

Concept and Roles in Instruction

General The Board believes the instructional program of its public school to be among its highest priorities, and it is therefore important for the Board and the professional staff to work cooperatively in determining educational goals and objectives that meet the needs of students.

Within the limitations of budgets made available to it by the Town of Norfolk, the Board will provide personnel, equipment, instructional supplies and materials and other support required to meet professional staff needs and community goals. The Board, understanding that education requires continuing change, also supports continuing in-service education for certified and non-certified staff.

The Superintendent shall present regular evidence of student progress and of program modifications based on evaluations which are consistent with district goals and objectives. Evidence of educational productivity is important in order to evaluate the educational system, to guide improvement efforts and to develop public support for the schools.

Board Adopted: November 13, 2013

Provisions of Negotiated Agreements/Contracts

All articles included in negotiated agreements/contracts with teachers' and administrators' bargaining representatives shall have the effect of Board policy. In cases of conflict between negotiated agreements/contracts and Board policies or administrative regulations, agreements/contracts take precedence.

Legal Reference: Connecticut General Statutes
10-153a through 10-153j

Board Adopted: November 13, 2013

**Series 6000
Policy 6003
Instruction**

**INDIVIDUALS WITH DISABILITIES EDUCATION ACT - ALTERNATIVE
ASSESSMENTS FOR STUDENTS WITH DISABILITIES FOR STATEWIDE
AND DISTRICT-WIDE ASSESSMENTS**

The Norfolk Board of Education will, in all respects, comply with the requirements of state and federal law with regard to the special education of students with disabilities. Decisions about whether a student with a disability eligible for special education and related services under the Individuals with Disabilities Education Act shall participate in alternative assessment(s) to particular statewide or district-wide assessments shall be made by each student's planning and placement team in accordance with applicable state and federal law.

Legal References:

Conn. Gen. Stat. § 10-14q

Individuals with Disabilities Education Act, 42 U.S.C. § 1400, *et seq.* (IDEA)
34 C.F.R. § 300.320

Connecticut Alternate Assessment (CTAA) Test Administration Manual,
Published December 9, 2016, http://ct.portal.airast.org/wp-content/uploads/CTAA_Test-Administration-Manual.pdf

CTAA and Alternate Science Learner Characteristics Inventory (LCI),
http://www.sde.ct.gov/sde/lib/sde/pdf/student_assessment/special_education/LCI.pdf

ADOPTED: October 3, 2023

**Series 6000
Policy 6004
Instruction**

**PARENT AND FAMILY ENGAGEMENT POLICY
FOR TITLE I STUDENTS**

In accordance with Section 1010 of the Every Student Succeeds Act (“ESSA”), Public Law 1114-95, it is the policy of the Norfolk Board of Education to provide parents and family members of students participating in the district’s Title I programs meaningful opportunities to participate in the education of their children within these programs. To facilitate parental and family participation, the Board encourages parents and family members of Title I eligible students to be involved in regular meetings, communications, and activities that will inform them about the district’s Title I programs, to participate in the improvement of such programs and to help improve their child’s progress within these programs.

This policy has been developed jointly with, and agreed upon by, parents and family members of children participating in Title I programs. The district shall distribute this written Parent and Family Engagement Policy to parents and family members of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy shall be made available to the public and updated periodically, as necessary to carry out the requirements of the parent and family engagement portion of Section 1010 of ESSA.

The Board shall conduct, with the meaningful involvement of Title I parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools receiving Title I funds. The Board shall use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the policy. Such annual evaluation shall include identifying:

1. barriers to greater participation by parents in activities authorized by 20 U.S.C. § 6318 (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
2. the needs of parent and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. strategies to support successful school and family interactions.

Each year, each school within the district that is involved in Title I programs shall conduct a meeting, at a convenient time, to involve parents in the planning, review and

improvement of programs funded by Title I. All parents of participating children must be invited and encouraged to attend. At this meeting, parents shall be given a description and explanation of the Title I programs, the curriculum in use at the school, the forms of academic assessment used to measure student progress, the achievement levels of the challenging State academic standards, and information regarding the importance of parental involvement and their right to be involved.

In addition to the required annual meeting, and if requested by parents, schools within the district that are involved in Title I programs shall offer opportunities for regular meetings at flexible times of the day in order to allow parents to formulate suggestions for the Board's Title I programs and their application to their child(ren)'s programs; and to participate, as appropriate, in decisions related to the education of their children. Parents will be given opportunities to participate in the joint development of the district's Title I plan, as required by Section 1006 of ESSA, and in the process of any school review and improvement in accordance with the State's plan, as required by Section 1111 of ESSA. At any time, if a parent is dissatisfied with a school's Title I program, he/she shall have the opportunity to submit comments for review at the district level.

The Board will provide the coordination, technical assistance and other support necessary to assist and build capacity of Title I schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. Parental and family engagement in Title I programs shall be coordinated and integrated with parental and family engagement strategies, to the extent feasible, under other federal, state, local and district programs.

In order to build the schools' and parents' capacity for strong parental involvement, the Board shall:

1. provide assistance to parents of students participating in Title I programs in understanding topics such as the challenging state academic standards, state and local academic assessments, the requirements under Title I, and how to monitor their child's progress and work with educators to improve the achievement of their children;
2. provide materials and training to help parents to work with their children, such as literacy training and using technology (including education about the harms of copyright piracy);
3. educate teachers, specialized instructional support personnel, staff and administrators, with the assistance of parents, about how to better communicate and work with parents;
4. to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local

programs, including public preschool programs, conduct other activities that encourage and support parent participation;

5. ensure that information related to school and parent programs, meetings and other activities is sent to participating parents in a format and, to the extent practicable, in a language the parents can understand;
6. provide such other reasonable support for parental involvement activities as parents may request; and
7. inform parents and parental organizations of the existence and purpose of parent resource centers within the State.

School-Parent Compact

This policy further requires that each school involved in Title I programs shall jointly develop with parents of participating children a school-parent compact that outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The school-parent compact shall:

1. describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet the challenging State academic standards;
2. indicate the ways in which each parent will be responsible for supporting their child's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions related their child's education and positive use of extracurricular time;
3. address the importance of ongoing teacher-parent communication through parent-teacher conferences, frequent reports to parents, reasonable access to school staff, and opportunities to volunteer, participate in, and observe their child's classroom activities; and
4. ensure regular, two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

The Board authorizes the Superintendent, or his/her designee, to develop a school-parent compact and other procedures such as those relating to meetings, parent communication and parental involvement activities, as he/she deems necessary in order to ensure compliance with this policy.

The Superintendent is required to include information about parental involvement and actions taken to improve parental involvement in the strategic school profile he or she submits annually to the Board of Education and Commissioner of Education. Such actions to improve parental involvement may include methods to engage parents in the planning and improvement of school programs and to increase support to parents working at home with their children on learning activities.

Connecticut General Statutes:

10-220(c) Duties of Boards of Education

Federal Law:

20 U.S.C. § 6318, as amended by Every Student Succeeds Act, Pub. L. No. 114-95, § 1010 (2015).

20 U.S.C. § 7801. Definitions

ADOPTED: September 13, 2021

Hartland School
30 South Road
East Hartland, CT 06027
Tel. (860) 653-7207 - Fax (860) 844-8528



Mrs. Alissa Goguen
Principal

Mrs. Imma Canelli
Superintendent of Schools

[Parents Name]
[Parents Address]

[Date]

Re: Meeting for Parents of Students Participating in Title I Programs

Dear **[insert parent name]**:

Each year, Hartland School must conduct a meeting to involve parents of students participating in programs conducted under Title I of the Every Student Succeeds Act of 2015 in the planning, review and improvement of programs funded by Title I. This year, the meeting will be held on **[insert date, time]** at **[insert location of meeting]**.

At this meeting, parents will be provided with a description and explanation of the Title I programs available in the district, the curriculum in use at the school, the forms of academic assessment used, the challenging State academic standards, and information regarding the importance of parental involvement. We welcome this opportunity to speak with parents of participating students and to inform you of the important work being done within our school. All parents of students participating in Title I programs are encouraged to attend and participate in the discussion.

For your convenience and information, enclosed with this letter is a copy of the Hartland Board of Education's Parent and Family Engagement Policy for Title I Students. We look forward to seeing you on **[insert date and time]**.

Sincerely,

Mrs. Alissa Goguen

Enclosure

Cc: Mrs. Imma Canelli, Superintendent of Schools

The Hartland Board of Education does not discriminate on the basis of race, color, religious creed, age, gender, gender identification, veteran's status, marital status, sexual orientation, national origin, ancestry, present or past history of mental disorder, mental retardation, or learning disability.

Parent-School Compact

Parents, students and staff involved in Title I programs within the Hartland School District agree to share responsibility for improving student academic achievement. In furtherance of this agreement, these parties agree to the following:

The Hartland School shall be responsible for:

- *providing high-quality curriculum and instruction in a supportive and effective learning environment that enables students in the Hartland Title I program to meet the challenging state academic standards;*
- *communicating with parents regarding their child's progress and providing timely information about Title I programs and assessment tools;*
- *encouraging ongoing communication between teachers and parents;*
- *educating staff about the importance of parental involvement;*
- *providing, at minimum, annual parent-teacher conferences during which the school-parent compact will be discussed as it related to the individual child's achievement;*
- *providing frequent reports to parents on their child's progress;*
- *providing reasonable access to school staff;*
- *providing opportunities for parents to volunteer, participate in and observe their child's classroom activities; and*
- *ensuring regular, two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.*

Teachers participating in Title I programs shall be responsible for:

- *communicating with parents on an ongoing basis;*
- *participating in parent-teacher conferences, at least annually, during which the school-parent compact will be discussed as it relates to the individual child's achievement;*
- *providing frequent reports to parents on their child's progress; and*
- *providing opportunities for parents to volunteer, participate and observe their child's classroom activities.*

Parents shall be responsible for supporting their child's learning in the following ways:

- *volunteering in their child's classroom;*
- *encouraging positive use of their child's extracurricular time; and*
- *participating, as appropriate, in decisions relating to their child's education.*

**Series 6000
Policy 6005
Instruction**

PARENTAL ACCESS TO INSTRUCTIONAL MATERIAL

In accordance with federal law and Board policy, parents shall be permitted access to instructional material used as part of the educational curriculum for any student.

"Instructional Material" means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Upon request, the district shall permit parents to inspect any instructional material. The district shall grant reasonable access to instructional material within a reasonable period of time after a parental request is received.

Legal Reference:

Federal Law:

Elementary and Secondary Education Act of 1965, 20 U.S.C. § 1232h, as amended by the Every Student Succeeds Act, Pub. L. 114-95

ADOPTED: October 3, 2023

Series 6000
Policy 6006
Instruction

PARENT-TEACHER COMMUNICATION

The Norfolk Board of Education believes that parents should be knowledgeable about the education that the Norfolk Public Schools (the “District”) provides to enrolled students. The Board believes that parents are most knowledgeable when they have regular communication with teachers. Therefore, it is the policy of the Board of Education to encourage parent-teacher communication. The Superintendent or designee shall be responsible for developing procedures in furtherance of this policy.

The Superintendent is further required to include information about parental involvement and actions taken to improve parental involvement in the strategic school profile that is submitted annually to the Board of Education and Commissioner of Education. Such actions to improve parental involvement may include methods to engage parents in the planning and improvement of school programs and to increase support to parents working at home with their children on learning activities.

The procedures developed in furtherance of this policy may include monthly newsletters, required regular contact with all parents, drop-in hours for parents, home visits and the use of technology such as homework hot lines to allow parents to check on their children's assignments and students to receive assistance if needed.

Such procedures shall require the District to conduct two flexible parent-teacher conferences for each school year. In addition, the procedures shall require the District to:

- A. offer parents the option of attending parent-teacher conferences by telephonic, video, or other conferencing platform,
- B. conduct one parent-teacher conference, in addition to the two flexible parent-teacher conferences described above, during periods when the District provides remote learning for more than three consecutive weeks, and one additional parent-teacher conference every six months thereafter for the duration of such period of remote learning (for purposes of this policy, and in accordance with applicable law, “remote learning” means instruction by means of one or more Internet-based software platforms as part of a remote learning model), and
- C. request from each student’s parent the name and contact information of an emergency contact person who may be contacted if the student’s parent cannot be reached to schedule a parent-teacher conference required during periods of District-provided remote learning.

The procedures must also require a teacher conducting a parent-teacher conference that is required in section (B) above to provide a copy of the document, to be developed by the Department of Education, to provide information concerning educational, safety, mental health, and food insecurity resources and programs

available for students and their families, to the parent prior to the parent-teacher conference. If, after making three attempts, a teacher is unable to make contact with a student's parent in order to schedule a parent-teacher conference required in section (B) above, the teacher shall report such inability to the school principal or designee. Such principal or designee shall contact any emergency contact person designated by the student's parent to ascertain such student's and family's health and safety.

Legal reference:

Connecticut General Statutes:

§ 10-220(c) Duties of Boards of Education

§ 10-221(f) Boards of Education to prescribe rules, policies and procedures

ADOPTED: October 3, 2023

ADMINISTRATIVE REGULATIONS

REGARDING PARENT-TEACHER COMMUNICATION

Hartland Public Schools Procedures **Regarding Parent-Teacher Communication**

The Hartland Board of Education (the “Board”) believes that parents should be knowledgeable about the education that the Hartland Public Schools (the “District”) provides to enrolled students. The Board believes that parents are most knowledgeable when they have regular communication with teachers. In accordance with the Board’s Parent-Teacher Communication policy, the administration has adopted the following procedures:

1. *[The District should customize, in this section, its requirements for parent-teacher communication, which procedures may include, but are not limited to, monthly newsletters, required regular contact with all parents, drop-in hours for parents, home visits, and the use of technology such as homework hot lines to allow parents to check on their children’s assignments and students to receive assistance if needed.]*
2. The District shall conduct two flexible parent-teacher conferences for each school year. Parents shall have the option of attending parent-teacher conferences by telephonic, video, or other conferencing platform.
3. In addition to the two-flexible parent-teacher conferences described above, during periods when the District provides remote learning for more than three consecutive weeks, the District shall conduct one parent-teacher conference, and one additional parent-teacher conference every six months thereafter for the duration of such period of remote learning. For purposes of these Administrative Regulations, and in accordance with applicable law, “remote learning” means instruction by means of one or more Internet-based software platforms as part of a remote learning model.
 - a. The District shall request from each student’s parent the name and contact information of an emergency contact person who may be contacted if the student’s parent cannot be reached to schedule a parent-teacher conference required during periods of District-provided remote learning.
 - b. If, after making three attempts, a teacher is unable to make contact with a student’s parent in order to schedule a parent-teacher conference required in this Section 3, the teacher shall report such inability to the school principal or designee. Such principal or designee shall contact any emergency contact person designated by the student’s parent to ascertain such student’s and family’s health and safety.
 - c. Upon development by the Department of Education of a document concerning educational, safety, mental health, and food insecurity resources

and programs available for students and their families, a teacher conducting a parent-teacher conference that is required in this Section 3 must provide a copy of such document to the parent prior to the parent-teacher conference.

**Series 6000
Policy 6007
Instruction**

PROMOTION AND RETENTION

Student promotion shall be determined by academic performance and social and emotional maturity. The Administration and faculty shall apply these criteria when determining whether to promote or retain a student. Retention is an extraordinary measure that should be the result of the combined professional judgment of the school principal, teachers, guidance counselor and/or other support personnel.

The Superintendent or his/her designee shall be responsible for developing procedures, in furtherance of this policy, that are designed to foster student achievement and reduce the incidence of social promotion. Such procedures shall:

- 1) include objective criteria for the promotion and graduation of students,
- 2) provide for the measuring of the progress of students against such criteria and the reporting of such information to parents and students,
- 3) include alternatives to promotion such as transition programs, and
- 4) provide for supplemental services.

Such procedures may require students who have substantial academic deficiencies that jeopardize their eligibility for promotion or graduation to attend after school programs, summer school or other programs that are designed to assist students in remedying such deficiencies.

Legal Reference:

Connecticut General Statutes §10-221(b)
Connecticut General Statutes § 10-223a

ADOPTED: September 13, 2021

Series 6000

Policy 6008

Instruction

SPECIAL EDUCATION

Instruction

The district shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals With Disabilities Education Act (“IDEA”), Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes which govern special education. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students’ identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student’s parent(s)/guardian(s)/surrogate parent to examine relevant records, an impartial hearing with opportunity for participation by the student’s parent(s)/guardians(s), and representation by counsel, and a review procedure.

The Board of Education in fulfilling its legal duties and responsibilities for providing special education programs for the students of the school district, shall be assisted through membership in the Regional Service Center and through cooperative associations with other school districts.

If necessary, students may also be placed in private school education facilities.

(cf. 3231 - Medicaid Reimbursement for Special Education Students)

(cf. 5145.71 - Surrogate Parent Program)

Legal Reference: Connecticut General Statutes

10-76a Definitions.

10-76b State supervision of special education programs and services. (as amended by PA 12-173)

10-76c Receipt and use of money and personal property.

10-76d Duties and powers of boards of education to provide special education programs and services.

10-76e School construction grant for cooperative regional special education facilities.

10-76f Definition of terms used in formula for state aid for special education.

10-76g State aid for special education.

10-76h Special education hearing and review procedure. Mediation of disputes.

10-76i Advisory council for special education.

10-76j Five-year plan for special education.

10-76k Development of experimental educational programs.

10-76m Auditing claims for special education assistance.

10-76a-1 et seq. Definitions

10-76d-1 through 10-76d-19 Conditions of instruction

10-76h-1 through 10-76h-2 Due process

10-76l-1 Program Evaluation

10-145a-24 through 10-145a-31 Special Education (re teacher certification)

10-2641 Grants for the operation of interdistrict magnet school programs

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Education Act, 20 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794

P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act

20 U.S.C. §6368 (3) The No Child Left Behind Act

Bd of Ed of the City School District of the City of New York v. Tom F. 128S.Ct. 1, 76 U.S.L.W. 3197 (2008)

Pre-School Special Education

The Board of Education recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. The Board authorizes the

Superintendent of Schools to establish administrative practices and procedures to carry out this responsibility. Such administrative practices and procedures shall include:

1. Locating and identifying all preschool children with disabilities pursuant to the relevant provisions of the Individuals with Disabilities Act (IDEA). The register of children eligible to receive preschool special education services is to be maintained and revised annually by the Director/Supervisor of Special Education;
2. Ensuring that the parents of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;
3. Developing an individualized education program (IEP) for each preschool age child with a disability requiring services;
4. Appointing and training appropriately qualified personnel;
5. Maintaining lists as required by the State Education Department pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served; and
6. Reporting as required to the State Education Department; and
7. Ensuring the smooth transition from infant to preschool programs.

The Planning and Placement Team's responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability.

It is ultimately the responsibility of the Board to provide the appropriate approved preschool program and services for the District children. Should the PPT's determination and recommendations differ from parent or guardian preference, placement may be appealed by a parent or guardian through the procedures outlined in IDEA.

The Board directs the Superintendent or his/her designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

Legal Reference: Connecticut General Statutes

10-76a Definitions.

10-76b State supervision of special education programs and services.

10-76c Receipt and use of money and personal property.

10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114)

10-76e School construction grant for cooperative regional special education facilities.

10-76f Definition of terms used in formula for state aid for special education.

10-76g State aid for special education.

10-76h Special education hearing and review procedure. Mediation of disputes.

10-76i Advisory council for special education.

10-76j Five-year plan for special education.

10-76k Development of experimental educational programs.

State Board of Education Regulations.

10-76m Auditing claims for special education assistance.

10-76a-1 et seq. Definitions.

10-76b-1 through 10-76b-4 Supervision and administration.

10-76d-1 through 10-76d-19 Conditions of instruction.

10-76h-1 through 10-76h-2 Due process.

10-76l-1 Program Evaluation.

10-145a-24 through 10-145a-31 Special Education (re teacher certification).

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Act, 42 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.

Policy adopted: 9/13/2021

Series 6000
Policy 6009
Instruction

**POLICY FOR THE EQUITABLE IDENTIFICATION OF GIFTED AND
TALENTED STUDENTS**

The Hartland Board of Education (the “Board”) will use equitable methods to identify students enrolled in the Hartland Public Schools (the “District”) that have an extraordinary learning ability and/or outstanding talent in the creative arts, the development of which requires programs or services beyond the level of those ordinarily provided in regular school programs. Such students will be identified as gifted and/or talented.

