

Existing policy, number 6000 adopted 12/20/01, appropriate as written.

Instruction

Concept and Roles in Instruction

Student Achievement

The Board of Education believes the instructional program of the public schools 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 which meet the needs of students.

Within limitations of budgets made available to it by the town, the Board of Education 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 of Schools 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.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6111 adopted 12/20/01, appropriate as written with update to legal reference.

Instruction

School Calendar

The Superintendent of Schools shall recommend school calendars meeting all statutory requirements to the Board of Education 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 twelve. The calendar is subject to modification in the event of a change in circumstances.

The Board, in establishing a graduation date, may establish for any school year a firm graduation date which is no earlier than the one-hundred eighty-fifth day in the adopted school calendar. The graduation date may be modified, if necessary, after April first in any school year by the Board establishing a firm graduation date which, at the time of such establishment, provides for at least 180 days of school.

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

(cf. 6146 - Graduation Requirements)

Legal Reference: Connecticut General Statutes
1-4 Days designated as legal holidays.
10-15 Towns to maintain schools as amended by P.A. 11-85, An Act Concerning the Achievement Gap.
10-16 Length of school day.
10-29a Certain days to be proclaimed by governor. Distribution and number of proclamations.
10-161 Establishment of Graduation date.
10 261 Definitions.
10-233j Student possession and use of telecommunication devices.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6112 adopted 12/20/01, appropriate as written with update to legal reference.

Instruction

School Day

Grades 1-12

The Superintendent of Schools 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; in meeting this requirement, no more than seven (7) hours of actual school work on a given day shall be credited toward meeting the 900 hour minimum;
3. 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.

Kindergarten

The Superintendent of Schools 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; in meeting this requirement, no more than seven (7) 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.

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools.

10-16 Length of school day. (As amended by PA 11-85, An Act Concerning the Achievement Gap.)

10-16b Prescribed courses of study.

10-200 Duties of the state superintendent.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6114.3 adopted 12/20/01, appropriate as written with addition of legal reference.

Instruction

Emergencies and Disaster Preparedness

Bomb Threats

The Board strongly disapproves of any action by any person that seriously disrupts the educational process. Particularly reprehensible is making a threat that a bomb has been placed in a school. In the event of a bomb threat, the following guidelines will be followed:

1. The person receiving the threat will immediately notify the Principal/designee.
2. Students and staff will evacuate the building according to a plan designed by the Principal/designee.
3. Fire and police officials will be notified of the threat.
4. The building and/or premises will be searched under the direction of a previously designated fire or police official in conjunction with school personnel.
5. If a thorough search has been conducted and nothing found, the feasibility of returning students and personnel to the building will be evaluated by a previously designated fire or police official, subject to final approval by the Superintendent/designee.
6. Students who leave school without permission will be subject to discipline.
7. Investigation of the bomb threat will be made by school officials and local police and fire departments in cooperation with other appropriate agencies.

Legal Reference: Connecticut General Statutes

53-80a – Manufacture of bombs

§ 53-80a – Manufacture of bombs

18 U.S.C. §§921, 8921

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

BOMB THREAT REPORT FORM

INSTRUCTIONS: *If a recording device has been put in place and a threat is received by telephone, start the recorder immediately. Don't hang up the phone. If the caller hangs up, leave the phone off the hook. Be calm. Listen; do not interrupt the caller, notify colleagues of your activity by prearranged signal while the caller is on the line; ask to have the message repeated.*

Date call received _____ Time _____
Exact words of person placing call _____

If the threat is received via E-mail, tell another employee to alert Central Office immediately as you record information and correspond with the sender using the questions below. **ASK** the following questions:

What time is the bomb set to explode? _____ How many devices are involved? _____

Where is each located? _____ Floor _____ Area _____

What does the bomb look like? _____

Is it disguised? _____ Concealed/Hidden _____ In the open? _____

What kind of bomb is it? _____ What will cause it to explode? _____

Why was it placed? _____ How did it get into school? _____

Who placed the bomb? _____

Are you a current student ___ Yes ___ No Are you a former student? ___ Yes ___ No

