.05.04.01 - Public School Library Programs;
13A.08.01.10 - Guidelines for Students' Responsibilities and Rights;
13A.08.01.11 - Disciplinary Action;
13A.08.01.11B - Suspension and Expulsion;
13A.08.01.14 - Search and Seizure

Policy Adopted: 9/11/2000
Reaffirmed: 5/6/02

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Category: INSTRUCTIONAL PROGRAMS

Descriptor Code: 03.05.025

Subcategory: EDUCATIONAL ACCOUNTABILITY – OPERATION AND MANAGEMENT
OF SCHOOLS

Policy Statement

The Harford County Public School System shall develop and implement a program of education accountability for the operation and management of the schools. This program will be in conformity with the Education Article and regulations of the Maryland State Board of Education.

Legal Reference:

Annotated Code of Maryland 5-401
Annotated Code of Maryland 5-402
Annotated Code of Maryland 7-203
Annotated Code of Maryland 7-204

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Policy

Adopted: Reaffirmed 05/12/80

Amended: 10/26/98

Reaffirmed: 5/6/02

Category: INSTRUCTIONAL PROGRAM

Descriptor Code: 03.05.026

Subcategory: TEST ADMINISTRATION AND DATA REPORTING

Policy Statement

The Harford County Public Schools maintains a testing and accountability program that is in conformity with state law and Maryland State Board of Education regulations. Personnel whose duties involve test administration, data collection, or data reporting are accountable for compliance with these regulations. Violation of the regulations constitutes misconduct which may result in administrative disciplinary actions including personnel sanctions by the Maryland State Board of Education and/or the Harford County Board of Education.

Legal Reference:

Education Article 2-205, Annotated Code of Maryland

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Policy
Adopted: 1/14/02
Reaffirmed: 5/6/02

Category: INSTRUCTIONAL PROGRAMS

Descriptor Code: 03.05.030

Subcategory: MINIMUM READING LEVEL

Policy Statement

The Harford County Public School System shall develop and implement in conformity with the Education Article and the regulations of the Maryland State Board of Education a minimum grade level competency or a minimum reading level for the students in grades two through twelve.

Legal Reference:

Code of Maryland Regulations Title 13A.04.06.01-.02

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Policy

Adopted: Reaffirmed 05/12/80

Amended: 10/26/98

Reaffirmed: 5/6/02

Category: INSTRUCTIONAL PROGRAMS

Descriptor Code: 03.05.035

Subcategory: SUMMER SCHOOL PROGRAMS

Policy Statement

Summer school programs shall be conducted in the Harford County Public Schools in accordance with the standards established by the Maryland State Department of Education.

The extent of summer school course offerings shall be determined by the needs of the students within the school system and, in all cases, are dependent upon budgetary support.

Legal Reference:

Code of Maryland Regulations Title 13A.03.02.03 G(1)(a,b)

Code of Maryland Regulations Title 13A.03.02.06F

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Policy

Adopted: Reaffirmed 05/12/80

Amended: 10/26/98

Reaffirmed: 5/6/02

Category: INSTRUCTIONAL PROGRAMS

Descriptor Code: 03.05.040

Subcategory: GUIDANCE PROGRAMS

Policy Statement

The Harford County Public School System shall provide a planned, systematic program of counseling, consulting, appraisal, information and placement services for students in Grades Pre-K through 12. Efforts to assist students will be coordinated with other appropriate agencies.

Legal Reference:

Code of Maryland Regulations Title 13A.05.05.01 ACE

Code of Maryland Regulations Title 13A.05.05.02 A,B

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Policy

Adopted: Reaffirmed 05/12/80

Amended: 10/26/98

Reaffirmed: 5/6/02

Category: INSTRUCTIONAL PROGRAMS

Descriptor Code: 03.05.045

Subcategory: FAMILY LIFE AND HUMAN DEVELOPMENT

Policy Statement

A comprehensive program of health education shall be implemented in accordance with Maryland State Board of Education regulations.

Legal Reference:

Annotated Code of Maryland 7-401, 7-411, 7-413
Code of Maryland Regulations Title 13A.04.18.02 F 1-9
Code of Maryland Regulations Title 13A.04.17.93 A-E
Code of Maryland Regulations Title 13A.04.18.02 B 1-5
Code of Maryland Regulations Title 13A.04.18.01-.07

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Policy

Adopted: Reaffirmed 05/12/80

Amended: 10/26/98

Reaffirmed: 5/6/02

Category: INSTRUCTIONAL PROGRAMS

Descriptor Code: 03.05.055

Subcategory: ENVIRONMENTAL EDUCATION PROGRAMS

Policy Statement

An environmental education program shall be provided. Harford Glen will be maintained as a laboratory for purposes of environmental education and related field trip experiences.

Legal Reference:

Code of Maryland Regulations Title 13A.04.17.01-.04

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Policy

Adopted: Reaffirmed 05/12/80

Amended: 10/26/98

Reaffirmed: 5/6/02

Category: INSTRUCTIONAL PROGRAMS

Descriptor Code: 03.05.060

Subcategory: WORK EXPERIENCE PROGRAM

Policy Statement

Cooperative work experience programs shall be provided as part of the offerings of high schools.

Legal Reference:

Code of Maryland Regulations Title 13A.03.02.03 G(5)

Code of Maryland Regulations Title 13A.03.02.06 F(5)

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Policy

Adopted: Reaffirmed 05/12/80

Amended: 10/26/98

Reaffirmed: 5/6/02

Category: INSTRUCTIONAL PROGRAMS

Descriptor Code: 03.05.070

Subcategory: SCHOOL MEDIA CENTERS

Policy Statement

Media centers shall be established and maintained in the Harford County Public Schools.