I. Definitions

For purposes of this policy:

“Extraordinary learning ability” means a child identified by the planning and placement team as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity, or both.

“Gifted and talented” means a child identified by the planning and placement team as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child’s intellectual, creative or specific academic potential. The term includes children with extraordinary learning ability (“gifted”) and children with outstanding talent in the creative arts (“talented”).

“Outstanding talent in the creative arts” means a child identified by the planning and placement team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.

“Planning and placement team (“PPT”),” for purposes of the evaluation, identification or determination of the specific educational needs of a child who may be gifted or talented, means a group of certified or licensed professionals who represent each of the teaching, administrative, and pupil personnel staffs, and who participate equally in the decision making process.

II. Referral

Any student enrolled in grades kindergarten through twelve, inclusive, in a District school may be referred to the PPT to determine eligibility as gifted and talented. A referral may come from any source, including the student's teacher, an administrator, the student's parent/guardian, or the student.

III. Evaluation and Identification

The PPT shall be responsible for conducting evaluations and identifying whether students are eligible as gifted and talented, and shall meet, as needed during the school year to determine the eligibility of groups of children for whom evaluation and identification as gifted and talented are planned. When a child has been individually referred to the PPT for consideration as a gifted and talented child, the PPT shall provide the student's parent(s)/guardian(s) with written notice of the referral.

The Board requires the use of multiple methods of identification of gifted and talented students. The PPT will use the following methods of evaluation in determining whether a student is eligible as gifted and talented:

Group Assessment. The PPT may use an appropriate standardized test administered to all students in a particular grade. In administering standardized tests, the PPT will use a locally normed cut score to identify students for consideration for gifted and talented classification. Parent/guardian consent is not required prior to the administration of a group assessment.

Individual Evaluation. Individual evaluations may be recommended by the PPT in appropriate circumstances, such as when there is a possibility of identifying the student as gifted and talented in areas that are not typically addressed by large-scale standardized tests, such as social studies, a technical discipline, music, creative arts, or performing arts. The PPT may also recommend an individual assessment for a student referred to the PPT for an evaluation when the student is in a grade level in which group assessments are not administered. Before a student is individually evaluated for identification as gifted or talented, the PPT must secure the written consent from a parent/guardian.

After the PPT has determined from an individual or group assessment that a student has potential for or has demonstrated extraordinary learning ability or outstanding talent in the creative arts, the student will be identified as gifted and talented only if the PPT determines that the child requires differentiated instruction or services beyond those provided in the general education program in order to realize the child's intellectual, creative or specific academic potential.

The results of the PPT meeting concerning a determination of the child's identification as gifted or talented shall be provided to the parent or guardian electronically or, if the District does not have the parent or guardian's e-mail address on

file, in writing. Such notice shall include, but is not limited to, (1) an explanation of how such student was identified as gifted and talented; and (2) the contact information for (A) the District employee in charge of the provision of services to gifted and talented students, or, if there is no such employee, the District employee in charge of the provision of special education and related services, (B) the employee at the Connecticut State Department of Education who has been designated as responsible for providing information and assistance to boards of education and parents or guardians of students related to gifted and talented students and, (C) any associations in the state that provide support to gifted and talented students.

If a parent/guardian disagrees with the results of the evaluation conducted by the PPT, the parent/guardian has a right to a hearing.

The District may identify up to ten (10) percent of the total student population for the District as gifted and talented.

IV. Provision of Services

The provision of services for gifted and talented students by the Board is discretionary.

Legal Reference:

Conn. Gen. Stat. § 10-76a
Conn. Gen. Stat. § 10-76xx

Conn. Agencies Regs. § 10-76a-1
Conn. Agencies Regs. § 10-76a-2
Conn. Agencies Regs. § 10-76d-1
Conn. Agencies Regs. § 10-76d-9(c)

Connecticut State Department of Education, *Gifted and Talented Education: Guidance Regarding Identification and Service* (March 2019), available at <https://portal.ct.gov/-/media/SDE/Gifted-and-Talented/Gifted-and-Talented-Education---Guidance.pdf>

ADOPTED: December 13, 2022

Goals and Objectives

The Board establishes the following goals for instructional program:

1. To instill in students basic skills as well as the knowledge, attitudes and habits that will allow them to adopt, adapt and utilize these skills in the ever-changing environment;
2. To provide an educational program that challenges each student yet minimizes failure and provides for everyone willing to make the effort to work and learn, the ability to achieve a certain measure of success;
3. To develop an educational program that is comprehensive and involves input from all groups within the school community, especially administrators, staff, parents and students;
4. To create a learning process that emphasizes human worth and incorporates real and relevant experiences that students may identify with and easily learn from; and
5. To provide educational opportunities for students to interact with students and leaders from other racial, ethnic and economic backgrounds in order to reduce racial, ethnic and economic isolation which may involve providing such opportunities with students from other communities.

Legal Reference: Connecticut General Statutes
10-4a Educational interests of state defined, as amended by PA 97-290, An Act
Enhancing Educational Choices and Opportunities.
10-220 Duties of Boards of Education.

Board Adopted: November 13, 2013

School Calendar

The Superintendent shall recommend school calendars meeting all statutory requirements to the Board for its review, and modified as it believes appropriate, for its approval.

The calendars recommended to the Board may include the operation of schools on state holidays providing a suitable nonsectarian educational program is held to observe the holiday, except for those holidays that occur in December and January.

The school calendar shall show school days in each school month, the number of school days in each month, legal and local holidays, staff development days, early closing days, vacation periods and other pertinent dates including graduation for students in grade six.

To benefit children, families and school staff in their planning, multiple year school calendars are preferable to single year school calendars.

See also 6146 (Graduation Requirements).

Legal Reference: Connecticut General Statutes
1-4 Days designated as legal holidays
10-15 Towns to maintain schools
10-16 Length of school day
10-29a Certain days to be proclaimed by governor. Distribution and number of proclamations
10-261 Definitions
PA 95-182 An Act Concerning Reduction of Education Mandates
PA 96-108 An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates

Board Adopted: November 13, 2013

School Day

Grades 1 – 6. The Superintendent shall ensure that:

1. The school year provides at least 180 days of school for all grades;
2. The school year provides a minimum of 900 hours of actual school work and in meeting this requirement, no more than seven hours of actual school work on a given day shall be credited toward meeting the 900 hour minimum;
3. In an early school closing or delayed opening because of weather, the district will provide a minimum of 900 hours of actual school work by the conclusion of the school year.
4. Should it be necessary to consider alternative scheduling in any single school year because of unusual circumstances which could interfere with fulfilling the 180 day school year requirement, the Superintendent shall recommend to the Board a plan for alternative scheduling to be transmitted to the State Board of Education for its consideration and possible approval.

In complying with statutory requirements for a minimum of four hours per day and a minimum of 900 hours per year, the Superintendent shall exclude from the definition of actual school work that time provided for student lunch periods and non-institutional recesses at the elementary schools.

Kindergarten. The Superintendent shall ensure that:

1. The school year provides at least 180 days of school;
2. The school year provides a minimum of 450 hours of actual school work and in meeting this requirement, no more than seven hours of actual school work on a given day shall be credited toward meeting the 450 hour minimum school year;
3. In an early school closing or delayed opening because of weather, either the morning or afternoon kindergarten session shall count as a school day;
4. In the event of an early closing because of weather, the kindergarten session shall count as a school day, regardless of its length.

In complying with statutory requirements for a minimum of 450 hours per year for kindergartens, the Superintendent shall exclude from the definition of actual school work that time provided for student lunch periods and non-institutional recesses.

Legal Reference: Connecticut General Statutes
10-15 Towns to maintain schools.
10-16 Length of school day. (As amended by PA 96-161 An Act Concerning Reduction of Education Mandates.)
10-16b Prescribed courses of study.
10-220 Duties of boards of education.

Release Time

Although the school shall cooperate with parents/guardians in requests for student absences for dental, medical, legal and other personal matters, parents/guardians should not remove students from school unless necessary. The school district encourages student appointments after school hours or on weekends, vacations and holidays. Parents/guardians should provide advance notice of school day appointments for students.

Students shall be excused from school upon written request from parents/guardians for major religious holidays, and students shall have the right to make up tests and shall not be deprived of any awards because of absences on religious holidays.

See also 5113 (Attendance and Excuses).

Legal Reference: Connecticut General Statutes
10-184 Duties of parents.
10-185 Penalty.
10-199 through 10-202 Attendance, truancy - in general.

Board Adopted: November 13, 2013

Emergencies and Disaster Preparedness

General. The Board recognizes that the health, welfare and safety of its students and employees are dependent upon sound emergency preparedness planning. All employees of the school system are responsible for promoting student and employee safety, including fire prevention measures and development of a sensitivity among students and employees about the importance of effective emergency procedures. District staff shall be prepared to respond immediately and responsibly to any combination of events which threaten to result in a disaster as well as to a disaster when it occurs.

The Superintendent shall develop system-wide emergency procedures and the Principal shall maintain specific building regulations and procedures for fire, bomb threats, civil defense and other emergencies.

Fire alarm systems, and regular and emergency school exits shall be maintained in good working order.

First Aid. The Superintendent shall ensure that at least one person at the school holds current first aid and/or CPR certification.

Legal Reference: Connecticut General Statutes
10-221 Boards of education to prescribe rules
10-231 Fire drills.
52-557b "Good Samaritan Law." Immunity from liability for emergency medication assistance, first aid or medication by injection. School personnel not required to administer or render.

Board Adopted: November 13, 2013

Fire Emergency (Drills)/Crisis Response Drills

A fire drill shall be held at least once a month. The initial fire drill must be held not later than thirty days after the first day of each school year. A crisis response drill shall be substituted for one of the required monthly school fire drills every three months. The Principal shall prepare a definite fire emergency plan, and furnish to all teachers information as to route and manner of exit. Fire drills shall be planned in such a way as to accomplish the evacuation of school buildings in the shortest possible time and in the most efficient and orderly fashion.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills. Such drills shall incorporate the basic protocols of lockdown, evacuation and shelter-in-place responses. The activation and utilization of the Incident Command System shall also be a part of the crisis response drills.

The Principal shall keep a record of all fire and crisis response drills held in the school, stating the date the drill was held and the time required for the response protocols utilized in the drill. He/She shall furnish such reports to the Superintendent or his designate as may from time to time be required.

Local law enforcement and other local public safety officials shall evaluate, score and provide feedback on fire drills and crisis response drills conducted pursuant to Connecticut General Statutes 10-231. The Board of Education shall annually submit reports to the Department of Emergency Services and Public Protection regarding such fire drills and crisis response drills.

(cf. 5141.6 - Crisis Management Plan)
(cf. 5142 - Student Safety)
(cf. 6114 - Emergencies and Disaster Preparedness)

Legal Reference: Connecticut General Statutes
10-231 Fire drills. (as amended by PA 00-220 and PA 09-131)

Board Adopted: November 13, 2013

Fire Emergency Drills/Crisis Response Drills

In the event that fire is discovered in the school, the Fire Department shall be called immediately following giving the signal to evacuate the building.

The Principal shall hold at least one fire drill each month in which all students, teachers and other employees shall be required to leave the school building. The initial fire drill must be held not later than thirty days after the first day of each school year.

A crisis response drill shall be substituted for one of the required monthly school fire drills every three months. Such drills shall incorporate the basic protocols of lockdown, evacuation and shelter-in-place responses. The activation and utilization of the Incident Command System shall also be a part of the crisis response drills.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency, the fire department and other community first responders. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills.

1. Students, during an evacuation response, must leave the building in an orderly and rapid manner and teachers are required to check to ascertain that no student remains in the building.
2. Real emergencies often call for alternate exits to be used. Teachers must be prepared to select and direct their classes to these alternate exits in the event the designated escape route is blocked.
3. A record shall be kept in the Principal's office of each fire and crisis response drill conducted. A copy of the record shall also be filed in the Office of the Superintendent.

The Principal and teachers shall recognize that the essential element in any emergency is prevention of panic. The Principal and teachers shall afford students such confidence as clarity of direction and supervision can contribute.

Legal Reference: Connecticut General Statutes
10-231 Fire drills (as amended by PA 00-220 and PA 09-131))

Board Adopted: November 13, 2013

The Board recognizes that bomb threats are a significant concern to the school. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false.

Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The Board directs the Superintendent to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

1. Conduct Prohibited. No person shall make, or communicate by any means, whether verbal or non-verbal, a threat that a bomb has been, or will be, placed on school premises. Because of the potential for evacuation of the school and other disruption of school operations, placement of a bomb or of a "look-alike" bomb on school premises will be considered a threat for the purpose of this policy.

It is also a violation of Board policy to communicate by any means that any toxic or hazardous substance or material has been placed, or will be placed, on school premises with the intent to endanger the safety and welfare of students or staff and/or to disrupt the operations of the schools. For the purpose of this policy, "toxic or hazardous substance or material" means any material or substance, including biomedical materials or organisms that, when placed as threatened, could be harmful to humans.

2. Definitions.

- A. A "bomb" means an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, "Molotov cocktail" or other destructive device.
- B. A "look-alike bomb" means any apparatus or object that conveys the appearance of a bomb or other destructive device.
- C. A "bomb threat" is the communication by any means, whether verbal or non-verbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or look-alike bomb on school premises.
- D. "School premises" means any school property, school buses and any location where any school activities may take place.

3. Development of Bomb Threat Procedures. The Superintendent or the Superintendent's designee shall be responsible for developing and implementing procedures specific to bomb threats as part of the school district's Crisis Response Plan. These procedures are intended to inform administrators and staff of appropriate protocols to follow in the event that a bomb threat is received and should include provisions to address:

- A. Threat assessment (for the purpose of identifying a response that is in proportion to the threat, in light of what is necessary to ensure safety);
Building evacuation and re-entry (including selection of potential alternative sites for those who are evacuated);
- B. Incident "command and control" (who is in charge, and when);
- C. Communications contacts and mandatory bomb threat reporting;
- E. Parent notification process;
- D. Training for staff members; and
- G. Support services for students and staff.

The initial bomb threat procedure will be subject to approval by the Board. The Superintendent or the Superintendent's designee will be responsible for overseeing a review or evaluation of bomb threat procedures.

4. Reporting of Bomb Threats. A student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to the Principal, teacher, the School Resource Officer or other employee in a position of authority.

Any employee of the school who learns of a bomb threat shall immediately inform the building administrator. The building administrator shall immediately take appropriate steps to protect the safety of students and staff in accordance with the school district's bomb threat procedure, as set forth herein, and will inform the Superintendent of the threat.

All bomb threats shall be reported immediately to the local law enforcement authority, as provided in the bomb threat procedures.

The Superintendent shall be responsible for reporting any bomb threat to the Board. Reports will include the date and time of the threat, the medium used to communicate the threat, and whether or not the perpetrators have been apprehended.

5. Student Discipline Consequences. Making a bomb threat is a crime. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action.

The administration shall suspend and may recommend for expulsion any student who makes a bomb threat.

6. Aiding Other Students in Making Bomb Threats. A student who knowingly encourages, causes, aids or assists another student in making or communicating a bomb threat shall be subject to the disciplinary consequences described herein.
7. Failure to Report a Bomb Threat. A student who fails to report information or knowledge of a bomb threat or the existence of a bomb or other destructive device in a school building or on school property may be subject to disciplinary consequences, which may include suspension and/or expulsion.
8. Staff Discipline Consequences. A school system employee who makes or communicates a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with collective bargaining agreements, other employment agreements and Board policies.

A school system employee who fails to report information or knowledge of a bomb threat or the existence of a bomb on school premises will be subject to discipline up to and including termination of employment.

9. Civil Liability. The school district reserves the right to bring suit against any individual responsible for a violation of this policy and to seek restitution and other damages as permitted by law.
10. Lost Instructional Time. Instructional time lost as a result of a bomb threat will be rescheduled at the earliest appropriate opportunity as determined by the Superintendent within parameters set by the Board.

Time lost may be rescheduled on a vacation day, or after what would normally be the last day of the school year, except on days when schools must be closed as required by law.
11. Notification Through Student Handbook. All student handbooks shall address the school district's bomb threat policy and procedures and explain the educational consequences of bomb threats. In addition, student handbooks shall notify students and parents that bomb threats violate Board policy and civil and criminal law.

Legal References: 18 U.S.C. §921; 8921
(cf. 5114 – Suspension/Expulsion)
(cf. 5131.7 – Weapons and Dangerous Instruments)
(cf. 5141.6 – Crisis Prevention/Response)

INSTRUCTION

6114.3

Bomb Threats

Page 4

(cf. 5142 – Student Safety; Procedures for Plan During Crisis)
(cf. 6114 – Emergencies and Disaster Preparedness)
(cf. 6144.1 – Fire Emergencies/Drills)
(cf. 6114.6 – Emergency Closings)
(cf. 6114.7 – Safe Schools)

Board Adopted: November 13, 2013

The Board is committed to the prevention of violence against people or property in the schools or at school activities, whether by students, staff or others. While committed to the protection of each person's constitutional rights, including due process rights, the Board does not condone lawlessness. Any individual committing violent acts in or on school property will be disciplined according to applicable Board policy and regulations.

Staff members who implement this or any other Board policy will receive the full support of the Board and the administration.

The Board may establish an advisory committee to review specific policies, regulations, plans and procedures in order to ensure a comprehensive and effective program to prevent and punish vandalism and violence occurring in the school and on district property. Simultaneously with the work of the committee, the Superintendent and appropriate school administrators shall review the practices at the school. The advisory committee shall submit a report to the Board including any findings and recommendations for the implementation of committee suggestions on this and other policies, regulations, plans and procedures concerning safety. Members of the advisory committee shall be appointed by the Board, and shall include a Board member, the Superintendent, appropriate school personnel, parents and other community representatives.

The advisory committee shall examine the policies, regulations, plans and procedures concerning:

1. student conduct and discipline;
2. maintenance of public order on school property;
3. a weapons ban on school property;
4. drug and alcohol abuse;
5. school emergency management;
6. coordination efforts with law enforcement agencies;
7. searches and seizures by school officials;
8. training for staff and students in conflict resolution and violence prevention; and
9. building security measures including procedures governing visitors to the schools and access to school buildings.

The advisory committee shall review these and other policies, regulations, plans and procedures, as directed, to ensure that they are:

1. consistent with law and regulation;
2. clear, complete and enforceable; and
3. appropriately disseminated to students, staff, parents and available to the general public.

The advisory committee shall report its findings and recommendations to the Board prior to public release. Final reports shall be delivered to the Board at a meeting scheduled by the Board to receive the report.

Any official policy level action is the sole discretion of the Board. The Board is in no way obligated to follow committee recommendations. The Board has the right to accept, reject or modify all or any part of a committee recommendation.

REGULATION

Charge to the Advisory Committee on Safe Schools

The Board welcomes the participation of all committee members in an effort to ensure a safe, healthy and wholesome environment for students and staff in which respect for the rights and property of others is fostered.

Your charge is to review and make recommendations on specific policies, regulations, and practices of the district directed at preventing or controlling vandalism or violence in the schools. Your efforts shall assist the Board in establishing a system-wide anti-violence program.

Each of the identified policies, regulations, plans and procedures shall be reviewed to ensure that they are:

1. consistent with law and regulation;
2. clear, complete and enforceable; and
3. appropriately disseminated to students, staff, parents and are available to the general public, upon request.

Issues for Review

The General Assembly has long required that school districts, at least annually, inform parents and students of policies governing student conduct and discipline. (CGS 10-233a et seq.)

1. Student Conduct and Discipline

Board should adopt student conduct and discipline policies which include:

- A. a discipline code for student behavior; and
- B. a range of penalties that may be imposed for violation of the discipline code, including suspension and expulsion.

In addition to the above, the Committee shall also review the district's policies and procedures governing student drug and alcohol abuse, vandalism, as well as student conduct on school buses. The advisory committee should ensure that:

- A. there are written codes of expected behavior communicated to students and parents;
- B. the discipline policies include warnings that anyone engaging in violent acts on school property risks serious penalties;
- C. due process and appeal procedures are clearly stated and provided;
- D. parents and students are fully aware of the district's policy on drug and alcohol abuse and that there are procedures in place for referring student for treatment; and
- E. students and parents are held financially liable for willful acts of vandalism.