Where are you calling from? _____ What is your name? _____

VOICE CHARACTERISTICS:

- Male Female
- Adult Juvenile – Age _____
- Intoxicated Accent
- Disguised Nasal
- Angry Broken
- Slow Sincere
- Normal Speech Problem
- Loud Calm

BACKGROUND NOISE

- Rapid Music Television
- Giggling Children Restaurant
- Deep Airplane Office
- Crying Traffic Train
- Squeaky Conversation
- Excited Machinery
- Stressed Shopping Mall
- Other, specify _____

NOTIFY THE FOLLOWING:

- State Police Fire Department
- Local Police Building Principal/Administration
- Superintendent Other, specify _____

Additional Information: _____

Signature of Person Receiving Call: _____ Date: _____

Existing policy, number 6112.1 adopted 12/20/01, recodified as 6115, appropriate as written with addition of legal reference.

Instruction

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 and programs 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.

Legal Reference: Connecticut General Statutes

10-16a Silent Meditation

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A sample policy to consider.

Instruction

Objectives/Priorities of the Instructional Program

The ultimate aim of the instructional program of the District shall be the development of proficiency in each student's ability to read well, write legibly, spell accurately, listen attentively, speak clearly, think critically, use basic mathematical computational skills, observe carefully, solve problems, participate effectively in groups, keep healthy, enjoy aesthetic experiences, and understand career development.

The Board is committed to the importance of reading skill development as the basic element in each student's education. The Board also believes that the improvement of specific reading skills of children attending the schools in this district should be continuous.

Therefore, the first priority of the instructional program will be proficiency in reading through a planned sequence of reading skills and language experiences beginning in the kindergarten program and extending through grade 12.

The second priority of the instructional program will be mastery of the fundamentals of mathematics--number operations, informal algebraic and geometric concepts, and the structure of our number system--beginning in the kindergarten program and continuing through grade 12.

The instructional program also will provide a planned sequence in language arts--spelling, handwriting, English grammar, composition, literature. There will be a planned sequence in the social studies--history, geography, civics, economics, world cultures, anthropology, political science, and the other social science disciplines; a planned sequence of science experiences; a planned sequence of fine and practical arts experiences--art education, vocal and instrumental music, home economics, industrial arts, computer skills; a planned sequence of health education and safety; and a planned program of physical education. Planned program adaptations will also be made available for exceptional children. The planned program for all children shall also include library instruction, when appropriate, [bilingual, and multicultural education], individual study, guidance, and other appropriate instructional activities, as well as all instruction required under state law and State Department of Public Instruction regulations.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6121 adopted 12/20/01, appropriate as written.

Instruction

Nondiscrimination in the Instructional Program

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

1. Equal right and opportunities for qualified students and staff members in the school community.
2. Equal opportunity for all qualified 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.
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 among district schools and (3) a safe school setting.

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

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6121.1 adopted 12/20/01, appropriate as written with update to legal reference.

Instruction

Equal Educational Opportunity

Reduction of Racial, Ethnic and Economic Isolation

The Board of Education 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, 2013 and biennially thereafter, to the Commissioner of Education 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.

(cf. 1110.1 Parental Involvement)

(cf. 1212 School Volunteers)

(cf. 1330 Use of School Facilities)

(cf. 5117.1 Intra-District Choice/Open enrollment)

(cf. 5117.2 Inter-District Choice)

(cf. 5117 School District Lines)

(cf. 5118 Nonresident Attendance)

(cf. 6010 Goals and Objectives)

(cf. 6114.7 Safe Schools)

(cf. 7010 Goals and Objectives - Construction)

(cf. 7100 Planning-Construction)

Instruction

Equal Educational Opportunity

Reduction of Racial, Ethnic and Economic Isolation

Legal Reference: Connecticut General Statutes

10-4a Educational interests of state defined, as amended by PA 97-290-
An Act Enhancing Education Choices and Opportunities.

10-220 Duties of boards of education.