Legal Reference:

Code of Maryland Regulations Title 13A.05.04.01

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Policy

Adopted: Reaffirmed 05/12/80

Amended: 10/26/98

Reaffirmed: 5/6/02

Category: INSTRUCTIONAL PROGRAMS

Descriptor Code: 03.05.075

Subcategory: PROFESSIONAL LIBRARY/MEDIA CENTER

Policy Statement

The Harford County Public School System shall maintain a professional library/ media center for employees.

Legal Reference:

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Policy

Adopted: Reaffirmed 05/12/80

Amended: 10/26/98

Reaffirmed: 5/6/02

Category: INSTRUCTION

Descriptor Code: .03.05.076

Subcategory: COPYRIGHT POLICY

Policy Statement

Employees shall comply with copyright laws and guidelines for use of print, multimedia, and computer software as set forth in the Administrative Guidelines and Procedures. Failure to comply shall result in disciplinary action up to and including termination.

Students shall comply with copyright laws and guidelines for use of print, multimedia, and computer software as set forth in the Administrative Guidelines and Procedures. Students who fail to comply shall be disciplined according to the procedures set forth in the Harford County Public School System's *Parent/Student Handbook*.

Students or employees shall obtain permission using the *Copyright Permission Request* form prior to publishing or reproducing more than fair use guidelines permit. When the copyright of a work is in doubt (as on the Internet), the employee or student shall assume it is copyrighted information and shall proceed accordingly.

The Superintendent shall be responsible for ensuring that administrative procedures for copyright policy are effectively implemented throughout the system.

Legal References:

17 United States Code 101 *et seq.*

Policy Adopted: 9/11/2000
Reaffirmed: 5/6/02

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Category: INSTRUCTIONAL PROGRAMS

Descriptor Code: 03.05.080

Subcategory: USE OF VOLUNTEERS IN THE SCHOOLS

Policy Statement

The Superintendent of Schools shall encourage the use of volunteers when to do so is in the best interest of the Harford County Public Schools.

Legal Reference:

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Policy

Adopted: 05/05/72

Reaffirmed: 05/12/80

Amended: 10/26/98

Reaffirmed: 5/6/02

Category: INSTRUCTIONAL PROGRAMS

Descriptor Code: 03.05.085

Subcategory: CEREMONIES AND OBSERVANCES

Policy Statement

The school instruction program shall include the commemoration of special days and events which are identified as part of the curriculum.

Legal Reference:

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Policy

Adopted: Reaffirmed 05/12/80

Amended: 10/26/98

Reaffirmed: 5/6/02

Category: INSTRUCTIONAL PROGRAMS

Descriptor Code: 03.05.090

Subcategory: CONTROVERSIAL ISSUES

Policy Statement

As a public institution, the Harford County Public Schools has a responsibility to provide for the study of controversial issues. Many areas of study abound with vital issues which should be carefully studied and adequately discussed to develop student abilities in reflective and responsible thinking. Facing issues without prejudice and withholding judgments until facts have been gathered, considered, and conclusions drawn are valuable student outcomes of a free educational system. A free exchange of ideas is highly important in democratic living. Serious consideration of purposeful, carefully planned investigations of controversial issues relating to a course of study is important to the citizenship education of students.

In providing for the study and discussion of such issues, the school system must maintain a non-partisan, neutral position. Controversial issues shall be presented and discussed in secondary school classrooms. Such study shall be objective and scholarly, and teachers shall guard against giving their personal opinions until after students have had the opportunity to collect and assemble factual information on the subject, to interpret the data without prejudice, to reconsider assumptions and claims, and to reach personal conclusions. Students must be encouraged to search after truth as well as to form, express, and justify personal views in controversial issues.

The teacher has the right to express personal views regarding controversial issues which have been previously presented and discussed in class. Such points of view should be clearly identified as opinions. The teacher may also express his/her views to generate additional thought and discussion but should identify these opinions and their purposes.

Further, the teacher has the obligation to assist students in achieving a scholarly competence, to teach factual information and concepts upon which truth is based, to help students develop a respect for factual knowledge as the basis for critical thought, to avoid discussion of issues beyond the comprehension and maturity of students, to lead students to recognize that some problems and issues escape solution, and to demonstrate a deep respect for the dignity of each student and his/her right to express opinions without jeopardizing relationships with the teachers of the school.

Legal Reference:

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Policy

Reaffirmed: 05/12/80

Reaffirmed: 10/26/98

Reaffirmed: 5/6/02

Category: INSTRUCTIONAL PROGRAMS

Descriptor Code: 03.05.095

Subcategory: DRAMA PRODUCTION

Policy Statement

In the Harford County Public Schools, administrators have the responsibility to protect and foster students' rights to freedom of responsible expression and to free access of information. In the fulfillment of these responsibilities, school administrators must remember that youth are required to attend school, that youth are of impressionable ages, and that the public schools are supported by the parents of all students. In this regard, drama for performance by students must be selected to balance every student's rights to gain knowledge with those curricular goals and objectives established by school authorities for the promulgation of sound educational purposes and principles.

Appropriate procedures shall be developed to assist principals in the selection of drama for performance by students in the secondary schools.

Legal Reference:

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Policy

Adopted: 07/01/82

Reaffirmed: 10/26/98

Reaffirmed: 5/6/02

Category: INSTRUCTIONAL PROGRAMS

Descriptor Code: 03.05.100

Subcategory: HOME INSTRUCTION

Policy Statement

Home instruction programs shall be evaluated in accordance with the criteria established by the Maryland State Board of Education.

Legal Reference:

Code of Maryland Regulations Title 13A.10.01.01

Jacqueline C. Haas, Secretary and Treasurer
Board of Education
of Harford County

Policy

Adopted: 10/08/84

Amended: 10/26/98

Reaffirmed: 5/6/02