2. Searches and Seizures

The district should have a policy stating its right, in certain instances, to conduct a search of a student and his/her possessions for a weapon (or other contraband) and seize it. Particular attention should be given to determining whether the policy provides sufficient direction to staff to protect them from being charged with violating a student's constitutional rights. The committee should also ensure that staff is receiving adequate training in this area.

3. Emergency Management Plans

The committee should review whether the district adopted an emergency plan; whether the district reviews the plan annually and revises as necessary; and whether the plan provides adequate direction in the case of violence in or near a school.

4. Weapons on School Property

The committee should ensure that the district has a policy banning dangerous weapons in school which is sufficient and properly enforced, containing adequate penalties for its violation, and about which students are informed.

5. Coordination with Appropriate Law Enforcement Agencies

The committee should also examine whether the district's program is coordinated with local authorities to ensure that the district work with members of the local police to help students understand how law enforcement agencies work to prevent violence.

6. Building Security

The committee should examine the school's security measures including procedures governing access to school buildings, student dismissal precautions and visitors to the schools.

Any official policy level action is the sole discretion of the Board. The Board is in no way obligated to follow committee recommendations. The Board has the right to accept, reject or modify all or any part of a committee recommendation.

The Board values the advisory committee's assistance in this project.

See also 5131 (Conduct at School and Activities), 5131.5 (Vandalism), 5131.6 (Drugs/Alcohol and Tobacco), 5131.8 (Out of School Misconduct), 5131.9 (Gang Action by or Association), 5132 (Dress and Grooming), 5146 (Child Abuse and Neglect), 5142 (Student Safety), 5147 (Suicide Prevention), 5143 (Student Health Assessments and Immunizations), 5144 (Administering Medications), 5145 (Communicable and Infectious Diseases), 5114 (Suspension/Expulsion/Exclusion/Removal), 6114 (Emergencies), 6161.11 (Drugs/Alcohol and Tobacco).

Legal Reference: Connecticut General Statutes
4-176e through 4-185 Uniform Administrative Procedure Act.
10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.
10-221 Boards of education to prescribe rules.
10-233a through 10-233f re in-school suspension, suspension, expulsion. (As amended by PA 95-304, An Act Concerning School Safety).
52-572 Parental liability for torts of minors. Damage defined.
53a-3 Firearms and deadly weapons.
53-206 Carrying and sale of dangerous weapons.
53a-217b Possession of firearms and deadly weapons on school grounds.
PA 94-221 An Act Concerning School Safety.
PA 95-304 An Act Concerning School Safety.
PA 97-290 An Act Enhancing Educational Choices and Opportunities.
GOALS 2000: Education America Act.
18 U.S.C. 921 Definitions.
Title III - Amendments to the Individuals with Disabilities Education Act. Sec. 314 (Local Control Over Violence).
Elementary and Secondary Education Act of 1965 as amended by the Gun Free Schools Act of 1994.
New Jersey v. TLO., 469 U.S. 325; 1055. CT. 733.

Board Adopted: November 13, 2013

Opening Exercises, Observances, Ceremonies, Programs

Each homeroom and elementary class shall conduct opening exercises each school day including the salute to the flag, reading of announcements and notices, and a moment of silent meditation for those students and teachers who wish to avail themselves of such time for such purpose.

In observances of legal, state and national holidays, recognition may be made as appropriate to the historical and cultural value of such holidays.

Ceremonial events shall be conducted as appropriate to the occasion, with sensitivity and respect toward students whose cultural backgrounds may differ from that of the event being observed.

School programs are valuable components of the total education program, and teachers shall be free to use music, literature, drama, poetry, art and dance, with origins in any faith, based upon the artistic merit and/or performance suitability of the available material and the interests and capabilities of the teachers and students producing the program. Similar academic criteria shall apply to any aspect of the curriculum.

Students and teachers shall have the right to refuse, for reasons of conscience, to participate in or attend any activity or program that includes material which they may deem contrary to personal beliefs.

Legal Reference: Connecticut General Statutes
10-16a Silent Meditation.
PA 02-119, An Act Concerning Bullying Behavior in Schools and Concerning the
Pledge of Allegiance
No Child Left Behind

Board Adopted: November 13, 2013

Nondiscrimination in the Instructional Program

This school district pledges to avoid discriminatory actions and seeks to foster good human and educational relations that will help to attain:

1. equal right and opportunities for students and staff members in the school community;
2. equal opportunity for all students to participate in the total school program of the schools;
3. continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences;
4. training opportunities for improving staff ability and responsiveness to educational and social needs;
5. opportunities in educational programs which are broadly available to all students; and
6. an appropriate learning environment for students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (2) equitable allocation of resources throughout the school, and (3) a safe school setting.

Each student, at the time that student becomes eligible for participation, will be advised of their right to an equal opportunity to participate in school programs without discrimination of any kind.

Legal Reference: Connecticut General Statutes
10-15 Towns to maintain schools.
10-15c Discrimination in public school prohibited.
10-18a Contents of textbooks and other general instructional materials.
10-226a Pupils of racial minorities.
10-145a(b) Certificates of qualification for teachers; Intergroup relations programs.
10-220 Duties of boards of education, as amended by PA 97-290, An Act Enhancing Educational Choices and Opportunities.
Title IX of the Education Amendments of 1972, 20 U.S.C., 1681 et seq. Section 504,
U.S. Rehabilitation Act, 1973, 29 U.S.C. 791

Board Adopted: November 13, 2013

Equal Educational Opportunity

Reduction of Racial, Ethnic and Economic Isolation - The Board shall provide, in conformity with all applicable state statutes and regulations, educational opportunities for students to interact with students and teachers from other racial, ethnic and economic backgrounds in order to reduce racial, ethnic and economic isolation. Such opportunities may be provided with students from other communities.

In providing such opportunities, the Board will consider such programs or use such methods as:

1. Inter-district magnet school programs;
2. Charter schools;
3. Inter-district after-school, Saturday and summer programs and sister-school projects;
4. Intra-district and inter-district public school choice programs;
5. Inter-district school building projects;
6. Inter-district program collaborative for students and staff;
7. Minority staff recruitment;
8. Distance learning through the use of technology;
9. Experiences that increase awareness of the diversity of individuals and cultures; and
10. Community and parental involvement in the school district.

The Board shall report by October 1, 1998 and biennially thereafter, to its regional education service center on district programs and activities undertaken to reduce racial, ethnic and economic isolation. Such information shall, through the regional service center and the Commission of Education, be reported to the Governor and the General Assembly.

See also 1110.1 (Parental Involvement), 1212 (School Volunteers), 1330 (Use of School Facilities), 5117.1 (Intra-District Choice/Open enrollment), 5117.2 (Inter-District Choice), 5117 (School District Lines), 5118 (Nonresident Attendance), 6010 (Goals and Objectives), 6114.7 (Safe Schools), 7010 (Goals and Objectives - Construction), 7100 (Planning-Construction).

Legal Reference: Connecticut General Statutes

10-4a Educational interests of state defined.

10-220 Duties of boards of education

10-226h Programs and methods to reduce racial, ethnic, and economic isolation (as amended by PA 11-179)

Board Adopted: November 13, 2013

In accordance with state statutes, the prescribed course of study shall include at least the following subject matter:

1. The arts, which may include, but is not limited to dance, music, art and theater;
2. Career education;
3. Consumer education;
4. Health and safety, including, but not limited to, human growth and development; nutrition; first aid; disease prevention; community and consumer health, physical mental and emotional health, including youth suicide prevention, substance abuse prevention, and safety and accident prevention;
5. Language arts, including reading, writing, grammar, speaking and spelling;
6. Mathematics;
7. Physical education;
8. Science;
9. Social studies, including, but not limited to, citizenship, economics, geography, government and history;
10. At least on the secondary level, one or more foreign languages and vocational education.

The curriculum development/revision process will be conducted by a District Curriculum Committee that has the responsibility to recommend, develop, review, and approve all curriculum for the District and said curriculum shall be subject to the approval of the Board of Education.

The Board of Education has responsibility and authority for the district's curriculum, subject to any limits specified by the State.

(cf. 6121 Nondiscrimination: Instructional Program)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

10-16c et seq. re Family life education.

10-17 English language to be medium of instruction.

- 10-17 et seq. re Bilingual instruction.
- 10-18 Courses in United States history, government and duties and responsibilities of citizenship.
- 10-18a Contents of textbooks and other general instructional materials.
- 10-18b et seq. re Firearms safety programs.
- 10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught. Training of personnel.
Evaluation of programs by alcohol and drug abuse commission and department of education.
- 10-19a et seq. re Substance abuse prevention team.
- 10-24 Course in motor vehicle operation and highway safety.
- 10-21 et seq. re Vocational education and cooperation with business .
- 10-220 Duties of boards of education as amended by PA 08-153.
- 10-221a High School graduation requirements.

Policy Adopted: November 13, 2013

Curriculum Design/Development

Curriculum development shall be guided by:

1. Needs assessments and information concerning the education of district students;
2. Range of student abilities, aptitudes, and interests;
3. Aspirations of school district residents for students;
4. Mobility of district population;
5. Avoidance of discrimination;
6. Reduction of duplication of effort and repetitive curricula among various school levels and coordination of courses of study and syllabi;
7. Provisions of negotiated agreements.

The curriculum development/revision process will be conducted by a District Curriculum Committee that has the responsibility to recommend, develop, review, and approve all curriculums for the District and said curriculum shall be subject to the approval of the Board of Education.

The Board of Education has responsibility and authority for the district's curriculum, subject to any limits specified by the State.

(cf. 6121 Nondiscrimination: Instructional Program)

(cf. 6140 Curriculum)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

10-16c et seq. re family life education.

10-17 English language to be medium of instruction.

10-17 et seq. re Bilingual instruction.

10-18 Courses in United States history, government and duties and responsibilities of citizenship.

10-18a Contents of textbooks and other general instructional materials.

10-18b et seq. re Firearms safety programs.

10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught. Training of personnel.

Evaluation of programs by alcohol and drug abuse commission and department of education.

10-19a et seq. re Substance abuse prevention team.

10-24 Course in motor vehicle operation and highway safety.

10-21 et seq. re Vocational education and cooperation with business .

10-220 Duties of boards of education as amended by PA 08-153.

10-221a High School graduation requirements.

Board Adopted: November 13, 2013

School Readiness/Day-Care

The Board recognizes the critical importance of the early years in determining the educational development of children. Insofar as resources permit, programs designed to help meet the physical, emotional, social and intellectual needs of pre-school children ages three and four are encouraged. Such programs shall promote the health and safety of children and prepare them for formal schooling. In the utilization of resources, however, including available space, first priority is assigned to the regular school program for grades K through 6. A cooperative arrangement with another school district may be considered.

The Board directs the Superintendent, in cooperation with the chief elected official of the town, to develop and submit a plan to the State Department of Education which fulfills the requirement of C.G.S. 17b-749a and which enables the district to seek funding on a competitive grant basis established for this purpose.

In addition, recognizing the need to fulfill the statutory program requirements for school readiness programs detailed in C.G.S. 10-169, the Board directs that an emphasis shall be placed on a plan for the incorporation of appropriate pre-literacy practices and teacher training in such practices and professional development for staff that includes, but is not limited to, training in pre-literacy skills development, and is designed to assure respect for racial and ethnic diversity.

The Board regards parental involvement and community cooperation as an integral part of this program. A local school readiness council, its composition and duties specified by statute, shall be formed and convened by the Superintendent.

Legal Reference: Connecticut General Statutes
17b-749a Establishment of school readiness program. Council as amended by PA
97-259 An Act Concerning School Readiness and Child Day Care.

Board Adopted: November 13, 2013

The Superintendent, or the Superintendent's designee, shall ascertain and report to the Board annually the number of children of limited and non-English speaking ability within the school district along with classification according to their dominant language.

A limited English proficient student is as defined in Title VII of the Improving America's Schools Act of 1994 (P.L. 103-382). A student is considered to have limited English proficiency if that student was not born in the United States or comes from a country where English is not the dominant language; and has sufficient difficulty reading, writing, speaking and understanding English that the student may not be able to learn successfully in an English-language classroom or participate fully in American society.

Whenever it is ascertained that Botelle has 20 or more eligible students classified as dominant in any one language other than English, the Board shall provide a program of bilingual education for such eligible students for the following school year.

The Superintendent will require the Principal to conduct a preliminary assessment of the dominant language of all students in the district as follows:

1. From parents/guardians by personal contact in the student's presumed dominant language.
2. From parents/guardians by use of questionnaires in the student's dominant language.
3. From personal interviews in the presumed dominant language (grades 4-6 only).
4. From school records (only when unable to use one of the methods described above).

The Superintendent shall apply annually for a grant of funds to support such a program. The Superintendent shall also submit annual reports of progress as required by law.

A meeting shall be held with the parents/guardians of eligible students to explain the benefits of the language program options available in the district. A student will be placed in a bilingual program if the parents/guardians elect this option.

An eligible student for the bilingual program shall be limited to no more than 30 months, excluding summer school and time spent in two-way language programs, in a bilingual program. The program must continuously increase the use of English for instruction and provide that more than 50% of instruction be in English by the end of a student's first year in the program.

The progress made by each student in the bilingual education program in meeting the English mastery standard developed by the State Department of Education shall be assessed annually. Students not meeting the English mastery standard or those demonstrating limited progress shall be provided with additional language support services which may include, but are not limited to, summer school, after-school assistance and tutoring. Students meeting the state standard shall leave the program.

Bilingual-Bicultural Education**Page 2**

The date of initiation into the district's bilingual program and the date and results of the required assessments shall be documented on the student's permanent record card.

Eligible students enrolling in a secondary school with less than 30 months remaining before graduation shall be assigned to an English as a Second Language program. The eligible student may also be provided with additional services designed to enable the student to speak, write and comprehend English by the time the student graduates, and to assist the student meet the course requirements for graduation. The district, when required to provide a bilingual education program, shall also investigate the feasibility of instituting two-way language programs starting in kindergarten.

Legal Reference: Connecticut General Statutes
10-149 Exceptions (as amended by PA 02-7, 5/9/02 Special Session)
10-17 English language to be medium of instruction. Exception.
10-17a Establishment of bilingual and bicultural program.
10-17d Application for and receipt of federal funds.
10-17e Definitions.
10-17f Required bilingual education. (as amended by PA 98-168)
10-17g Application for grant. Annual evaluation report.
10-76e Definitions.
10-146f Waiver of certification requirements for bilingual teachers.
State Board of Education Regulations
10-17h-1 to 10-17h-15. Programs of bilingual education.
P.A. 99-211. An Act Improving Bilingual Education.
Title VII of the Improving America's School Act of 1994. P.L. 103-382

Board Adopted: November 13, 2013

Computer Literacy**Technology and Instruction**

In addition to instructional materials and audio-visual materials, an increasing field of technological aids and equipment become integral parts of districts instructional programs. Computers, telecommunications equipment and laser technology all have a variety of applications across the curricula.

The Board of Education wants all students, by the end of grade 12, to be independent, competent, responsible and confident users of information and technology and to be able to apply related strategies for acquiring basic skills and content knowledge, collaborating with others, communicating ideas, solving problems and pursuing personal interests.

When budgeting for computers and related technology, the Board may seek outside funding for computer hardware and software, as well as funds for training programs. Cooperative purchasing/leasing agreements through the education service district are another means of economizing.

The Board fully embraces the program goals for information and technology literacy contained in the Connecticut Information and Technology Curriculum Framework.

In all its technological purchases, training programs and applications, the District should seek to further its basic instructional goals and the goals contained within the aforementioned Framework.

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules.

Policy adopted: November 13, 2013

Limited English Proficiency Program

In accordance with the Board's philosophy to provide a quality educational program to all students, the school district shall provide an appropriate planned instructional program for identifying students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have limited English proficiency ("LEP") will be identified, assessed and provided appropriate services.

The Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a Second Language instruction.

The Superintendent or the Superintendent's designee shall implement and supervise an LEP program that ensures appropriate LEP instruction and complies with federal and state laws and regulations.

The Superintendent or the Superintendent's designee, shall develop and disseminate written procedures regarding the LEP program, including:

1. program goals;
2. student enrollment procedures;
3. assessment procedures for program entrance, measurement of progress, and program exit;
4. classroom accommodations;
5. grading policies; and
6. a list of resources, including support agencies and interpreters.

The school district shall establish procedures for identifying students whose language is not English. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.

Students whose dominant language is not English should be enrolled in the school district upon proof of residency and proof of required immunizations and health examination. Students shall have access to and be encouraged to participate in all academic and extracurricular activities of the school district. Students participating in LEP programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The LEP program shall be designed to provide instruction that meets each student's individual needs, based on the assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English to assure achievement of academic standards.

The LEP program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.

Limited English Proficiency Program**Page 2**

At the beginning of each school year, the school district shall notify parents/guardians of students qualifying for LEP programs regarding the instructional program and parental/guardian options, as required by law. Parents/guardians will be regularly apprised of their student's progress. Communications with parents/guardians shall be in the language understood by the parents/guardians, whenever possible.

The school district shall maintain an effective means of outreach to encourage parental/guardian involvement in the education of their children.

Legal Reference: Connecticut General Statutes
10-17 English language to be medium of instruction. Exception.
10-17a Establishment of bilingual and bicultural program.
10-17d Application for and receipt of federal funds.
10-17e Definitions.
10-17f Required bilingual education. (as amended by PA 98-168 & PA 01-205)
10-17g Application for grant. Annual evaluation report.
10-76e Definitions.
10-146f Waiver of certification requirements for bilingual teachers.
P.A. 99-211 An Act Improving Bilingual Education.
State Board of Education Regulations
10-17h-1 to 10-17h-15. Programs of bilingual education.
Title VI, Civil Rights Act of 1964
Equal Education Opportunities Act as an amendment to the Education
Amendments of 1974
Bilingual Education Act. 20 U.S.C. §§7401 et seq. as amended by the English
Language Acquisition, Language Enhancement, and Academic Achievement Act.
Title III, Sections 3001-3304 of HR1, No Child Left Behind Act of 2001, P.L.
107-110.

Board Adopted: November 13, 2013

INSTRUCTION

6141.312

Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the school district.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for school district staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Migrant Education Program - Parent/Guardian Involvement. Parents/guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program. Parents/guardians of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Legal Reference: No Child Left Behind Act of 2001, §1301 et seq., 20 U.S.C. §6391 et seq., 34 C.F.R. §200.40 - 200.45.

Board Adopted: November 13, 2013

Internet Use Policy**Page 1**

New technologies are changing the way information may be accessed, communicated and transferred. Those changes may also alter instruction and student learning. Botelle offers students and staff members access to the electronic information highway and the Internet.

Along with access to computers and people all over the world comes the availability of materials that may not be considered appropriate in the classroom. However, on a global network it is impossible to control all materials. Ultimately, the students are responsible for setting and conveying the standards that should be followed when using media and information sources.

Internet Use Rules and Responsibilities. Students are responsible for good behavior on computer networks just as they are in a classroom setting. Communications on the network are often of a public nature. General rules for behavior and communications apply. Internet access is provided for students to conduct research and communicate with others in relation to schoolwork. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege, not a right. Therefore, based upon the acceptable use outlined in this document, the system administrators will deem what is inappropriate use and their decisions are final. The system administrators may close an account at any time. The administration of Botelle may deny, revoke or suspend user accounts. In order to ensure that the District's Internet connection is used in the appropriate manner and that all users are protected from any inappropriate information published on the Internet, the District has and is continuing to implement the following:

1. Professional development opportunities to help teachers integrate the use of the Internet into classroom teaching.
2. Use of the computers, computer systems, software electronic access privileges and networks shall be restricted to those users who have signed the District's "Acceptable Use Policy." In the case of minors, the "Acceptable Use Policy" must also be signed by the student's parent or guardian.
3. Implementation of a system developed to filter out Internet sites with content considered unacceptable for student viewing. A committee of teachers, parents, and administrators shall be used to receive appeals from users who have a specific use in mind for a filtered site.
4. Therefore, the staff role in supervising and monitoring student access to the Internet is critical. In addition, each individual has the responsibility to monitor their own navigation on the Internet to avoid undesirable sites.