10-226h Progress and methods to reduce racial, ethnic, and economic
isolation (as amended by P.A. 11-179)

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6130 adopted 12/20/01, appropriate as written.

Instruction

Organizational Plan

The Board of Education is responsible for public education in the Town of Derby, pre-kindergarten through grade 12, including special education and adult education. Education shall be delivered through instructional level groupings in school facilities approved by the Board after consideration of recommendations from the Superintendent of Schools.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

Existing policy, number 6140 adopted 12/20/01, appropriate as written with update to legal reference.

Instruction

Curriculum

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

1. The arts;
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.

(cf. 6121 Nondiscrimination: Instructional Program)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study (as amended by P.A. 08-153)

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 P/A. 08-153).

10-221a High school graduation requirements.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6141 adopted 12/20/01, appropriate as written with update to legal reference.

Instruction

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.

(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 P.A. 08-153)

10-221a High School graduation requirements.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Curriculum Research/Experimental Projects

The Board of Education expects the professional staff to be aware of the latest educational research and to utilize the results as they may be applied to improving the instructional program.

The professional staff is encouraged to seek improvement of the educational program of the schools through carefully designed experimental and research projects.

In the preparation of the annual budget, consideration will be given to allocating funds for creative and/or innovative projects. When such funding is available certified staff members may submit proposals to the Superintendent of Schools.

The basic objectives of projects funded shall be:

1. to induce change in the curriculum and techniques under conditions which are conducive to the growth of the educational program;
2. to encourage and coordinate creative efforts so that duplication, conflict, and waste of time may be avoided;
3. to create a climate for professional growth through creativity and innovation;
4. to establish criteria for change in educational practices through innovative development and creativity.

Experimental and/or research projects may be recommended by staff members or curriculum committees. Proposals will include costs of implementation, a time line in which to judge the success of the project and plans for evaluation of the program.

Projects must have the approval of the Board unless they represent only a minor departure from previously authorized programs. Any such programs requiring additional personnel positions, changes in authorized positions, or the transfer of authorized funds must have Board approval. Approval shall be on a yearly basis, even though the proposal may be for a longer period of time.

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

Whenever the District implements educational programs whether or not funded by the United States Department of Education but, designed to explore or develop new or unproven methods or techniques, parents or guardians of children who shall be involved in such programs shall be notified in writing by appropriate school officials and all instructional materials, including teachers' manuals, films, tapes, and supplementary material, used in connection with any research project or experimental program will be available for inspection by the parents or guardians of the children in the program.

Instruction

Curriculum Research/Experimental Projects (continued)

As used here, "research project or experimental program" means any program or project designed to explore or develop new or unproven teaching methods or techniques. The designation of any program or project as a research project or experimental program shall be made by the Superintendent.

(cf. 6162.51 - Surveys of Students)

Legal Reference: General Education Provisions Act of 1974, Section 439, 1978 Amendments
 20 USC 1232h(a) Regulation

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, #6141.3, adopted 12/20/01, modified, and with update to legal reference.

Instruction

Bilingual-Bicultural Education

The Superintendent of Schools, or his/her designee, shall ascertain annually the number of children of limited and non-English speaking ability within the school district and classify them according to their dominant language and report them to the Board of Education.

Whenever it is ascertained that there are in any public school building within Derby twenty or more eligible students classified as dominant in any one language other than English, the Board of Education shall provide a program of bilingual education for such eligible students for the following school year.

The Superintendent of Schools will require each School Principal to conduct a preliminary assessment of 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 4-12 only).
4. From school records (only when unable to use one of the methods described in 1a-1c.)

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 parent(s)/guardian(s) elect this option.

An eligible student for the bilingual program shall be limited to no more than thirty (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. 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.

Instruction

Bilingual-Bicultural Education (continued)

Eligible students enrolling in a secondary school with less than thirty (30) months remaining before graduation shall be assigned to an English as a Second Language program. He/she 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 bilingual/bicultural education program, shall also investigate the feasibility of instituting two-way language programs starting in kindergarten.