Filtering

Filtering should only be viewed as one of a number of techniques used to manage student's access to the Internet and encourage acceptable usage. It should not be viewed as a foolproof approach to preventing

Internet Use Policy

access to inappropriate material. Filtering should be used in conjunction with:

- Educating students to be “Net-smart”
- Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
- Using “Acceptable Use Agreements;”
- Using behavior management practices for which Internet access privileges can be earned or lost; and
- Appropriate supervision, either in person and/or electronically.

Regulation:

Individual users of the Internet are responsible for their use of the network. The use of their account must be in support of education and research and must be consistent with academic expectations of the Internet. Use of other organizations' networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of U.S. or state regulations including copyrighted, threatening or obscene materials is prohibited. Use for commercial activities by for-profit organizations, product promotion, political lobbying or illegal activities are strictly prohibited.

The user is expected to abide by the following network rules of etiquette:

Be polite. Do not write or send abusive messages.

Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.

Transmission of obscene materials is prohibited. Sending or receiving offensive messages or pictures from or to any source will result in immediate suspension of Internet privileges.

Do not reveal the personal address or phone number of yourself or others.

Do not communicate any financial information, including, but not limited to, credit card numbers or bank account numbers.

Legal Reference: Connecticut General Statutes

51a-182b Harassment in the first degree: Class D Felony (as amended by PA 95-143)
20 U.S.C. Section 6777, No Child Left Behind Act
20 U.S.C. 254 Children’s Internet Protection Act of 2000
47 U.S.C. Children’s Online Protection Act of 1998

Board Adopted: November 13, 2013

Internet Use Policy**Technology Resources Agreement Form**

Student: _____

Grade _____ Teacher _____

I understand that, as an Internet user, I am responsible for my actions and will act considerately and appropriately, in accordance with the following rules. When using any of Botelle School's Technology Resources, including the Internet, I will not:

- send, display or download offensive messages or pictures.
- use obscene language.
- harass, insult, or attack others.
- damage computers, computer systems or computer networks which includes changing workstation and printer configurations.
- violate copyright laws
- use other users' passwords.
- trespass in other users' files, folders or work.
- intentionally waste limited resources.

I understand that any or all of the following sanctions could be imposed if I violate any of the policies and procedures regarding the use of Botelle School's Technology Resources, including the Internet.

1. Loss of access.
2. Additional disciplinary action to be determined at Botelle School in line with existing practices regarding inappropriate language or behavior.
3. Legal action when applicable.

_____ My child has my permission to use the computers and the Internet at Botelle School. I understand that all computers accessing the Internet are filtered for my child's protection.

_____ I give permission for the school to include my child's picture or class work on the Botelle School home page.

PARENT/GUARDIAN NAME: _____**PARENT/GUARDIAN SIGNATURE:** _____ **DATE:** _____**STUDENT**
SIGNATURE: _____ **DATE:** _____

Computers: Web Sites/Pages

The Board allows the school district and Botelle to create and maintain world wide web sites for educational purposes. Web sites are avenues for educating, providing information, communicating and expressing creativity. School district and Botelle web sites shall be used to share information about school curriculum and instruction, school-authorized activities and other information relating to the school and its mission. Web sites shall also provide instructional resources for staff and students.

Materials displayed on web sites are published on the Internet, therefore, the content should be professional quality and consistent with the education mission of the school district. Web sites shall follow standards for ethical behavior in regard to information and technology by showing respect for the principles of intellectual freedom, intellectual property rights and the responsible use of information and technology. Pages shall reflect an understanding that both internal and external audiences will be viewing the information.

Any pages or links representing the school district shall follow guidelines and responsibilities pertaining to content standards, student records, copyright and technical standards as set forth as Board policy.

See also 1110 (Communications with the Public), 5125 (Student Records), 5145.2 (Freedom of Speech/Expression), 6145.3 (Publications), 6161.1 (Guidelines for Evaluation/Selection of Instructional Materials), 6162.6 (Use of Copying Device, Copyrights), 6163.3 (Instructional Resources for Students/Live Animals in the Classroom).

Legal Reference: Connecticut General Statutes
1-19(b)(11) Access to public records. Exempt records.
10-15b Access of parent or guardians to student's records.
10-209 Records not to be public.
11-8a Retention, destruction and transfer of documents
11-8b Transfer or disposal of public records. State Library Board to adopt regulations.
46b-56 (e) Access to Records of Minors.
Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).
Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.
Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et.seq.

Internet Acceptable Use: Filtering

The Board provides computers, computer systems, software, electronic access privileges, and networks for students and staff to carry out the mission of the Board in an environment which ensures access to up-to-date information, management, and communication services. Responsible use of these systems and networks is expected of all students and staff.

The computers, computer systems, software, electronic access privileges, and networks are the property of the Board of Education and are to be used only for those activities directly related to teaching, learning, and/or management by students and staff. The equipment, infrastructure, and software are not to be used for personal gain by any student or staff member.

In order to ensure that the District's Internet connection is used in the appropriate manner and that all users are protected from any inappropriate information published on the Internet, the District has and is continuing to implement the following:

1. Professional development opportunities to help teachers integrate the use of the Internet into classroom teaching.
2. Use of the computers, computer systems, software electronic access privileges and networks shall be restricted to those users who have signed the District's "Acceptable Use Policy." In the case of minors, the "Acceptable Use Policy" must also be signed by the student's parent or guardian.
3. Implementation of a system developed to filter out Internet sites with content considered unacceptable for student viewing. A committee of teachers, parents, and administrators shall be used to receive appeals from users who have a specific use in mind for a filtered site.

The Internet changes rapidly making it impossible to filter all objectionable sites. Therefore, the staff role in supervising and monitoring student access to the Internet is critical. In addition, each individual has the responsibility to monitor their own navigation on the Internet to avoid undesirable sites.

(cf. 6141.321 - Acceptable Use of the Internet)

(cf. 6141.322 - Web Sites/Pages)

Legal Reference: Connecticut General Statutes
1-19(b)(11) Access to public records. Exempt records.
10-15b Access of parent or guardians to student's records.
10-209 Records not to be public.

Board Adopted: November 13, 2013

Bring Your Own Device (BYOD) and Protocol for the Use of Technology in the Schools**Page 1**

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. To prepare students as 21st century thinkers and learners, students in Norfolk School District are now encouraged to bring their own technology to campus.

The Board of Education is committed to aiding students and staff in creating a 21st century learning environment. Therefore students and staff will be permitted to access the District's wireless network with their personal devices during the school day. With teacher approval, students may use their own devices to access the Internet and collaborate with other students.

Nothing in this policy or in any guidelines or regulations adopted hereunder shall be interpreted to prohibit a student with a disability from possessing and using a paging device, cellular telephone or other personal technology in a manner consistent with the student's Individualized Education Plan (IEP) or Section 504 Plan.

Definition of "Device"

For purposes of BYOD, a "device" means a privately owned wireless and/or portable electronic piece of equipment that includes laptops, netbooks, tablets/slates, iPod Touches, e-Readers, cell and smart phones.

Internet

The only internet gateway that may be accessed while in the District Public Schools is the one provided by the District. Any device brought to the District will not be permitted to use outside internet sources.

Personal internet connective devices, such as but not limited to cell phones/cell network adapters, are not permitted to be used to access outside internet sources at any time.

Software

Many software packages are now available as web browser applications. This negates the need to have required programs loaded onto student computers. Students can access what they will need through any web browser. Therefore, there is no required software necessary to take part in the Bring Your Own Device program.

Security and Damages

Responsibility to keep the device secure rests with the individual owner. Regional School District No. 7 is not liable for any device stolen or damaged on campus. If a device is stolen or damaged, it will be handled through the administrative office as other personal items that are stolen or damaged. It is recommended that skins, decals, and other custom touches be used to identify physically a student's device from others. Additionally, protective cases for technology are encouraged.

Bring Your Own Device (BYOD) and Protocol for the Use of Technology in the Schools**Page 2****Bring Your Own Device/Technology Student and Parent Agreement**

The use of technology to provide educational material is not a necessity but a privilege. A student does not have the right to use his/her electronic device while at school. When abused, privileges will be taken away. When respected, they will benefit the learning environment as a whole.

Students and parents/guardians participating in the Bring Your Own Device/Technology program must adhere to the Student Code of Conduct, as well as all applicable Board policies, particularly the Internet policy.

The use of these devices, as with any personally owned device, is strictly up to the teacher.

Bring Your Own Device (BYOD) and Protocol for the Use of Technology in the Schools

(cf. 5114 – Suspension/Expulsion)

(cf. 5132.81 – Use of Electronic Devices)

(cf. 5131.911 – Bullying)

(cf. 5131.913 – Cyberbullying)

(cf. 5131 – Conduct)

(cf. 5144 – Discipline)

(cf. 6141.321 – Acceptable Computer Use Policy)

(cf. 6141.323 – Internet Acceptable Use: Filtering)

(cf. 6141.326 – Online Social Networking)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules

Policy Adopted: November 13, 2013

Bring Your Own Device (BYOD) and Protocol for the Use of Technology in the Schools**Page 3****Bring Your Own Device Student Agreement****6141.328****Form 1**

The use of technology to provide educational material is a privilege at school that we wish all students to have beginning in grade ____ in _____, 20___. When abused, privileges will be taken away. When respected, they will benefit the learning environment tremendously.

Students and parents who bring their own device must adhere to the Student Code of Conduct as well as all Board policies, particularly the Internet Acceptable Use and Internet Safety. Additionally, students must adhere to the following:

Devices are to be used for instructional purposes connected to the approved curriculum, not to cheat on assignments or tests, not to make personal phone calls, not to send text messages, and not to post information, photos, or videos not authorized by the teacher.

Students acknowledge the following:

- Only the school's Internet will be accessed. Attempts will not be made to bypass the local connection.
 - The District's network filters will be applied to one's connection to the Internet and attempts will not be made to bypass them.
 - Only authorized data can be accessed. Infecting the network with a virus, Trojan, or program designed to damage, alter, or destroy the network; and hacking, altering, or bypassing security policies are not allowed.
 - The school District has the right to collect and examine any device that is suspected of causing problems or was the source of an attack or virus infection.
 - All data must be stored on the student's hard drive. Backing up the data through a jump drive, an external drive, or another media device regularly is strongly encouraged.
 - As we do not have enough outlets for students to charge their devices in classrooms, each student must charge his or her own device prior to bringing it to school daily.
 - Using a personal device to transmit or share inappropriate content during the school day will result in the loss of BYOD/BYOT privileges. Additional consequences may be applied depending upon the circumstances. Transmission of material of a bullying nature or sexual nature will not be tolerated.
 - Using a personal device at unauthorized times will result in the loss of BYOD/BYOT privileges.
 - Use of these devices in the cafeteria, gymnasium, locker rooms, hallways, and bathrooms is strictly prohibited. The purpose of BYOD/BYOT is purely for the extension and enrichment of the learning environment.
 - Devices cannot be used during assessments, unless otherwise directed by a teacher.
 - Students must immediately comply with teachers' requests to shut down devices or close the screen. Devices must be in silent mode and put away when asked by teachers.
- Bring Your Own Device Student Agreement
- Students are not permitted to transmit or post photographic images/videos of any person on campus on public and/or social networking sites.
 - Students can only access files on the computer or Internet sites which are relevant to the classroom curriculum.

Bring Your Own Device (BYOD) and Protocol for the Use of Technology in the Schools**Page 4**

- Students are not to physically share their personal devices with other students, unless approved in writing by their parent/guardian.

- Personal devices may not be used to cheat on assignments, tests or for non-instructional purposes, such as making personal phone call and text/instant messaging.

- Personal devices may not be used to send inappropriate e-messages during the school day.

As a student, I understand and will abide by all on this agreement. I further understand that any violation is unethical and may result in the loss of my device privileges as well as other disciplinary action.

As a parent, I understand that my child will be responsible for abiding by the policy pertaining to this program and its guidelines. I have read and discussed them with him/her and he/she understands the responsibility he/she has in the use of their personal device.

I/We understand and will abide by the above B.Y.O.D. guidelines. As the parent or guardian, I hereby consent to my child's use of personal technology at school. I/We agree to hold the Norfolk School District harmless for any damages suffered by my child or me including those arising from unauthorized use, loss of data, and exposure to potentially harmful or inappropriate material arising from the use of personal technology at school.

Signature
of Student: _____

Printed
Name: _____

Date: _____

Signature
of Parent: _____

Printed
Name: _____

Date: _____

Bring Your Own Device (BYOD) and Protocol for the Use of Technology in the Schools**Page 1**

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. To prepare students as 21st century thinkers and learners, students in Botelle School are now encouraged to bring their own technology to campus.

The Board of Education is committed to aiding students and staff in creating a 21st century learning environment. Therefore students and staff will be permitted to access the District's wireless network with their personal devices during the school day. With teacher approval, students may use their own devices to access the Internet and collaborate with other students.

Nothing in this policy or in any guidelines or regulations adopted hereunder shall be interpreted to prohibit a student with a disability from possessing and using a paging device, cellular telephone or other personal technology in a manner consistent with the student's Individualized Education Plan (IEP) or Section 504 Plan.

Definition of "Device"

For purposes of BYOD, a "device" means a privately owned wireless and/or portable electronic piece of equipment that includes laptops, netbooks, tablets/slates, iPod Touches, e-Readers, and smart phones.

Internet

The only internet gateway that may be accessed while in the Botelle School is the one provided by the District. Any device brought to the District will not be permitted to use outside internet sources.

Software

Many software packages are now available as web browser applications. This negates the need to have required programs loaded onto student computers. Students can access what they will need through any web browser. Therefore, there is no required software necessary to take part in the Bring Your Own Device program.

Security and Damages

Responsibility to keep the device secure rests with the individual owner. Botelle School is not liable for any device stolen or damaged on campus. If a device is stolen or damaged, it will be handled through the administrative office as other personal items that are stolen or damaged. It is recommended that **non-offensive** skins, decals, and other custom touches be used to identify

Bring Your Own Device (BYOD) and Protocol for the Use of Technology in the Schools

Page 2

physically a student's device from others. Additionally, protective cases for technology are encouraged.

Bring Your Own Device/Technology Student and Parent Agreement

The use of technology to provide educational material is not a necessity but a privilege. A student does not have the right to use his/her electronic device while at school. When abused, privileges will be taken away. When respected, they will benefit the learning environment as a whole.

Students and parents/guardians participating in the Bring Your Own Device/Technology program must adhere to the Student Code of Conduct, as well as all applicable Board policies, particularly the Internet policy.

All Devices must be in good working order and virus free prior to being brought to School and being used on the School's Network.

It is the Parents/Families responsibility to assure the devices are in good order, virus free and are responsible for maintaining & repairing such devices. The School will not be responsible for repairing or maintaining such devices.

The School reserves the right to inspect all devices prior to use on the School's network.

The use of these devices, as with any personally owned device, is strictly up to the Teacher and/or the Technical Support Personnel.

Bring Your Own Device (BYOD) and Protocol for the Use of Technology in the Schools

(cf. 5114 – Suspension/Expulsion)

(cf. 5132.81 – Use of Electronic Devices)

(cf. 5131.911 – Bullying)

(cf. 5131.913 – Cyberbullying)

(cf. 5131 – Conduct)

(cf. 5144 – Discipline)

(cf. 6141.321 – Acceptable Computer Use Policy)

(cf. 6141.323 – Internet Acceptable Use: Filtering)

(cf. 6141.326 – Online Social Networking)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules

Bring Your Own Device (BYOD) and Protocol for the Use of Technology in the Schools**Page 3****Policy Adopted: November 13, 2013****Bring Your Own Device Student/Parent Agreement
Form 1****6141.328**

The use of technology to provide educational material is a privilege at school that we wish all students to have beginning in grade ____ in _____, 20___. When abused, privileges will be taken away. When respected, they will benefit the learning environment tremendously.

Students and parents who bring their own device must adhere to the Student Code of Conduct as well as all Board policies, particularly the Internet Acceptable Use and Internet Safety. Additionally, students must adhere to the following:

Devices are to be used for instructional purposes connected to the approved curriculum, not to cheat on assignments or tests, not to make personal phone calls, not to send text messages, and not to post information, photos, or videos not authorized by the teacher.

Students acknowledge the following:

- Only the school's Internet will be accessed. Attempts will not be made to bypass the local connection.
- The District's network filters will be applied to one's connection to the Internet and attempts will not be made to bypass them.
- Only authorized data can be accessed. Infecting the network with a virus, Trojan, or program designed to damage, alter, or destroy the network; and hacking, altering, or bypassing security policies are not allowed.
- The School District has the right to collect and examine any device that is suspected of causing problems or was the source of an attack or virus infection.
- All data must be stored on the student's hard drive. Backing up the data through a jump drive, an external drive, or another media device regularly is strongly encouraged.
- As we do not have enough outlets for students to charge their devices in classrooms, each student must charge his or her own device prior to bringing it to school daily.
- Using a personal device to transmit or share inappropriate content during the school day will result in the loss of BYOD/BYOT privileges. Additional consequences may be applied depending upon the circumstances. Transmission of material of a bullying nature or sexual nature will not be tolerated.
- Using a personal device at unauthorized times will result in the loss of BYOD/BYOT privileges.
- Use of these devices in the cafeteria, gymnasium, locker rooms, hallways, and bathrooms is strictly prohibited. The purpose of BYOD/BYOT is purely for the extension and enrichment of the learning environment.
- Devices cannot be used during assessments, unless otherwise directed by a teacher.
- Students must immediately comply with teachers' requests to shut down devices or close the screen. Devices must be in silent mode and put away when asked by teachers.

Bring Your Own Device (BYOD) and Protocol for the Use of Technology in the Schools**Page 4**

- Students are not permitted to transmit or post photographic images/videos of any person on campus on public and/or social networking sites.
 - Students can only access files on the computer or Internet sites which are relevant to the classroom curriculum.
 - Students are not to physically share their personal devices with other students, unless approved in writing by their parent/guardian.
 - Personal devices may not be used to cheat on assignments, tests or for non-instructional purposes, such as making personal phone call and text/instant messaging.
 - Personal devices may not be used to send inappropriate e-messages during the school day.
- As a student, I understand and will abide by all on this agreement. I further understand that any violation is unethical and may result in the loss of my device privileges as well as other disciplinary action.

As a parent, I understand that my child will be responsible for abiding by the policy pertaining to this program and its guidelines. I have read and discussed them with him/her and he/she understands the responsibility he/she has in the use of their personal device.

I/We understand and will abide by the above B.Y.O.D. guidelines. As the parent or guardian, I hereby consent to my child's use of personal technology at school. I/We agree to hold the Norfolk School District harmless for any damages suffered by my child or me including those arising from unauthorized use, loss of data, and exposure to potentially harmful or inappropriate material arising from the use of personal technology at school.

Signature
of Student: _____

Printed
Name: _____

Date: _____

Signature
of Parent: _____

Printed
Name: _____

Date: _____

Family Life and Sex Education

Family life education shall help students acquire knowledge, attitudes and values that will contribute to the well-being of individuals, families and society. Family life education shall:

1. Provide instruction in family planning, human sexuality, parenting and nutrition.
2. Include the emotional, physical, psychological, hygienic, economic and social aspects of family life.
3. Enable students to discuss family issues effectively, including willingness and ability to listen, to accept criticism and to respond with openness, frankness and honesty.
4. Discuss the need for students to develop and demonstrate mutual respect and love for family members.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents/guardians have the primary responsibility to assist their children in developing moral values, but schools should support and supplement parental/guardian efforts through offering factual information and student opportunities for discussion of concerns, issues and attitudes in sexual behavior, including traditional moral values.

The Superintendent may establish a family life committee to plan, develop and monitor the family life education program, and to serve as a resource for family life curriculum evaluation and recommendations for program changes.

Students, parents or guardians shall be informed of their right to exempt the student from the family life program.

See also 6140 (Curriculum), 6141 (Curriculum Design/Development).

Legal Reference: Connecticut General Statutes
10-16c State board to develop family life education curriculum guides.
10-16d Family life education programs not mandatory.
10-16e Students not required to participate in family life education programs.
10-16f Family life programs to supplement required curriculum.
20 U.S.C. 7906 No Child Left Behind Act of 2001

Board Adopted: November 13, 2013

Reading and language skills are integral parts of all phases of the learning process. Each individual, therefore must learn to speak, read, write, and listen to words in order to function effectively in school and society. Since it is primarily with words that ideas and thoughts are communicated, it is imperative that the individuals develop competency in the reading and language arts areas for self-fulfillment, effective communication, creative expression, and to assume a productive role in society. Each individual must be provided with an educational program at his or her level of ability and achievement. Such a program will emphasize the differentiation of instruction, flexible grouping, and a multi-modality approach.

Recognizing the importance of establishing the appropriate foundation during the primary grades and its statutory requirements, the Board of Education, by September 1, 1999 will develop and implement a three year plan to improve the reading skills of students in grades K through 3 inclusive. The goal of such plan is to have all students attain the state's reading competency standard.

The Superintendent is directed to include in the plan:

1. The specific instructional methods, strategies and activities that will be used to teach reading;
2. Ways to assess and help students in danger of not learning to read by the end of first grade;
3. Periodic evaluations of students' reading levels;
4. More time for instructing students who do not progress or who read below grade level;
5. In-service training for elementary school teachers in how to teach reading and language arts;
6. Ways to involve parents in addressing their children's reading development;
7. Ongoing data collection and monitoring of program effectiveness; and
8. A school and public library partnership to improve pre-reading and reading skills; and
9. Provisions for summer remedial instruction of students who demonstrate reading deficiency.

Legal Reference: Connecticut General Statutes

10-220a In-service training. Professional development. Institutes for educators. Cooperating and beginning teacher programs, regulations.

10-2211 State-wide Early Reading Success Institute

10-221h Plan to improve reading skills.

10-265g Summer reading programs required for priority school districts Evaluation of student reading level. Personal reading plans (as amended by June Special Session PA 01-1 and by PA 06-135)

10-2651 Requirements for additional instruction for poor performing students in priority school districts; exemptions. Summer school required exemptions.

10-266p Priority school district grant program.

P.A. 99-288 An Act Concerning Education Accountability

P.A. 06-135 An Act Requiring A Study Of State Educational Institutions and Departments With Respect to the Expenditures of Such Institutions and Departments and the Programs Administered or Services Provided by Such Institutions and Department.

Board Adopted: November 13, 2013

Health Education Program**Page 1**

It is the intent of the Board that Botelle school take a proactive effort to encourage students to make nutritious food choices. Food and beverages sold or served Botelle school shall include nutritious food choices. Food and beverages sold or served in the school shall include nutritious, low-fat foods and drinks, which may include, but shall not be limited to, low-fat dairy products, natural fruit juices and fresh or dried fruit at all times when food or drink is available for purchase by students during the school day.

The Superintendent will develop administrative regulations as needed for the implementation of this policy, including a process for the regular review and evaluation of the District's program.

Regulation:

The input of students will be encouraged. Development of the school district's program will be guided by the following goals:

1. Botelle shall be a safe and healthy place for students and employees to learn and work, with a climate that nurtures learning, achievement and growth of character.
2. All students shall be taught the essential knowledge and skills they need to become health literate, i.e., to make health-enhancing choices and avoid behaviors that can damage their health and well being.
3. Botelle shall be organized to reinforce students' adoption of health-enhancing behaviors and staff shall be encouraged to model healthy lifestyles.
4. School leaders shall ensure that the nutrition health services and social services students need in order to learn are provided, either at the school site or in cooperation with other community agencies.

Contributing to the fulfillment of the above goals and in conformity with state statute, the Board requires that all full-time students shall be provided a daily lunch program of not less than 20 minutes. In addition, all students enrolled in grades kindergarten through five, inclusive, shall have included in the regular school day, a period of physical exercise, except that this requirement may be altered by a Planning and Placement Team ("PPT") for a child requiring special education and related services according to state and federal law, as may be amended from time to time. Such periods of physical exercise can be comprised of a combination of planned physical education classes, recess, and/or teacher-directed classroom activities.

In addition, it is the intent of the Board that the school proactively encourage students to make nutritious food choices. Food and beverages sold or served at Botelle shall include nutritious food choices. Food and beverages sold or served at Botelle shall include nutritious, low-fat foods and drinks, which may include, but shall not be limited to, low-fat dairy products, natural fruit juices and fresh or dried fruit at all times when food or drink is available for purchase by students during the school day.

Legal Reference: Connecticut General Statutes
10-215 Lunches, breakfasts and the feeding programs for public school children and employees.
10-215a Non-public school participation in feeding program.
10-215b Duties of state board of education re feeding programs.
10-216 Payment of expenses.
10-215b-1 State board of education regulation
10-221o Lunch periods. Recess. (as amended by P.A. 12-116, AN Act Concerning Educational Reform)
10-221p Boards to make available for purchase, low fat foods and drinks

Board Adopted: November 13, 2013

Controversial Issues

Controversial issues are those subjects about which there are significant differences of opinion based on differing values people bring to an issue. As a basic educational competency, students should develop abilities to deal with controversial issues.

Controversy is inherent in the democratic way of life, and study and discussion of controversial issues is essential to citizenship education in a free and open society. Students can become better informed individuals through examining evidence, facts and differing viewpoints; by exercising freedom of thought and moral choice; and through making responsible decisions. Perpetuation of the fundamental principles of American society requires opportunities for students to read, to gather information, to speak, to hear alternative viewpoints and to reach honest judgments according to individual abilities.

Teachers shall help students identify and evaluate relevant information, learn the techniques of critical analysis and make independent judgments. They must reinforce students' rights to present and support personal conclusions with those who have opposing points of view. Teachers should also develop student interest in objective re-examination of long-standing issues, and of newly significant issues and promote vigorous exchanges of ideas. Although teachers have the right to express personal viewpoints and opinions, they do not have the right to indoctrinate students with their personal views.

Regulations:

1. Teachers shall not restrict the expression of student opinions and expression of issues that are of public or universal concern.
2. Teachers may exercise discretion, however in limiting such expression when it disrupts the learning process or otherwise threatens order or safety other children and the learning environment.

See also 1312 (Public Complaints), 4118.21 (Academic Freedom), 5145.2 (Freedom of Speech/Expression), 6161 (Equipment/Books/Materials: Provision/Selection).

(cf. 1312 Public Complaints)

(cf. 4118.21 Academic Freedom)

(cf. 5145.2 Freedom of Speech/Expression)

(cf. 6161 Equipment/Books/Materials: Provision/Selection)

Legal Reference: Connecticut General Statutes

31-51q Liability of employer for discipline or discharge of employee on account of employee's exercise of certain constitutional rights.

Keyishian v. Board of Regents 395 U.S. 589, 603 (1967)

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Policy Adopted: November 13, 2013

Exemption From Instruction

Substance Abuse. Substance abuse education is required by state statute for all students annually and no student will be exempt from instruction on this topic.

Religious. If the religious belief and/or teachings of a student or a student's parents or guardians are contrary to the content of a school subject, or to any part of a school activity, the student may be exempt from participation. To receive such an exemption, the parents or guardians must present a written request for exemption to the Principal stating the conflict involved.

Medical. If a student is unable to participate in a physical education class, the student must present to the Principal or the Principal's designee a statement from a physician stating the reason for the student's inability to participate.

AIDS Instruction. Currently there is no cure for those infected with Acquired Immune Deficiency Syndrome ("AIDS"), but the Board believes that education is the best way to prevent the spread of AIDS. By learning the facts about AIDS, students will be able to make decisions that will keep them healthy and perhaps save their lives. A student will be exempted from instruction on upon receipt of a written request for exemption from the student's parents or guardians.

Family Life and Sex Education. Students, parents or guardians shall be informed of their right to exempt the student from the family life program. The student will be exempted upon a written request for exemption from his/her parents or guardians.

Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study
10-19(b) AIDS education
10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught

Board Adopted: November 13, 2013

INSTRUCTION

6145.3

Student Publications

Student publications are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board shall encourage the development of school newspapers, annuals and magazines.

Freedom of speech and of expression in student publications as guaranteed by the First Amendment is to be observed scrupulously by the administration, faculty and students.

See also 5145.2 (Freedom of Speech/Expression), 6144 (Controversial Issues).

Legal Reference: Eisner v Stamford Board of Education, 440 F. 2d 803 (2nd Cir. 1971)
Trachtman v Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S. 925 (1978)

Board Adopted: November 13, 2013

Student Government/Organizations/Associations

Student Government. To encourage student participation in school life and to provide opportunity experiences in democratic processes, the school may maintain and operate a student council. Student government shall be of the students, by the students, in communications with the administration and in the organization of student activities. The student council shall assist in improving the general welfare of all students and shall offer students opportunities to participate in the democratic process.

Student Council members shall be elected democratically and their rights and responsibilities clearly set forth. Faculty advisors for the student council will be appointed by the Principal.

The Student Council shall not have authority to make policies for the school district or regulations for the school, nor shall they have any disciplinary authority, except for recommending removal from the Student Council of one of their members. However, the Student Council may make recommendations to the administration on any topic of student concern.

The administration and the Student Council shall keep channels of communication open, not only between themselves, but between all students, the Student Council and the Board.

Student Organizations/Associations. Student organizations and associations that contribute to learning shall be encouraged and shall operate within the framework of the law, Board policy, administrative rules and the parameters of existing educational programs. The staff shall assist in the establishment and operation of worthwhile student organizations and associations.

The Superintendent shall develop general guidelines for student organizations. Among other provisions, such guidelines shall require the assignment of at least one faculty advisor to each student organization and the approval by the Board of any student organization.

This policy applies to in-school organizations only. It is not intended to restrict the organization of students into groups that function apart from the school.

Non-School Organizations. All organizations not specifically authorized and organized by the school are non-school organizations and beyond the jurisdiction and responsibility of school authorities. However, should these groups conduct activities on school property, at school-sponsored activities, or as a carry-over into the school day, or reflect on the reputation of the school, the Superintendent may develop disciplinary rules and regulations.

Activities contrary to the best interests of the school or that reflect on the reputation of the school are forbidden, including, but not limited to, initiations and hazing on school grounds or at school-sponsored events and conducting or participating in activities on school grounds which violate federal, state or city laws or county ordinances, or Board policies or administrative regulations.

INSTRUCTION

6145.8

School Activity Funds

School activity funds may be expended only for purposes that may benefit the student body of the school. All rules, regulations and procedures for the conduct, operation and maintenance of extracurricular accounts, and for the safeguarding, accounting and auditing of all monies received and derived from those accounts are to contribute to that objective.

See also 3454 (School Activity Funds).

Legal Reference: Connecticut General Statutes
10-237 School activity funds.

Board Adopted: November 13, 2013

INSTRUCTION

6146.1

Grading System

The primary purpose of grading shall be to keep parents and students fully informed of student progress and to provide continuous and accurate records of each student's achievement for use in instruction.

The Board shall approve the grading and reporting systems as developed by the administration and faculty and upon recommendation of the Superintendent.

See also 5124 (Reporting to Parents).

Board Adopted: November 13, 2013

Statewide Proficiency/Mastery Examinations

Each student enrolled in the fourth and sixth grades shall take a statewide mastery examination measuring whether or not a student has mastered essential grade level skills in reading, language arts and mathematics. Each student in grades three through sixth inclusive shall take the statewide mastery examinations beginning in the 2005-2006 school year. Science shall be added to the examination in the 2007-2008 school year. The mastery examination shall be provided by and administered under the supervision of the State Board of Education.

The school district may not require achievement of a satisfactory score on the statewide proficiency examination or statewide mastery examination, or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.

Special education students shall participate in mastery testing except in the rare case when their Planning and Placement Team determines that participation would be inappropriate and recommends the use of an alternative assessment as specified by the State Board of Education.

The provisions on mastery testing shall not apply to any student enrolled for ten months or less in a bilingual program or English as a Second Language program.

The school district shall biennially report to the State Board of Education indicators of: (a) instructional improvement, and (b) student progress as a result of testing, remedial assistance and compensatory program in accordance with C.G.S. 10-14m et seq.

See also 5121 (Examination/Grading/Rating), 6146 (Graduation Requirements), 6162.31 (Test Exclusion).

Legal Reference: Connecticut General Statutes
10-14n Statewide mastery examination. Conditions for re-examination.
Limitation on use of test results.(as amended by PA 03-174 and PA 03-168)
10-14o Compensatory education grant. Financial statement of expenditures.
10-14p Reports by local and regional boards re instructional improvement and student progress.
10-14q Exceptions (as amended by PA 01-205)
PL 107-110 – Title I, 34 CFR Part 2000

Board Adopted: November 13, 2013

Grouping Policy

The placement of students in instructional groups, classrooms and programs of study, has a significant impact on their educational and social development. No one grouping or placement practice is best for all children under all circumstances, but some general principles are common to all proper grouping and placement decisions. It is the policy of the Board that grouping and placement decisions be based exclusively on educational considerations and that the primary goal is to promote the best educational interests of the students in question.

In making grouping and placement decisions, staff members must give due regard to the following general principles:

1. Students can learn much from students whose skills and interests are different from their own in heterogeneous groups.
2. Different students have different skills and interests.
3. Students develop at different rates in different areas of learning.
4. Students learn from other students as well as from adults.

Grouping and placement decisions should also reflect the fact that changes in a student's educational development may require changes in his or her placement. Grouping and placement decisions, consequently, should be flexible and they should be reviewed regularly to test their appropriateness.

Board Adopted: November 13, 2013

Field Trips

Botelle School recognizes that learning experiences away from the school building can be of great value to the education process. Such field experiences must balance the educational value with safety, cost, practicality, and relatedness to the school's curriculum.

Regulations:

Guidelines for planning of field trips which are part of and directly related to classroom learning activities shall be:

1. Field trips that take place during the school day must be approved by the Principal.
2. Field trips that involve overnight accommodations for students must be approved by the Superintendent. Any such approvals shall be reported to the Board in advance of such trips.
3. All trips should be within budgetary allotments for such purpose. Any trips for which there is no budgetary appropriation must have advance approval of the Board.
4. Students may be asked to pay all or part of the expenses of field trips.
5. Bus transportation shall be used when practicable, but private vehicles may be used when appropriate within guidelines developed by the Superintendent or the Superintendent's designee.
6. Each student on a field trip shall have written parental permission on file at the school prior to participating in the field trip.
7. Parents or other adults may serve as chaperones.
8. Each trip should be evaluated by students, teachers and the administration.
9. No student shall be excluded from a field trip because of inability to pay.

Board Adopted: November 13, 2013

Homework

Homework serves many purposes. In the elementary school years, it is one way to create a home-school partnership. When families know what students are learning, they can support their growth and development. Homework provides students with time to review and practice important foundational, critical thinking and problem solving skills. Homework develops responsibility and self-discipline. It is expected that each student will balance homework and outside activities.

Please encourage your child to complete his/her homework assignments on a daily basis. Provide him/her with a place to work that is free from distractions and well lit. While you may assist your child in completing his/her assignments, do not do the work for them. In the primary grades, successful homework completion may require a family member and child to work together. In the intermediate grades, most assignments should be completed independently by the child. Your child's teacher will communicate specific homework expectations during Open House and if you have questions, please contact them.

Each grade level serves as the foundation for the next. Homework is given in grades K-6 on Monday-Thursday and is optional on Friday, depending on the professional judgment of the teacher. The times below are based upon how long the assignments should generally take. If your child takes much longer to complete the assignments, please contact the teacher. Establishing a nightly reading routine is encouraged. Reading at home is a consistent assignment across the grades that develops the habit, joy and development of reading skills.

Grade	Average Time Each Night	Assignments May Include
Early Primary (PK* and K)	10-20 minutes	Early literacy and numeracy skills like letters & sounds, handwriting, number identification, sight words, shared and independent reading, math practice, math games.
Primary (1st and 2nd)	20-30 minutes	Sight word reading, shared and independent reading, word study, math practice, math games.
Intermediate (3rd and 4th)	30-45 minutes	Independent reading, word study, math practice, math games.
Upper Intermediate (5th and 6th)	40-60 minutes	Independent reading, writing, math, studying for tests and occasional long-term projects.

**PK students may have one homework assignment a week.*

Legal Reference: Connecticut General Statutes
10-221(b) Boards of education to prescribe rules, policies, and procedures re Board of Education responsibility to develop homework policies.

Board Revised: April 6, 2021

Board Adopted: May 4, 2021

Individualized Education Program/Special Education Program**Page 1**

Any child, whether a student of the school district, of pre-school age, or between the ages of three and 21 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a "special education planning and placement team" (PPT) which shall make an evaluative study to determine whether the child is a child with a disability as defined in state and federal statutes and if special education is required and to establish the scope of the special education program.

Students receiving special education services under the Individuals with Disabilities Act (IDEA) remain eligible for such services up until their 22nd birthday or until they graduate from high school with a regular high school diploma, whichever comes first. The adult student or his/her parent/guardian will be asked by the District if the student wishes to receive the special education and related services outlined in their individualized education program (IEP) until they turn 22 years of age or they graduate with a regular high school diploma, whichever comes first.

A parent of a child, the State Department of Education, other state agencies available to District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Initial evaluations using a variety of assessment tools and measures to gather relevant functional, developmental, and academic information, must be completed within 60 days of the receipt of parental consent, or per a timeline determined by the State. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child is identified as requiring special education.

Planning and Placement Team or Individualized Education Program Team

The term "individualized education program team" or "IEP Team" means a group of individuals composed of -

- (i) the parents of a child with a disability
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who -
 - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

Individualized Education Program/Special Education Program**Page 2**

- (II) is knowledgeable about the general education curriculum; and
- (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (vii) whenever appropriate, the child with a disability.

NOTE: An IEP Team member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the IEP Team prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets. The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3)

Individualized Education Program/Special Education Program**Page 3**

school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

Parents/Guardians and the District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

a) **General.** The IEP for each child must include -

- (1) A statement of the child's present levels of educational performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including -
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (2) A statement of measurable annual academic and functional goals, related to -
 - (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum; and
 - (ii) Meeting each of the child's other educational needs that result from the child's disability.

Alternate Assessments

- (iii) A statement of "benchmarks or short-term objectives" is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

Individualized Education Program/Special Education Program**Page 4**

The IEP/PPT Team may only recommend appropriate accommodation or use of alternate assessment, but may not exempt students with disabilities from the state assessment.

(3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child -

- (i) To advance appropriately toward attaining the annual goals;
- (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
- (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph;

(4) An explanation of the extent, if any, to which the child will not participate with no disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;

(5) (i) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and

(6) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and

(7) A statement of -

- (i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
- (ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of -

(A) Their child's progress toward the annual goals; and

(B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year

Individualized Education Program/Special Education Program

Page 5

- (8) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

(b) *Transition services.*

- (1) The IEP must include -

- (i) For each student beginning not later than the first IEP to be in effect when the child is sixteen, and younger if appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
 - (ii) For each student beginning not later than the first IEP to be in effect when the child is sixteen, (or younger, if determined appropriate by the IEP Team), a statement of needed transition services for the student, including courses of study, needed to assist the child in reaching these goals:
 - (iii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.
- (2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.

(c) Transfer of rights. Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)

(d) Students with disabilities convicted as adults and incarcerated in adult prisons. Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.

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(e) **Students with disabilities identified as deaf or hearing impaired.** For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which shall address;

- (i) the child's primary language or mode of communication;
- (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
- (iii) educational options available to the child;
- (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
- (v) *the accessibility of academic instruction, school services and extracurricular activities to the child;*
- (vi) Assistive devices and services for the child; and
- (vii) Communication and physical environment accommodations for the child.

Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one. If the transfer involves districts within Connecticut, the District will provide services "comparable to those described in the previously held IEP," until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services "comparable to those described in the previously held IEP," until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Independent Educational Assessment

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Individualized Education Program/Special Education Program**Page 7****Legal Reference:** Connecticut General Statutes

10-76a Definitions

10-76b State supervision of special education programs and services. Regulations. (as amended by PA 12-173)

10-76d Duties and powers of Boards of Education to provide special education programs and services.

10-76ff Procedures for determining if a child requires special education

10-76g State aid for special education.

10-76h Special education hearing and review procedure.

PA 12-173 An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

Revised 10/04/22**Board Adopted: January 7, 2023**

Equipment/Books/Materials: Provision/Selection

The Board shall provide educational materials and equipment that support and enrich the curriculum and further the achievement of the school system's instructional goals.