Legal Reference: Connecticut General Statutes

10-148 Exceptions (as amended by P.A. 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 Bilingual education

10-17f Required bilingual education. (as amended by P.A. 98-168 and P.A. 01-205 and P.A. 05-290)

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

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Migrant Students

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

This program will include a means to:

1. Identify migrant students and assess their educational and related health, nutrition and social needs.
2. Provide to the extent feasible a full range of services that will provide 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 District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

In providing services, priority shall be given to migratory children who have made a qualifying move within the previous one year period and who are failing, or most at risk of failing, to meet the challenging State academic standards or who have dropped out of school.

Migrant Education Program for Parent(s)/Guardian(s) Involvement

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Migratory Child/Student Definition

A. A “**migratory child**” means a child who:

- (1) is a migratory agricultural worker or a migratory fisher; or
- (2) in the preceding 36 months, in order to accompany a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher –
 - (i) Has moved from one school district to another;
 - (ii) As the child of a migratory fisher, resides in a school district or more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

Instruction

Migrant Students

Migratory Child/Student Definition (continued)

- B. Qualifying Move** means a move from one residence to another residence that occurs due to economic necessity and from one school district to another school district.
- C. Migratory Agricultural Worker** means a person has moved from one school district to another in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.
- D. Migratory Fisher** means a person who, in the preceding 36 months has moved from one district or another in order to obtain temporary employment or seasonal employment in fishing work.

Legal Reference: Federal Register – July 29, 2008 – Final Rule
34 C.F.R. Part 2000

P.L. 114-95, Every Student Succeeds Act §1301 et seq., U.S.C. 20 6391

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Programs for Migrant Students - Family Interview Form

To be completed by Building Principal or designee: (please print)

Child 1 Name	Birth Date	Grade	School
Child 2 Name	Birth Date	Grade	School
Child 3 Name	Birth Date	Grade	School

Name of Parent/Guardian

Language(s)

Telephone Number or other contact information

Today's Date

Needs Assessment

Please check response

1. Do any of your children have health problems that interfere with their ability to learn? Explain: Yes No _____

2. In what areas might your child(ren) need additional help in school?

	Reading	Math	Language	Other (specify)
Child 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Child 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Child 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____

3. Are your child(rens)' immunizations up to date? Yes No Don't know

4. Do you have immunization records? Yes No Don't know

5. Have you established a source of primary healthcare? Yes No Don't know

If not, would you be interested in information on primary healthcare? Yes No Don't know

Resources and Referrals

Please circle/check response

1. Would you be interested in information on:

- | | | | |
|---------------------|------------------------------|-----------------------------|-----------------------------------|
| Head Start | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Enrolled |
| District Preschool | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Enrolled |
| Parents as Teachers | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Enrolled |
| GED/ESL Classes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Enrolled |

2. Would you be interested in information on:

- | | | |
|-----------------------------|------------------------------|-----------------------------|
| Public/County Health Dept. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Division of Family Services | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

3. May we share your name and address with these agencies?

- Yes No

4. When is the best time to reach you at home?

- AM PM

Days of the week:

- Monday Tuesday Wednesday Thursday Friday

Name of Person Completing Form

Name of Person Being Interviewed and
His/Her Relationship to Family/Children

Existing policy, number 6141.32 adopted 12/20/01, appropriate as written with update to legal reference.

Instruction

Technology and Instruction

Technologies curricula in the school district shall:

1. Initially familiarize student with computer operation and uses;
2. Progress to use of technology as an instructional aide for regular class work;
3. Teach students to use technology as one of many effective tools for problem solving.

The Superintendent of Schools shall work with staff to develop a long range plan for technological instruction from pre-kindergarten through adult education, including:

1. Budgeting and acquisition of computer hardware at all school levels;
2. Budgeting and acquisition of computer software at all school levels;
3. Staff development on appropriate uses for instructional technology and skills in instructional uses;
4. Coordination of Pre-K-12 curricula in technology instruction;
5. Application of technology throughout the curricula in grades Pre-K-12 and adult education programs.