Adoption of new textbooks shall require a two-thirds vote of all the members of the Board, notice of such intended change having been previously given at a meeting at least one week prior to the vote. Textbooks shall be defined as the primary or basic reading for students in a particular subject and student section in a semester or during the entire school year. Supplemental and reference books shall not be considered to be textbooks.

Selection. Basic textbooks will be continuously reviewed to keep up with the expansion of knowledge and rapid changes in the world and to present balanced views on international, national and local issues and problems of the past, present and future. Textbooks should further:

1. Provide materials to stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical value;
2. Provide materials to help students develop abilities in critical reading and thinking;
3. Provide materials to help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world;
4. Provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, gender, sexual orientation or disabilities; and
5. Allow sufficient flexibility for meeting the special needs of individual students and groups of students.

(cf. 1220 Citizens' Ad Hoc Advisory Committees)

(cf. 1312 Public Complaints)

(cf. 4118.21 Academic Freedom)

(cf. 5145.2 Freedom of Speech/Expression)

(cf. 6144 Controversial Issues)

Board Adopted: November 13, 2013

Instructional materials shall be evaluated consistently and systematically to insure high instructional standards to ensure compliance with Connecticut General Statutes, regulations of the State Board of Education, Board policy and regulations.

These guidelines are not intended to supplant the professional judgment of staff who evaluate instructional materials for both students and teachers. Instead, they establish minimum standards for acceptability and provide criteria on which to judge instructional quality.

Limitations. It may be inappropriate to require a pictorial or textual item to conform to these guidelines, for example in reprinting a story by a well-known author or viewing a painting by an artist which makes an important contribution to a particular instructional material. In such situations, discussion material should be included which explains why a particular attitude was prevalent during a certain period in history, and how and why that attitude has changed.

Materials in a Series. When evaluating instructional materials designed as a graded, non-graded or multi-graded series, each component shall be judged individually for compliance without regard to the contents of other components. However, a group or sequence of materials for use exclusively within a particular single grade shall be judged on a total basis for adverse reflections on race, creed, gender, etc. For example, if a package of three different books is designed to be used as fourth grade readers, and a student is expected to complete all three books in that school year, any portrayal deficiencies found in one book may be balanced against any exemplary portrayal in another book. However, each of the three books must be judged separately as well.

Specific Criteria for Evaluation of Instructional Materials.

1. Male and Female Roles. To encourage the individual development and self-esteem of each student regardless of gender, instructional materials shall portray women and men, girls and boys, in a wide variety of occupational, emotional and behavioral situations, presenting both sexes in the full range of their human potential. The criteria are:
 - A. An absence of descriptions, depictions, inferences, labels or retorts that demean, stereotype or patronize one gender.
 - B. Instructional materials should reflect accurately contemporary American society, and, regardless of the subject area, contain appropriate references to, or illustrations of, males and females.
 - C. Mentally and physically active, creative, problem-solving roles, and success and failure in those roles, should be shared similarly between male and female characters.

- D. Emotions of fear, anger, aggression, excitement or tenderness should occur among characters regardless of gender.
 - E. Traditional activities by one sex should be balanced by nontraditional activities for that sex.
 - F. If professional or executive roles, or vocations, trades or other gainful occupations are portrayed, men and women should be represented approximately equally.
 - G. In history or current events and on achievements in art, science, or any other field, historically accurate contributions of women should be included and discussed.
 - H. Imbalance or inequality, when presented for historical accuracy, should, in the student edition of instructional material, be interpreted in light of contemporary standards and circumstances.
 - I. Sexually neutral language, for example, "people", "persons", "men and women", "pioneers", "they", should predominate.
2. **Ethnic and Cultural Groups** To project the cultural diversity of our society, instructional materials should instill in each student a sense of pride in his or her heritage, eradicate the seeds of prejudice and encourage individual development. Instructional materials, when portraying people or animals having identifiable human attributes, shall include a fair representation of majority and minority group characters in a wide variety of occupational and behavioral roles, and present the contributions of ethnic and cultural groups as follows:
- A. No descriptions, depictions, inferences, labels or retorts that demean, stereotype or patronize minority groups.
 - B. Portrayals of diverse ethnic or cultural groups should not depict differences in customs or life-style as undesirable and should avoid adverse value judgments of such differences.
 - C. Instructional materials that reflect contemporary American society should contain references to, or illustrations of, a fair proportion of diverse ethnic groups.
 - D. Mentally active, creative and problem-solving roles, and characters' successes and failures should be divided in fair proportion between majority and minority groups.
 - E. Portrayal of minority characters in traditionally restricted roles should be balanced by presentation of nontraditional activities for those characters.

Evaluation of Instructional Materials**Page 3**

- F. Minority persons should be depicted in the same range of socioeconomic settings as persons of the majority group.
- G. Depiction of diverse ethnic and cultural groups should not be limited to the original culture but expanded to include such groups within the mainstream of American life.
- H. If professional or executive roles, vocations, trades or other gainful occupations are portrayed, majority and minority groups should be presented therein in fair proportions.
- I. In history or current events, achievements in art, science or any other field are presented, the contributions of minorities, and particularly prominent minority persons, should be included and discussed.
- J. Imbalance or inequality or any kind presented for historical accuracy, should, in the student edition of the instructional materials, be interpreted in light of contemporary standards and circumstances.

3. Owners and Labor

- A. References or labels that demean, stereotype or patronize an occupation, vocation or livelihood should not appear.
- B. Where appropriate, accurate acknowledgments should be made to the roles and contributions of entrepreneurs in the history of Connecticut and the United States.
- C. Accurate references should be made to roles and contributions of labor in the history of Connecticut and the United States.

4. Ecology and Environment

- A. Human responsibilities for creating and maintaining a clean and healthy environment are appropriately portrayed.
- B. Wise use of resources, both human and physical, is encouraged.
- C. Interdependence of people and their environment are made clear.
- D. Effects of environmental problems should be identified along with the effects of solving them.
- E. Appropriate means of protecting the environment are suggested.

5. Dangerous Substances

- A. Hazards of using tobacco, alcohol, narcotics and restricted dangerous drugs are depicted in illustrations or discussions when references to these substances are included in instructional materials.
- B. The use of tobacco, alcohol, narcotics or restricted dangerous drugs is not glamorized or encouraged by illustrations or discussion references.

6. Religion

- A. No religious belief or practice shall be held up to ridicule. No religious group shall be portrayed as inferior or superior.
- B. Portrayals of contemporary American society should, where religion is discussed or depicted, reflect its religious diversity. Except where material deals with a particular historical era, materials in art and music must, where religious aspects thereof are depicted, reflect the religious diversity of contemporary American society.
- C. Any explanation or description of religious beliefs or practices shall be presented neutrally and shall neither indoctrinate students in any particular religious belief nor instruct students in religious principles.

- 7. **Brand Names** Instructional materials shall not contain illustrations of identifiable commercial brand names, representations or corporate logos unless such illustrations are necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustrations; unless such illustrations are incidental to a scene of a general nature. If, under these exceptions, a brand name, representation or corporate logo is illustrated, prominence shall not be given to any one brand or corporation unless, in turn, such illustration is necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustration.
- 8. **Food** When instructional materials contain illustrations of foods, there shall be an emphasis on foods of high nutritional value.

Legal Reference: Connecticut General Statutes
10-18a Contents of textbooks and other general instructional materials.

Board Adopted: November 13, 2013

Care of Instructional Materials

Library books, textbooks and other educational materials are loaned to students for their use and shall be returned when requested by school authorities. Students must pay the current value of any book or educational material that is lost or damaged beyond ordinary wear.

Teachers shall insure that students take proper care of books. Students shall enter their name and other information on the bookplate. If a student loses his or her book during the school year, the teacher should issue another book to the student. Students shall be required to pay for lost books.

If a student loses two books during the school year from any teacher, the teacher shall notify the parents/guardians before the third book is issued, and request parents pay for the lost book or books if the first one has not yet been paid for.

Legal Reference: Connecticut General Statutes
10-221(c) Boards of education to prescribe rules.

Board Adopted: November 13, 2013

Use of Proprietary Software Products

It is the intent of the Board to adhere to the provisions of copyright law (Title 17, U.S. Code) and publishers' license agreements, including trade secret provisions, in the area of proprietary software products. Proprietary products are those made or marketed by persons having exclusive manufacturing and sales rights, who may or may not be the copyright holders. Therefore, persons may use or cause to be used on school system computing equipment only software that is included in one of the following categories:

1. Public domain (i.e., not copyrighted) software.
2. Software covered by a licensing agreement with the software author, authors, vendor or developer, whichever is applicable. A licensing agreement is a legal contract authorizing use of the software.
3. Software purchased by the school or school district, with a record of the purchase on file.
4. Software purchased by the user, with a record of purchase available for verification.
5. Software donated and officially accepted by the Board.
6. Software being reviewed or demonstrated by the users in order to reach a decision about possible future purchase, license or acceptance of a donation.
7. Software written or developed by an employee for use by the schools or to assist in training school district personnel.
8. Software developed by a non-employee under contract to the school district for use by the school district or to assist in training school district personnel.

In addition, none of the software in the categories listed above may be used or obtained in violation of copyright law or licensing agreements. Licensing agreements or other forms of documentation covering software shall be kept on file at the location where the computer program is used.

Board Adopted: November 13, 2013

INSTRUCTION

6161.21

Damage of Instructional Materials: Fees/Fines/Charges

A student's final report card may be withheld by the Principal until all school textbooks and library materials are either paid for or returned.

Legal Reference: Connecticut General Statutes
10-221(c) Boards of education to prescribe rules.

Board Adopted: November 13, 2013

Testing Program. A plan of system-wide testing in addition to mandated statewide assessments, shall be developed and implemented as one indication of the success and quality of the school district's total educational program. In the case of individual students, standardized achievement tests, in combination with other criteria, can provide an indication of student achievement. When appropriate, students may also be tested for mental ability, aptitude and interest.

The purposes of the district-wide testing program are to facilitate and provide information for the following:

1. **Student Achievement** To produce information about relative student achievement so that parents/guardians, students and teachers have a baseline against which to monitor academic progress. Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student progress.
2. **Student Counseling** To serve as a tool in the counseling and guidance of students for further direction and for specific academic placement.
3. **Instructional Change** To provide data that will assist in the preparation of recommendations for instructional program changes to:
 - A. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation;
 - B. Help the professional staff formulate and recommend instructional policy; and
 - C. Help the Board adopt instructional policies.
4. **School and District Assessment** To provide additional indicators of the progress of the district toward established goals.

The testing program is an integral part of the school district's needs assessment and evaluation programs. The program should be developed primarily for furnishing needed information to decision makers, including the Board, administrators, teachers, parents/guardians and students. The needs of these various groups shall be clearly identified, and the testing program shall be limited to obtaining that information which is needed and useful.

In planning, every effort will be made to see that testing contributes to the learning process rather than detracts from it. Efforts shall be made to incorporate necessary culture-free and culture-fair tests to assure reasonably accurate measurements.

The district shall not discriminate in the methods, practices and materials used for testing, evaluating and counseling students on the basis of gender, race, national origin, creed, sexual orientation or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

Parents shall be notified prior to any individual student testing, beyond what is part of the regular classroom routine. Parental notification shall include the reason for the testing and an explanation of the test to be used. All such tests results shall be shared with parents.

Staff will receive in-service education in the use of designated tests, confidentiality issues and interpretation of test results.

A periodic review and evaluation of the district's testing program will be conducted.

Board Adopted: November 13, 2013

School Volunteers

The Board recognizes the importance of school volunteers. Volunteers can provide for expanded collaboration between the school and community, enhance the school's educational environment and ultimately enrich students' school experience.

School volunteers provide services that enrich existing school programs. Volunteers may be parents, senior citizens or other persons interested in assisting in the school.

School volunteers are non-paid persons who help in the school under the direction of the Principal or the Principal's designee. School volunteers will work under the supervision of staff, assisting with tasks that may include chaperoning field trips, coaching, clerical support, mentoring and other appropriate assignments.

In our continued effort to maintain a safe learning environment, all school visitors, including volunteers, must report to the office upon arrival and before departing. A sign-in/sign-out log will be maintained in each school office. Volunteers should record both arrival and departure times and indicate the purpose of their visit. Additionally, volunteers will be provided with identification badges that should be prominently displayed during each visit.

All volunteers are expected to exhibit standards of conduct equal to those of the school staff and to observe all Board policies. This includes, but is not limited to, use of appropriate language, maintaining confidentiality, wearing appropriate attire and exercising good judgment.

The Principal is responsible for conveying the contents of this regulation to all school volunteers.

Board Adopted: November 13, 2013

Publication or Creation of Educational Materials — Copyrights: Printing and Duplication.

Duplication of copyrighted materials is illegal without permission, except to the extent such duplication may fall within the bounds of the "fair use" doctrine.

Severe penalties are provided for unauthorized copying of audio, visual, or printed materials which exceeds "fair use." Duplication of copyrighted materials by employees shall be done with permission of the copyright holder or within the bounds of "fair use" set forth in the accompanying regulation.

Regulations:**General**

The Copyright Law (Public Law 94-553) requires that all employees honor the following guidelines for classroom copying. Noncompliance with these guidelines exposes the employee and the school system to legal challenge.

Books and Periodicals

1. Single Copying for Teachers: A single copy may be made of any of the following, by or for a teacher at his individual request, for his/her scholarly research or use in teaching or preparation for teaching:
 - A. A chapter from a book.
 - B. An article from a periodical or newspaper.
 - C. A short story, short essay or short poem, whether or not from a collective work.
 - D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.
2. Multiple Copies for Classroom Use: Multiple copies (not to exceed more than one copy per student in a course) may be made by or for the teacher for classroom use or discussion, provided that:
 - A. The copying meets the test of brevity and spontaneity as defined below.
 - B. The copying meets the cumulative effect test as defined below.
 - C. Each copy includes a notice of copyright.

Use of Copying Devices

3. Definitions:

A. Brevity

- (1) Poetry: A complete poem of less than 250 words, and if printed on not more than two pages, or from a longer poem, an excerpt of not more than 250 words.
- (2) Prose: Either a complete article, story, or essay of less than 2,500 words, or an excerpt from any prose work or not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

(Each of the above may be expanded to permit completion of an unfinished prose paragraph.)

- (3) Illustration: One chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.
- (4) "Special" Works: Certain works in poetry, prose, or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for more general audience and fall short of 2,500 words in their entirety. Subparagraph (2) above notwithstanding, such special works may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof may be reproduced.

B. Spontaneity:

- (1) The copying is at the instance and inspiration of the individual teacher.
- (2) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

C. Cumulative Effect:

- (1) The copying of the material is for only one course in the school in which copies are made.
- (2) Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author; nor more than three from the same collective work or periodical volume during one class term.
- (3) There shall not be more than nine instances of such multiple copying for one course during one class term.

(The limitation stated in (2) and (3) above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

4. Prohibitions. Notwithstanding any of the above, the following shall be prohibited:
 - A. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.
 - B. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and similar consumable material.
 - C. Copying shall not:
 - (1) substitute for the purchase of books, publishers' reprints, or periodicals.
 - (2) be directed by higher authority.
 - (3) be repeated with respect to the same item by the same teacher from term to term.
 - D. No charge shall be made to the student beyond the actual cost of the photocopying.

Educational Uses of Music

1. Permissible Uses
2. Prohibitions
 - A. Copying to create or replace or substitute for anthologies, compilations, or collective works.
 - B. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests, answer sheets, and similar material.
 - C. Copying for the performance, except as in 1.A. above.
 - D. Copying for the purpose of substituting for the purchase of music, except as in 1.A. and 1.B. above.
 - E. Copying without inclusion of the copyright notice which appears on the printed copy.

Reproduction by Libraries

It is not a copyright infringement for a library, or any of its employees acting within the scope of their employment, to reproduce or distribute not more than one copy of a work, provided:

Use of Copying Devices**Page 4**

1. The reproduction or distribution is made without any purpose of direct or indirect commercial advantage.
2. The collections of the library or archives are open to the public or available not only to researchers affiliated with the library or archives, but also to other persons doing research in a specialized field.
3. The reproduction or distribution of the work includes a notice of copyright. The reproduction of multiple copies of the same material, whether made on one occasion or over a period of time, and whether intended for aggregate use by one individual or for separate use by the individual members of a group, is not authorized.
4. Libraries are generally exempt from liability for the unsupervised use of reproducing equipment located on its premises, provided that the reproducing equipment displays a notice that the making of a copy may be subject to the copyright law.

Video Tape Recorders

VCR's may be used under the following conditions:

1. School re-recordings may be made only by students, teachers and faculty, or staff members.
2. School re-recordings will be used solely for classroom, auditorium, or laboratory exhibition in the course of classroom instruction or related educational activities.
3. School re-recordings will be used only in the educational institution for which made, and will not be given away, loaned, or otherwise made available outside the school.
4. School re-recordings will be used only during the seven-day period of local Educational Television TV and other educational broadcasts licensed by the distribution agency, and will be erased or destroyed immediately at the end of that seven-day period except to the extent specifically authorized in writing in advance by the distribution agency.

(This statement was prepared for public school adoption by the following agencies: Public Broadcasting Service; Great Plains Instructional Television Library; Agency for Instructional Television; Public Television Library.)

Legal Reference: Public Law 94-553, The Copyright Act of 1976, (17 U.S.C. subsection 101 et seq.) House Report 94-1476, Congressional Record, September 11, 1976 (Copyright Law Revision)

Board Adopted: November 13, 2013

Backup Copies of Copyrighted Computer Software

Schools may lawfully make one copy of a copyrighted program. The following conditions must be met:

1. One and only one copy is made.
2. One copy should be labeled with the name of the program, name of the publisher, the copyright holder and computer compatibility.
3. Either the original or the copy is stored and referred to as the “archival” copy. The copy used is referred to as the “circulating” copy.
4. The archival copy should be stored in a limited access area with appropriate temperature and humidity controls.
5. Only the circulating copy may be used.
6. If the circulating copy is no longer usable, another copy may be made from the archival copy.

Board Adopted: November 13, 2013

Surveys can be a valuable resource for schools and communities in determining student needs for educational services. When a survey is used, every effort should be made to ask questions in a neutral manner to ensure the accuracy of the survey.

Administrators, teachers, other staff members and the Board may use surveys for many purposes. Such purposes may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related to a specific subject or units. These are examples of surveys and not intended to be an all-inclusive listing. Board approval is required for surveys. Responses will not be used in any identifying manner. The results of approved surveys must be presented to the Board.

Surveys used in any experimental program or research project will be subject to the requirements of Policy 6161.1. Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program.

Prior to administering a survey, the Board or Education must approve all that are received by the Superintendent that include reference to any of the factors listed below. In addition, no student may, without parental consent, take part in a survey, analysis, or evaluation that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parents;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
8. religious practices, affiliations or beliefs of the student or the student's parent.

Surveys conducted for other agencies, organizations or individuals must have the recommendation of the Superintendent of Schools and the approval of the Board of Education as to content and purpose. The results of such approved surveys must be shared with the Board of Education.

Parents/guardians shall have the right to inspect, upon their request, a survey created by a third party before the survey is administered or distributed by a school to a student. Such requests shall be made in writing with a response to be at least two weeks in advance of any survey to be given.

Overall survey results following decisions must be shared with all parties who request such information.

Regulation:

Parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy and when enrolling students for the first time in district schools. This notification must explain that parent/guardians, or students 18 or older, have the right to “opt the student out of participation,” in writing, in the following activities;

1. The collection, disclosure and use of personal information gathered from students for the purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students, such as:
 - A. Book clubs, magazines and programs providing access to low-cost literary products;
 - B. The sale by students of products or services to raise funds for school-related activities;
2. The administration of any survey that delves into the restricted sensitive subject areas identified and listed above, or
3. The administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law.

Legal Reference: P.L. 103-227 Section 1017 (which amends Section 439 of the General Education Provisions Act)
P.L. 107-110, (HR 1-“Leave No Child Behind”) § 1061/1062 – Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors.

Board Adopted: November 13, 2013

Instructional Resources for Students — Live Animals in the Classroom

To protect both students and animals, students shall not bring any live animal, whether a pet or wild, to any classroom without prior consent of the teacher and the Principal.

Teachers may bring and maintain goldfish or tropical fish in suitable bowls or tanks, but turtles, birds, snakes or other animals which might present a health hazard shall not be allowed without the approval of the Principal, and then only for class observation and study for a limited period of time.

Board Adopted: November 13, 2013

Drugs, Tobacco, Alcohol

Because use of these harmful agents has a deleterious effect on the health and welfare of the users and far-reaching detrimental consequences to users, families and society, efforts shall be made by staff to reduce student use of harmful drugs, tobacco and alcohol.

The professional staff shall be provided information and skills to acquaint them with problems of drug, tobacco and alcohol use and in recognition of the symptoms of such use. At least annually, and as other appropriate opportunities arise, teachers in each grade shall emphasize the effect of alcohol, nicotine, tobacco and drugs on health, character, citizenship and personality development in both health education programs and in other contexts.

The Superintendent shall make use of in-service training sessions for both certified and non-certified staff to achieve the goals of this policy. Full cooperation with community agencies shall be given wherever such cooperation is advantageous to students.

See also 5131.6 (Drugs, Tobacco, Alcohol).

Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study.
10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught.
10-19a Superintendent to designate substance abuse prevention team.
10-19b Advisory councils on drug abuse prevention.
10-220 Duties of boards of education.
10-221(d) Boards of education to prescribe rules.

Board Adopted: November 13, 2013

Acquired Immune Deficiency Syndrome (AIDS)

Education is the best way to prevent the spread of AIDS, and through learning the facts about AIDS, students are better able to make decisions that will keep them healthy and even save their lives. Various school district curricula, including health curricula, science curricula and social studies curricula among others shall include information on AIDS, both its cause and prevention.

Students will be exempt from instruction on AIDS upon written request of the parent or guardian in accordance with state statutes.

Legal Reference: Connecticut General Statutes
10-19(b) AIDS education.

Board Adopted: November 13, 2013

Special Education

The school district shall provide special education programs for the students of the school district in accordance with state and federal laws and regulations.

The Director of Shared Services shall develop a comprehensive plan of compliance with all of the requirements of federal and state law for the education of students with exceptional needs who reside in school district.

While addressing student needs appropriately, special education shall reflect district financial ability necessary for provision of special facilities and trained and certified personnel.

Legal Reference:

10-76a Definitions.

10-76b State supervision of special education programs and services. (as amended by PA 12-173)

10-76c Receipt and use of money and personal property.

10-76d Duties and powers of boards of education to provide special education programs and services. 10-

76e School construction grant for cooperative regional special education facilities.

10-76f Definition of terms used in formula for state aid for special education.

10-76g State aid for special education.

10-76h Special education hearing and review procedure. Mediation of disputes.

10-76i Advisory council for special education.

10-76j Five-year plan for special education.

10-76k Development of experimental educational programs.

10-76m Auditing claims for special education assistance.

10-76a-1 et seq. Definitions

10-76d-1 through 10-76d-19 Conditions of instruction

10-76h-1 through 10-76h-2 Due process

10-76l-1 Program Evaluation

10-145a-24 through 10-145a-31 Special Education (re teacher certification)

10-2641 Grants for the operation of interdistrict magnet school programs

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Education Act, 20 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794

P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act

20 U.S.C. §6368 (3) The No Child Left Behind Act

Bd of Ed of the City School District of the City of New York v. Tom F. 128S.Ct. 1, 76 U.S.L.W. 3197
(2008)

Policy adopted: November 13, 2013

**Instruction
Special Education****Pre-School Special Education**

The Board of Education recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. The Shared Services Board authorizes the Superintendent of Schools to establish administrative practices and procedures to carry out this responsibility. Such administrative practices and procedures shall include:

1. Locating and identifying all preschool children with disabilities pursuant to the relevant provisions of the Individuals with Disabilities Act (IDEA). The register of children eligible to receive preschool special education services is to be maintained and revised annually by the Director/Supervisor of Special Education;
2. Ensuring that the parents of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;
3. Developing an individualized education program (IEP) for each preschool age child with a disability requiring services;
4. Appointing and training appropriately qualified personnel;
5. Maintaining lists as required by the State Education Department pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served; and
6. Reporting as required to the State Education Department; and
7. Ensuring the smooth transition from infant to preschool programs.

The Planning and Placement Team's responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability.

It is ultimately the responsibility of the Board to provide the appropriate approved preschool program and services for the District children. Should the PPT's determination and recommendations differ from parent or guardian preference, placement may be appealed by a parent or guardian through the procedures outlined in IDEA.

Instruction
Special Education

The Board directs the Superintendent or his/her designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

Legal Reference: Connecticut General Statutes

10-76a Definitions.

10-76b State supervision of special education programs and services.

10-76c Receipt and use of money and personal property.

10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114)

10-76e School construction grant for cooperative regional special education facilities.

10-76f Definition of terms used in formula for state aid for special education.

10-76g State aid for special education.

10-76h Special education hearing and review procedure. Mediation of disputes.

10-76i Advisory council for special education.

10-76j Five-year plan for special education.

10-76k Development of experimental educational programs.

State Board of Education Regulations.

10-76m Auditing claims for special education assistance.

10-76a-1 et seq. Definitions.

10-76b-1 through 10-76b-4 Supervision and administration.

10-76d-1 through 10-76d-19 Conditions of instruction.

10-76h-1 through 10-76h-2 Due process.

10-76l-1 Program Evaluation.

10-145a-24 through 10-145a-31 Special Education (re teacher certification).

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Act, 42 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.

Policy Adopted: November 13, 2013

Gifted/Talented Program

Gifted students are those with outstanding learning abilities or outstanding talent in the creative arts. The school district shall provide educational programs for the gifted and talented including a broad spectrum of learning experiences to:

1. Broaden and deepen knowledge and to develop skills necessary for the student to function successfully in society; and
2. Encourage students to excel in areas of special competence and interest.

Though early identification of the gifted and talented is important, it is essential that the identification of these students be recognized as an initial step in a continuing educational process. Also, special abilities and skills appear at different times in children's lives.

Legal Reference: Connecticut General Statutes
10-76a-(e) Definitions.
10-76d(e) Duties and powers of Boards of Education to provide special education programs and services.

Board Adopted: November 13, 2013

INSTRUCTION

6172.2

Remedial Instruction

The learning program shall be designed and operated so as to be developmental and to avoid the necessity for remedial education. Through personalized instructional methods and the employment of a variety of resources such as guidance and counseling, efforts shall be made to help each student learn the skills, concepts, or content of each new learning experience.

However, in those required cases, special remedial instruction and extra help will be provided and made available.

See also 6154 (Homework/Make-up Work/Assignments re Individual Help), 6174 (Summer School).

Board Adopted: November 13, 2013

Home School Guidelines

Parents wishing to educate children in the home may do so in compliance with Connecticut General Statutes and regulations of the Connecticut State Board of Education. When parents or guardians are willing to discuss their decision for equivalent education at home with school personnel, school district staff shall explain the advantages of a public school education to such parents or guardians without any criticism of parental choices.

When parents/guardians choose to educate their children at home, the school district shall provide whatever reasonable assistance it can to ensure such children benefit appropriately from home instruction.

Regulation:

The school district will make every effort to identify school aged children within its jurisdiction and contact the parent/guardian annually to determine where and how the child is being educated. See attached form which will be sent annually to the parent/guardian who has indicated their intent to instruct their children at home.

If decisions are made by parents or guardians to return children who for a time have been educated at home to local schools, school staff shall provide an appropriate return to the public schools.

Legal Reference: Connecticut General Statutes
10-184 Duties of parents.
10-220 Duties of Boards of Education.
Regulations of the Connecticut State Board of Education

Board Adopted: November 13, 2013

INSTRUCTION

6172.3

Home School Guidelines

Page 2

NOTICE OF INTENT INSTRUCTION OF STUDENT AT HOME

School Year _____

NAME OF STUDENT: _____

DATE OF BIRTH: _____

ADDRESS: _____

TELEPHONE: _____

NAME OF TEACHER: _____

TELEPHONE: _____

ADDRESS: _____

The Subjects to be taught are:	YES	NO
REQUIRED:		
Reading		
Writing		
Spelling		
English		
Grammar		
Geography		
Arithmetic		
U. S. History		
Citizenship (Including a study of Town, State & Federal Government)		
RECOMMENDED:		
Science		
OTHER:		

Total number of Days Scheduled for Instruction: _____

Teacher's Methods of Assessment of Student Progress: _____

An Annual Portfolio Review will be held on or about: _____

I acknowledge and accept full responsibility for the education of my child in accordance with the requirements of State Law.

Parents

Date

I only acknowledge receipt of this form and render no opinion as to the appropriateness of the planned program.

Superintendent of Schools

Date

The Board endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word “parent” also includes guardians and other family members involved in supervising a student’s schooling.

Pursuant to federal law, the school district will develop jointly with, agree on with and distribute to parents of students participating in the Title I program a written parent involvement policy.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental involvement.

In addition to the required annual meeting, at least three additional meetings shall be held, at various times of the day and/or evenings, for parents of students participating in the Title I program. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I.
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
4. The opportunity to bring parent comments, if they are dissatisfied with the school’s Title I program, to the school district level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of students identified to participate in Title I programs shall receive from the Principal and Title I staff an explanation of the reasons supporting each student's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child’s progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

The school receiving Title I funds shall jointly develop with parents of students served in the program a “School-Parent Compact” outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting state standards.

The “School-Parent Compact” shall:

1. Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State’s academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child’s education and positive use of extra-curricular time; and
3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

In accordance with NCLB Act the school district shall:

1. Provide regular feedback to parents of children who receive Title I services.
2. Encourage parental participation in the assessment of Title I Programs.

Legal Reference: Improving America's Schools Act, P.L. No. 103-382, Sec. 1112 Local Educational Agency Plans.
Improving America's School Act (IASA), P.L. 103-382.
PL 107-110, “No Child Left Behind Act of 2001,” Title I – Improving the Academic Achievement of the Disadvantaged, Sec. 1118

Board Adopted: November 13, 2013

Homebound Instruction

When students are able to benefit from homebound instruction, it shall be provided, at home or in a hospital or other health setting as necessary, within two weeks of a student's first absence under one or more of the following conditions which are expected to cause student absence from regular instruction for a period of three or more school weeks:

1. When recommended by the PPT either as the student's entire program or as a supplement to his or her regular school program.
2. A physician indicates that the student is unable to attend schools for medical reasons.
3. The student has a handicap that prevents learning in a school setting, or the student's presence in school constitutes a hazard to either the student's or other students' safety and welfare.
4. A special education program is being planned.
5. Parents /guardians are unwilling to accept a special education program offered and homebound instruction is the most satisfactory and economically feasible alternative.
6. The PPT recommends homebound instruction as a supplement to the student's in-school program.

Homebound and hospitalized instruction shall be provided for at least one hour per day, or five hours per week, for children in grades kindergarten through six.

Student on home or hospital instruction shall be provided appropriate special education services in accordance with individual needs.

Board Adopted: November 13, 2013

Use of Commercially Produced Video Recordings

Classroom time for teaching and learning is limited. In addition, active rather than passive modes of instruction are more beneficial to students. Therefore, videos, including feature length movies and filmstrips, are to be used both appropriately and sparingly.

Videotapes will be selected and assigned to give support directly to instructional learning objectives contained within the Board approved curriculum.

Videotapes, when used, shall be selected for their direct relevance to the instructional program. General selection criteria should include quality of the overall work and its individual parts, fair and accurate representation of the facts, the reputation and significance of the writer, director, and/or performer.

Videotapes shall not be used for recreation or entertainment, or for other than planned instructional purposes.

The Board establishes the following guidelines to govern the use of videos in its schools.

1. Video viewing time, on the average is not to exceed no more than three (3) per month.
2. A video is never to replace direct skills development with student as called for in the various subject areas.
3. Video content must always be of recognized merit and relate to the curriculum.
4. In the case of a written work, students generally must read the printed version of the material before viewing the video.
5. Student must respond critically to the presentation after viewing.
6. Only full length feature movie videos which directly support the school curriculum may be used in the classroom in keeping with only **G-rated** movie videos at the elementary level.
7. Teachers must preview all videos before showing them to their students.

Legal Reference: Publication 94-553; The Copyright Act of 1976, 17 U.S.C. 101 et seq. and 1980 amendments

Board Adopted: November 13, 2013

Evaluation of the Instructional Program

Appropriate procedures for continuing evaluation of the school district's educational programs shall be established and maintained. Special attention shall be given to:

1. Elimination of discrimination because of race, color, creed, religious creed, age, marital status, national origin, gender or physical disability; and
2. Recognition of the individual child.

Elements of program evaluation may include the following:

1. Defining each objective in terms that can be measured/observed.
 - A. Measurable student behavior (tests, surveys, inventories, checklists, etc.); and
 - B. Observable student behavior (i.e., that which can be assessed subjectively by teachers, peers or the students themselves).
2. Planning and carrying out student experiences to achieve desired outcomes.
3. Employing pertinent tests, measurements and observations during the learning experiences and following the learning experiences.
4. Comparing outcomes with objectives.
5. Continuing, revising or expanding learning experiences that seem to result in the desired objectives.

See also 6121 (Nondiscrimination: Instructional Program).

Legal Reference: Connecticut General Statutes
10-14m Development and submission of educational evaluation and remedial assistance plan.
10-76d(g) Duties and powers of boards of education to provide special education programs and services.
Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq.

Board Adopted: November 13, 2013

Evaluation of Special Education Program

The Superintendent shall report to the Board on district special education programs, with particular attention to individual programs, by program.

The report shall include recommendations for program improvement from the Superintendent, staff and by any advisory groups.

The Superintendent shall make interim reports if any programs are significantly less satisfactory than expected and the necessary adjustments made to improve them.

The Superintendent shall ensure that each student's individualized education plan is reviewed periodically and at least annually.

Legal Reference: State Board of Education Regulations
10-76d-1 – 10-76d-19 Duties and powers of Boards of Education to provide special education programs and services.

Board Adopted: November 13, 2013

Adult/Continuing Education

Under the auspices of Regional #7, the district shall establish and maintain a program of adult education classes open to all residents over age 16 who are not otherwise attending a public or private elementary, middle or senior high school. The program shall offer a variety of subjects to serve the community's civic, cultural, vocational and avocational needs. Subject to limitations of facilities, personnel and equipment, course offerings shall be determined by response to previous courses and current needs and interests.

Fees shall be established by Regional #7. Tuition shall not be charged for residents in adult classes for elementary and high school completion, Americanization United States citizenship and English for adults with limited English proficiency. Other courses may be scheduled only when enrollment is adequate and when a qualified teacher, adequate facilities and appropriate supervision are available.

Legal Reference: Connecticut General Statutes
10-69 and 10-73a Adult education
10-71 and 10-71a State grants for adult education programs
10-73b Grants for adult education services of programs conforming to state plan
10-73c Basic adult education programs

Board Adopted: November 13, 2013

Botelle Elementary School**6142.101****Student Nutrition and Physical Activity (School Wellness Policy)**

The Norfolk Board of Education is committed to providing a school environment that enhances learning and the development of lifelong wellness practices. Student wellness, including good nutrition and physical activity, shall be promoted in the district's educational program, school activities, and meal programs. In accordance with federal and state law, it is the policy of the Board of Education to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require all meals served by the District meet or exceed the federal nutritional guidelines issued by the U.S. Department of Agriculture and the "Connecticut Nutrition Standards for Foods in Schools," whichever are greater. This policy shall be interpreted consistently with Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296)

In developing goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, the District will, as required, review and consider evidence-based strategies and techniques.

Goals for Nutrition Promotion and Education

The goals for addressing nutrition education include the following:

- The School will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
- The School will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive standards-based school health education program and curriculum and will be integrated into other classroom content areas, as appropriate. The School will link nutrition education activities with existing coordinated health programs or other comparable comprehensive school health promotion frameworks.

Goals for Physical Activity

The goals for addressing physical activity include the following:

- The School will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a standards-based, developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.
- Unless otherwise exempted, all students will be required to engage in the School's physical education program.

- Recess and other physical activity breaks, and before and after school activities are supported by the Board.
- The School will work toward providing physical activity daily for students (as a practice).

Nutrition Guidelines for Foods Sold in Schools

Students will be offered and the School will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Plate, published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education ("Connecticut Nutrition Standards for Foods in Schools") in addition to federal and state statutes and national health organizations.

The focus is on moderating calories, limiting fats, sodium and sugars and increasing consumption of nutrient-rich foods such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food and beverage sales that compete with the School's nonprofit food service in compliance with the Child Nutrition Act. The School shall prohibit the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold to students separately from school meals meet the Connecticut Nutrition Standards. All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute and USDA beverage requirements.

All sources of food sales to students at school must comply with the "Connecticut Nutrition Standards for Food in Schools" including, but not limited to, cafeteria a la carte sales, vending machines, school stores and fundraisers. Only HFC snacks are sold to students according to the HFC list of acceptable foods and beverages which can be found on the CSDE website <http://portal.ct.gov/SDE/Nutrition/List-of-Acceptable-Foods-and-Beverages>. The School shall ensure that all beverages sold to students comply with the requirements of state statute and USDA beverage requirements. The stricter requirements where different between the state and federal regulations must be followed. The School shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

Marketing

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA "Smart Snacks in School" nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools. As the School Nutrition reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the School wellness policy.

Monitoring

The Board designates the Superintendent or his/her designee to ensure compliance with this policy and its administrative regulations. He/she is responsible for retaining all documentation of compliance with this policy and its regulations, including, but not limited to, each school's three-year assessment and evaluation report and this wellness policy and plan. The Superintendent will also be responsible for public notification of the three-year assessment and evaluation report, including any updates to this policy made as a result of the Board's three-year assessment and evaluation.

The District shall develop a plan designed to achieve the involvement requirements in the development, implementation, monitoring, and assessment of this policy.

The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy. The School, as required, will retain records and documents pertaining to the wellness policy which shall include the written school wellness policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment of the wellness policy and documentation to demonstrate compliance with the annual public notification requirement.

Non-sold Foods and Beverages

Non-sold foods and beverages brought into the schools by students and other persons for such events as birthdays and classroom celebrations should comply with federal nutrition standards. Additionally, non-sold food and beverages should comply with current CDC guidelines.

Community Input

The Superintendent or designee will provide opportunities, suggestions and comments concerning the development, implementation, periodic review and improvement of the school wellness policy from community members, including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, members of the Board of Education, school administrators, and the public. This is best achieved through the establishment of a standing wellness committee, with membership as listed above. Efforts shall be made to improve community involvement.

Evaluation of Wellness Policy

In an effort to measure the implementation of this policy, the Board of Education designates the Superintendent as the person who will be responsible for ensuring the school meets the goals outlined in this policy. To ensure continuing progress, the School will evaluate implementation efforts and their impact on students and staff at least every three years.

The District will make available to the public the results of the three-year assessment and evaluation including the extent to which the schools are in compliance with policy and a description of the progress being made in attaining the goals of this policy.

The School Wellness Policy shall be made available annually, at a minimum, to students and families by means of school registration, student handbooks and the Board's website. This availability shall include the policy, including any updates to and about the wellness policy and the Triennial Assessment, including progress toward meeting the goals of this policy. In addition, the annual notification shall include a description of each school's progress in meeting the wellness policy goals; summary of each school's wellness events or activities; contact information for the leader(s) of the wellness policy team; and information on how individuals and the public can get involved.

([cf. 3542 - Food Service](#))

([cf. 3542.33 - Food Sales Other Than National School Lunch Program](#))

([cf. 3542.34 - Nutrition Program](#))

(cf. 3452.45 - Vending Machines)

(cf. 6142.6 - Physical Education)

(cf. 6142.61 - Physical Activity)

(cf. 6142.62 - Recess/Unstructured Time)

(cf. 6142.10 - Health Education)

Legal Reference: [Connecticut General Statutes](#)

10-16b Prescribed courses of study.

10 215 Lunches, breakfasts and the feeding programs for public school children and employees.

10-221 Boards of education to prescribe rules, policies and procedures

10 215a Non public school participation in feeding program

10 215b Duties of state board of education re: feeding programs

10 216 Payment of expenses

10-215e Nutrition standards for food that is not part of lunch or breakfast program

10-215f Certification that food meets nutrition standards

10-221o Lunch periods. Recess

10-221p Boards to make available for purchase nutritious, low-fat foods

10-221q Sale of beverages

Regulations of Connecticut State Agencies

[10-215b-1](#) Competitive foods.