- (cf. 6140 Curriculum)
- (cf. 6141 Curriculum Design/Development)
- (cf. 6161 Equipment/Books/Materials: Provision/Selection)
- (cf. 6161.1 Evaluation of Instructional Materials)
- (cf. 6161.2 Care of Instructional Materials)
- (cf. 6176 Career and Vocational Education)
- (cf. 6200 Adult Education)

Legal Reference: Connecticut General Statutes

10-221(a) High School graduation requirements

10-221(b) Boards of education to prescribe rules

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6141.321 adopted 12/20/01, modified and with update to legal reference. A more updated, comprehensive sample follows for comparison and consideration.

Instruction

Telecommunications/Internet: Acceptable Use

The Board of Education recognizes the educational value of electronic communications and recognizes their potential to support the Board's educational program. Resource sharing, communication, and innovation capabilities for both students and teachers have increased with access to telecommunications and to the Internet. It is imperative that members of the school community conduct themselves in a responsible manner consistent with federal and state law while utilizing the Internet and any other electronic information retrieval system.

Guidelines for General Use

With increased access to information from various sources via computers comes the availability of material that may not have any educational value in the context of the school setting. The Board recognizes the importance of the exercise of individual judgment in accessing information through the Internet and any other electronic information retrieval system for educational purposes. In the exercise of such judgment, however, the following guidelines should be followed:

1. Access to the Internet or to any other electronic information retrieval service is a privilege, not a right. Accordingly, access to such systems is given only to those individuals who agree to act in a considerate and responsible manner and agree to comply with Board policies and procedures.
2. All uses of the Internet or any electronic information retrieval service or any telecommunications network must be supportive of educational objectives and research and must be consistent with academic expectations.
3. Any electronic mail shall be used only by the authorized owner of the account. All account owners are ultimately responsible for activity under their account.
4. All electronic mail systems, the Internet and any electronic information retrieval systems are the sole property of the Board. As such, systems are provided solely for the purpose of carrying out the educational and operational needs of the Board.
5. Any use inconsistent with this purpose, including personal use is prohibited. Electronic mail is not guaranteed to be private; the Board of Education as owner of the computer and electronic systems reserves the right to monitor the use of such systems in order to insure compliance with these guidelines by, e.g., bypassing passwords.
6. Any use of the Board's computer systems, E-mail systems, Internet or other electronic informational retrieval systems for illegal or inappropriate purposes or for accessing material that is objectionable in any school environment, including vulgar or obscene materials, is prohibited.

Instruction

Telecommunications/Internet: Acceptable Use

Guidelines for General Use (continued)

7. Any use of these electronic systems for commercial purposes, financial gain, or solicitation is prohibited.
8. The transmission of any copyrighted or legally protected material over such electronic systems is prohibited.
9. Materials taken from electronic media are subject to the same rules for plagiarism as print materials.
10. The transmission of abusive, harassing, threatening or intimidating materials is prohibited. The user is expected to be polite and courteous while using the Board's electronic systems.
11. Any attempt to harm or destroy data of another user or engage in acts of vandalism will not be tolerated.
12. Violations of this policy may result in revocation of access to and privileges relating to the Internet or any electronic information retrieval systems. Violations of this policy by a student may result in disciplinary action, up to and including suspension and/or expulsion. In the case of any breach of this policy by an employee, such disciplinary action may include discharge.
13. The Superintendent of Schools will appoint one or more administrators to serve as the Board's "Internet Administrator", who will be responsible for implementing this policy, establishing procedures, and supervising access privileges.

Internet Safety

Each district computer with Internet access shall have a filtering device that blocks entry to visual depictions that are obscene, pornographic or harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or his/her designee. The Superintendent or his/her designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purposes, provided the person receives prior permission from the Superintendent or his/her designee.

NOTE: The policy's provision for prior approval is not in the law and may be omitted. The entire sentence may be deleted if the Board does not want the filtering device to be disabled.