[10-215b-23](#) Income from the sale of food items.

[National School Lunch Program and School Breakfast Program; Competitive Food Services.](#) (7 CFR Parts 210.11 and 220.12,)

[The Child Nutrition and WIC Reauthorization Act of 2004](#), Public Law 108-265

[Nutrition Standards in the National School Lunch and School Breakfast Programs](#), 7 CFR Parts 210 & 220

[Healthy, Hunger-Free Kids Act of 2010](#), P.L. 111-296, 42 U.S.C. 1751

[Child Nutrition Act of 1966](#) (as amended by P.L. 108-269, July 2, 2004)

[School Breakfast Program, 7 C.F.R. Part 220 \(2006\)](#)

[National School Lunch Program or School Breakfast Program: Nutrition Standards for All Foods Sold in School](#) (Federal Register, Vol. 78, No. 125, June 28, 2013)

[Local School Wellness Policy Requirements, 42 U.S.C. 1758b](#)

REGULATIONS**R6142.101****Instruction****Student Nutrition and Physical Activity (School Wellness)**

The Norfolk Public School District promotes healthy schools by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The School supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children.

National School Lunch Program and School Breakfast Program

Reimbursable meals served in the U.S. Department of Agriculture's (USDA) National School Lunch Program (NSLP) and School Breakfast Program (SBP) will follow the USDA meal pattern requirements and nutrient standards in accordance with the Healthy, Hunger-Free Kids Act of 2010, as amended. Menu planning, purchasing procedures and production techniques for school meals will be used to decrease fat, saturated fat, trans fat, sodium and sugars, and to increase fiber. In addition, school meals shall:

- Be appealing and appetizing to children;
- Meet at a minimum, the nutrition requirements established by the USDA for federally-funded programs;
- Reduce the levels of sodium, saturated fats and trans fats in meals; (per Department of Agriculture Nutrition Standards and Connecticut Nutrition Standards;
- Offer a variety of fruits and vegetables;
- Meet the nutrition needs of school children within their calorie requirements (per Department of Agriculture Nutrition Standards and Connecticut Nutrition Standard; and
- Purchase or obtain fresh fruits and vegetables from local farmers, when practical.

Menus shall be planned to be appealing and attractive to children and will incorporate the basic menu planning principles of balance, variety, contrast, color and eye appeal. Menus shall be planned with input from students, parents and other school personnel and shall take into account students' cultural norms, ethnic favorites and preferences. Meal patterns and nutrition standards of federal regulations will be fulfilled as required. Proper procurement procedures and preparation methods will be used to decrease excess fat, calorie and sodium levels in food.

The School will share and publicize information regarding the nutrition content of school meals with students, families and school staff. The information will be available in a variety of forms that can include handouts, the school website, school newsletters, and through any other appropriate means available to reach families.

Special dietary needs of students will be accommodated according to the USDA document "Accommodating Children with Special Dietary Needs in School Nutrition Programs."

With parental permission and appropriate medical documentation, modified meals shall be prepared for students with food allergies or other special dietary needs.

Cafeteria A La Carte Sales

The school food service program must follow the Connecticut Nutrition Standards when determining the items for a la carte sales. All beverages sold to students in school meals and as a la carte sales must meet the requirements of state statute and USDA requirements for a la carte foods.

All snacks and a la carte foods must meet USDA Smart Snacks Standards.

In accordance with Connecticut State Statute, the sale of beverages, as part of school meals and as a la carte sales, shall be limited to the following five categories:

1. milk, low-fat (1%) unflavored or nonfat which may be flavored or unflavored but contains no artificial sweeteners and no more than 4 grams of sugar per fluid ounce; (federal regulation require non-fat or 1% low fat milk) *
2. nondairy milks, such as soy or rice milk, which may be flavored or unflavored but contains no artificial sweeteners, no more than 4 grams of sugar per fluid ounce, no more than 35% of calories from fat per serving, and no more than 10% of calories from saturated fat per serving; *
3. 100% fruit or vegetable juice or combination of such juices, containing no added sugars, sweeteners, or artificial sweeteners; *
4. beverages that contain only water and fruit or vegetable juice and have no added sugars, sweeteners, or artificial sweeteners; and*
5. water, which may be flavored but must contain no added sugars, sweeteners, artificial sweeteners, or caffeine

Lunchroom Climate

A lunchroom environment that provides students with a relaxed, enjoyable climate shall be developed. It is encouraged that the lunchroom environment be a place where students have:

- adequate space to eat and pleasant surroundings;
- appropriate supervision; and
- convenient access to hand washing facilities before meals.

Meal Schedules

Meal periods shall be scheduled at appropriate hours. In compliance with federal regulations Pursuant to state statute, the school will provide students a daily lunch period of not less than 20 minutes.

Qualifications of Food Service Staff

Qualified nutrition professionals shall administer the school meal programs. Continuing professional development shall be provided for all individuals working in the cafeteria.

Training for Food Service Staff

All food service personnel, including volunteers and monitors, shall have adequate training in food service operations.

Other Foods Offered or Sold

To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The Connecticut Nutrition Standards and requirements of state statute and federal regulations will apply to all food and beverages sold or served to students on school premises, including but not limited to, cafeteria a la carte sales, school stores, fundraisers, activities and classroom snacks.

Whenever any group makes foods available for purchase in a school during the school day, low-fat dairy products and fresh or dried fruits must also be available in the school at the same time for purchase by students. "Foods available for purchase" include, but are not limited to, foods sold in cafeterias, school stores, fundraisers and any other food sales during the school day.

School stores that sell food to students must ensure that non-fat or low-fat dairy products and fresh or dried fruit are available for purchase either in the store itself or elsewhere in the school, while the school store is selling food.

Access to Drinking Water

The Federal Healthy Hunger Free Kids Act of 2010 requires schools to make free portable water available where meals are served for schools participating in the Federal School Lunch Program.

Foods Brought into School

The School shall encourage families to pack healthy lunches and snacks and to refrain from including beverages that do not meet the requirements of state statute or foods that do not meet the District's nutrition standards. Classroom snacks, if provided to all children, must only include healthy choices that meet the state requirements for allowable beverages and the District's nutrition standards. Please refer to the Botelle School Student Handbook for additional information.

District policy is that the foods should also meet the Smart Snacks standards and the Connecticut Healthy Food Certification standards.

If food is brought from home to be shared with other students, the School shall develop procedures to ensure that all food follows CDC guidelines.

Sharing of Foods

The School shall discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns with allergies and other restrictions on some children's diets.

Fundraising

Fundraising activities will support healthy eating and wellness. The School will promote the sale of non-food items for school-sponsored fundraising. School fundraising activities shall not involve food or beverages or shall only use foods that meet the USDA Smart Snacks nutrition standards and beverages that meet the requirements of state statute and federal regulations. Schools shall encourage fundraising activities that promote physical activity.

Income from any competitive foods or beverages sold from 30 minutes prior to the start of any state or federally subsidized milk or meal program until 30 minutes after the end of the program must accrue to the food service account.

Concessions

Food items that do not meet the Connecticut Nutrition Standards and beverages that do not meet the requirements of state statute and federal regulations can be sold at concessions operated at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store.

Teacher-to-Student Incentives and Punishments

Teachers and staff shall not use foods or beverages as rewards for academic performance or good behavior, unless this practice is allowed by a student's individualized education plan (IEP). The use of sugar-sweetened beverages or candy as a classroom reward at any school is not appropriate. Alternative rewards shall be developed and promoted, as stated in the Student Handbook.

The School shall not withhold foods or beverages (including food served through school meals) as a punishment.

Student Nutrition Education and Promotion

Nutrition education and promotion shall be offered as part of a planned school health education program designed to provide students with the knowledge and skills necessary to promote and protect their health.

Educational Reinforcement

School instructional staff members shall collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families.

Guest speakers and performers invited to address students shall receive appropriate orientation to relevant district policies. School officials shall disseminate information to parents, students and staff members about community programs that offer nutrition assistance to families, as appropriate.

Nutrition Promotion

The District shall conduct nutrition education activities and promotions that involve parents, students and the community. The school team responsible for planning nutrition activities shall ensure interdisciplinary collaboration by including school food service, school nurses, health and physical education teachers, and other appropriate school staff members.

Consistent Health Messages

Students shall receive positive, motivating messages, both verbal and nonverbal, about healthy eating and physical activity throughout the school environment. All school personnel shall help reinforce these positive messages.

Food and Beverage Marketing in Schools

The District is committed to providing a school that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The School strives to teach students how to make informed choices about nutrition, health and physical activity.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product.

Staff as Role Models

The school district shall build awareness among teachers, food service staff, coaches, nurses and other school staff members about the importance of nutrition, physical activity and body-size acceptance to academic success and lifelong wellness. School staff members shall be encouraged to model healthy eating and physical activity behaviors.

Education Links with School

The nutrition education program links with school meal programs, other school foods, and nutrition-related community services that occur outside the classroom or that link classroom nutrition education to the larger school community, such as school gardens, cafeteria-based nutrition education and after-school programs. Nutrition education shall be offered, with coordination between school food service and teachers. The district shall link nutrition education with other coordinated school health initiatives.

Professional Development for Teachers

Staff members responsible for nutrition education shall be adequately prepared to effectively deliver the nutrition education program as planned. Preparation and professional development activities shall provide basic knowledge of nutrition, combined with the development of skills and adequate time to practice skills in program-specific activities. Training shall include instructional techniques and strategies designed to promote healthy eating behaviors.

Staff Wellness

The School highly values the health and well-being of every staff member and supports personal efforts by staff members to maintain a healthy lifestyle and that encourage staff members to serve as role models.

Partnering with Community Organizations

The School will partner with the community to provide consistent health messages and support school-based activities that promote healthy eating and physical activity.

Engaging Students

Schools shall consider student needs in planning for a healthy school environment. Students shall be asked for input and feedback through the use of student surveys and other means.

Parent Nutrition Education

The School shall encourage family involvement to support and promote healthy eating and physical activity habits.

Nutrition education will be provided to families in the form of handouts, postings on the District website that focus on nutritional value and healthy lifestyles.

The District shall provide information about physical education and other school-based physical activity opportunities.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the building Principal is responsible for ensuring:

1. Nutrition education materials and cafeteria menus are sent home with students;
2. Parents are encouraged to send healthy snacks/meals to school;
3. Parents and other family members are invited to periodically eat with their student in the cafeteria;

School District Wellness Committee (District Health Advisory Council)

With the purposes of monitoring the implementation of the School's policy, evaluating policy progress, serving as a resource to school sites, and revising the policy as necessary, a School-wide representative wellness committee shall be established and maintained. The committee will meet a minimum of four times annually to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of the School level wellness policy. Committee membership will include to the extent possible, but not be limited to:

- School Food Service Personnel
- Parent representative
- Student representative
- Staff member representative
- Administrative Representatives
- Physical Education and Health Program representative
- Other individuals appropriate to the evaluation process
- Board of Education Members
- Any interested member of the public
- Mental health and social services staff

The Superintendent, or his/her designee, will convene the District Wellness Committee and facilitate development of and updates to the wellness policy, and will ensure the school's compliance with the policy.

Wellness Policy Implementation, Monitoring, Accountability & Community Engagement

Implementation

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific; as well as specific goals and objectives for nutrition standards for all foods and beverages available at the school, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

Recordkeeping

The School will retain records to document compliance with the requirements of the wellness policy at the School's Administrative Offices. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the School Wellness Policy; including an indication of who is involved in the update and methods the District uses to make stakeholders aware of their ability to participate on the District Wellness Committee;

- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The School will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The School will make this information available via the School website and/or district-wide communications. Annually, the School will also publicize the name and contact information of the School official leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the School will evaluate compliance with the wellness policy to assess the implementation of the policy and include;

- The extent to which school is in compliance with the wellness policy; and
- A description of the progress made in attaining the goals of the School's wellness policy.

The person responsible for managing the triennial assessment and contact information is Superintendent of Schools or his/her designee. The District Wellness Committee will monitor schools' compliance with this wellness policy.

Revisions and Updating of the Policy

The School Wellness Committee will modify the wellness policy based on the results of the triennial assessments and/or as School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement

The School will actively communicate ways in which representatives of the School Wellness Committee and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means. The School will inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards, as appropriate. The School will use electronic mechanisms, such as the School's website, as well as non-electronic mechanisms, such

as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The School will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the School and individual schools are communicating important school information with parents.

The School will actively notify the public about the content of or any updates to the wellness policy annually at a minimum. The School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

District Nutrition Standards

The School strongly encourages the sale or distribution of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals with relatively few calories, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In an effort to support the consumption of nutrient-dense foods in the school setting the School will follow the beverage requirements of state statute and federal regulations, whichever are stricter, and has adopted the Connecticut Nutrition Standards governing the sale of food on school grounds. Sites are encouraged to study these standards and must develop building policy using the following Connecticut Nutrition Standards and state beverage requirements as minimal guidelines.

Food:

1. Any given food item offered for sale to students separately from reimbursable meals will:
 - meet the portion size requirements of the Connecticut Nutrition Standards and the USDA Nutrition Standards
 - not contain any chemically altered fat substitutes and will meet the fat requirements of the Connecticut Nutrition Standards
 - meet the saturated fat requirements of the Connecticut Nutrition Standards
 - meet the trans-fat requirements of the Connecticut Nutrition Standards
 - not contain any artificial sweeteners or sugar alcohols and will meet the sugar requirements of the Connecticut Nutrition Standards
 - meet the sodium requirements of the Connecticut Nutrition Standards and the USDA Nutrition Standards.
2. Foods and beverages will not contain caffeine, with the exception of trace amounts of naturally occurring substances.
3. Limit condiment use and provide low-fat, low-sugar and low-sodium varieties.
4. Increase choices of whole grains and foods containing fiber.
5. Encourage the consumption of nutrient-dense foods, e.g., whole grains, fresh fruits and vegetables, lean meats, legumes and low-fat dairy products.

Candy:

Candy and gum (including sugarless candy and sugarless gum) shall not be sold to students on school premises during school hours.

Beverages:

Pursuant to state statute, the sale of beverages to students on school premises shall be limited to the following five categories:

1. milk, which may be flavored but contains no artificial sweeteners and no more than 4 grams of sugar per fluid ounce; (federal regulation requires milk to be non-fat or low-fat (1%))*
 2. nondairy milk substitutes, such as soy or rice milk, which may be flavored but contains no artificial sweeteners, nonnutritive sweetening agents, sugar alcohols, added sodium, and no more than 4 grams of sugar per fluid ounce, no more than 35% of calories from fat per serving, and no more than 10% of calories from saturated fat per serving; *
 3. 100% fruit or vegetable juice or combination of such juices, containing no added sugars, sweeteners, or artificial sweeteners; *
 4. beverages that contain only water and fruit or vegetable juice and have no added sugars, sweeteners, or artificial sweeteners or sodium and that meet the healthy Hunger-Free Kids Act of 2010, P.L. 11-296, as may be amended from time to time; * and;
 5. water, which may be flavored but must contain no added sugars, sweeteners, artificial sweeteners, sodium or caffeine. *
- Portion sizes of the beverages specified above are limited to no more than 8 fluid ounces for students in grades K-5 inclusive and 12 fluid ounces for students in grades 6-12 inclusive, except water, which is unlimited.
 - Vending sales of any beverages other than those listed as approved in state statute are not permitted on school grounds at any time
 - School store sales of any beverages other than those listed as approved in state statute are not permitted on school grounds at any time
 - The sale of any beverages other than those listed as approved in state statute will not be permitted on school grounds from any source at any time.

*Consult the CSE's List of Acceptable Foods and Beverages for allowable products. Foods that meet the Connecticut Nutrition Standards meet or exceed the USDA's competitive food standards. Listed beverages will meet both federal and state requirements.

The School encourages the use of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals and relatively few calories, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. At any school function (parties, celebrations, feasts, sporting events, etc.) where foods

and beverages are sold or served to students, healthy choices meeting the Connecticut Nutrition Standards and beverage requirements of state statute must be available.

Food items that do not meet the Connecticut Nutrition Standards and beverages not meeting the requirements of state statute and federal regulations can be sold at the location of an event occurring after the end of the regular school day or on the weekend, provided they are not sold from a vending machine or school store.

Competitive Foods and Beverages

"Competitive foods" include all foods and beverages sold in schools except for meals provided through the National School Lunch Program and School Breakfast Program. The USDA interim final rule groups competitive foods into three categories: (1) Entrée Items (sold only a-la-carte), (2) Side Dishes; and (3) Beverages. Pursuant to federal regulations and state statutes and regulations, the sale of competitive foods is restricted as follows:

1. Foods that do not meet the Connecticut Nutrition Standards cannot be sold to students on school premises, including, but not limited to:
 - Water ices (any frozen, sweetened water such as "...sicles" and flavored ice with the exception of products that contain fruit, fruit juice, milk, milk ingredients or egg ingredients other than egg whites)
 - Candy/sugarless candy
 - Chewing gum/sugarless chewing gum
2. Beverages that do not meet the requirements of state statute and federal regulations (including, but not limited to, coffee/decaffeinated coffee/iced coffee, tea/herbal tea/iced tea, soda/diet soda, sports drinks, hot chocolate, fruit drinks that are not 100 percent juice) can only be sold to students on school premises at the location of an event that occurs after the school day or on the weekend provided they are not sold from a vending machine or school store.
3. During the period of 30 minutes before any meal program up until 30 minutes after the end of the program, competitive foods and beverages may only be sold anywhere on school premises if they meet the Connecticut Nutrition Standards or state beverage statute and the income they generate accrues to the nonprofit school food service account.* Outside of this timeframe, competitive foods and beverages may only be sold if they meet the Connecticut Nutrition Standards and state beverage statute and federal regulations, whichever are stricter.
4. No competitive foods may be sold without the prior approval of the Superintendent. Such sales must comply with state law, Section 10-215b-23 of the Regulations of Connecticut State Agencies.

Schools shall use the Connecticut State Department of Education's "List of Acceptable Foods and Beverages" to determine whether commercial food and beverage products meet the USDA's competitive foods standards. Listed beverages will meet both federal and state requirements.

Physical Education/Physical Activity

It is the Board's position that all students have equal and equitable opportunities for physical activity and physical education. The goals of the School are:

- A. All children, from pre-kindergarten through grade 6, will participate in a weekly, quality, standards-based physical education program; and
- B. The School will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality physical education consistent with state and/or national standards.

Incorporating Physical Activity Into the Classroom

Students in all grade levels shall be provided with opportunities for physical activity beyond and in addition to physical education. Opportunities for physical activity shall be incorporated into other subject lessons, as appropriate.

Use of School Facilities Outside of School Hours

Access to school sites will be provided through permitting use of facilities to community youth sports groups consistent with the District's facilities use policy so additional opportunities are available for youth to participate in quality physical activity, fitness, sports and recreation programs. School spaces and facilities shall be available to students, staff members, and community members before, during, and after the school day, on weekends and during school vacations. The spaces and facilities shall also be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety shall apply at all times.

Prohibiting Physical Activity as Punishment

The School shall prohibit the use of physical activity (such as required running or push-ups as punishment) and withholding of physical education class and other forms of physical activity as punishment. Recess or other opportunities for physical activity shall not be withheld as a measure to enforce the completion of academic work.

Daily Recess

All students shall have at least 20 consecutive minutes a day of supervised recess, preferably outdoors, during which the School should encourage moderate to vigorous physical activity.

Physical Activity Opportunities Before and After School

The School shall offer a range of activities that meet the needs, interests and abilities of all students, including boys, girls, students with physical and cognitive disabilities, and students with special health care needs.

Safe Routes to School

When appropriate, the District shall work together with local public works, public safety and/or police departments to make it safer and easier for students to walk and bike to school.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing physical education in the schools, the school Principal is responsible for ensuring:

- Physical education activity ideas are sent home with students
- Parents are encouraged to promote their child's participation in the school's physical education programs and after school activities
- Families are invited to attend and participate in physical education activity programs and health fairs
- Physical education curriculum includes activities that students can do with their families
- School staff consider the various cultural preferences in development of physical education programs
- School staff is encouraged to cooperate with other agencies and community groups to provide opportunities for students to participate in physical activity programs

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