Instruction

Telecommunications/Internet: Acceptable Use

Internet Safety (continued)

The Superintendent or his/her designee shall include measures in this policy's implementation plan and administrative regulation to address the following:

- a. Limiting student access to inappropriate matter as well as restoring access to harmful materials.
- b. Student safety and security when using electronic communications.
- c. Limiting unauthorized access including tracking and other unlawful activities, and
- d. Limiting unauthorized disclosure, use and dissemination of personal identification information.

Guidelines for Student Uses

Student use of the Internet and any other electronic information retrieval services is a privilege. Students in the Board's schools may use the Internet and any other electronic informational retrieving systems owned by the Board only when supervised by a teacher or a paraprofessional. Further guidelines for the use of these electronic services may be developed by the Board's Internet Administrator.

Students who wish to use such electronic services and networks that are available to them may only do so provided that they:

1. Agree to comply with the Board's Internet acceptable use policies and, if applicable, any procedures adopted thereunder.
2. Sign the Board's Internet users agreement parent permission form, having obtained the signature of one parent or guardian if the student is under the age of eighteen.
3. Submit the completed agreement and consent form to the person so designated in each school building.
4. Do not make credit card or COD purchases over the Internet.

Legal Reference: Connecticut General Statutes
 § 34-182b 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
 Public Law 110-385 Broadband Data Improvement Act/Protecting Children
 in the 21st Century Act

Policy adopted:

DERBY PUBLIC SCHOOLS
 Derby, Connecticut

Internet User Agreement and Parent Permission Form

After reading the Board's Internet policies and procedures, please complete this form to indicate that you agree with the terms and conditions outlined. The signatures of both the student and the parent/guardian are mandatory before access may be granted to the Board's Internet and any other electronic information retrieval systems and services. This document, which incorporates the Board's policies and procedure, reflects the entire agreement and understanding of all parties.

As user of the Board's computer systems and electronic retrieval services network, I have read and hereby agree to comply with the Board's policies and procedures.

Student Signature

Date

Student's Name (Please Print)

Grade

Student's School

Student's Date of Birth

As parent/legal guardian of the student signing above, I grant permission for my child to access the Board's computer network services, such as electronic mail and the Internet. I have read and agree to the Internet use policy and procedure. I understand that I may be held responsible for violations by my child. I understand that some materials on the Internet may be objectionable; therefore, I agree to accept responsibility for guiding my child, and conveying to him/her appropriate standards for selecting, sharing and/or exploring information and media. The school system will not be responsible for intentional or accidental exposure of students to objectionable materials.

Parent/Guardian Signature

Date

Parent/Guardian Name (Please Print)

Home Telephone

Street Address

Daytime Telephone

Complete and return to your child's school.

Existing policy, number 6141.322 adopted 12/20/01, appropriate as written with update to legal reference.

Instruction

Computers: Websites/Pages

The Board of Education allows the district and schools within the district to create and maintain World Wide Web sites for educational purposes. Web sites are avenues for educating, providing information, and communicating about the school program. District and individual school web sites shall be used to share information about school curriculum and instruction, school-authorized activities, and other information relating to our schools and our 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 system. Web sites shall follow standards for ethical behavior in regard to information and technology by showing respect for the principles of 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 which are contained in the administrative regulations which accompany this policy.

The Board shall approve all information on web site pages.

(cf. 1110 - Communications with the Public)

(cf. 5125 - Student Records)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6145.3 - Publications)

(cf. 6161.1 - Guidelines for Evaluation/Selection of Instructional Materials)

(cf. 6162.6 - Use of Copying Device, Copyrights)

(cf. 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.

Instruction

Computers: Websites/Pages

Legal References

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. U.S. Constitution Amend. I Electronic Communications Privacy Act. 18 U.S.C. 2510-2522.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A sample policy to consider. The Children's Internet Protection Act (CIPA) requires that schools and libraries receiving E-Rate discounts for Internet access, service or internal connections, must block or filter all access to visual depictions that are obscene, child pornography, harmful to minors, or that is determined by the school district or library authority as inappropriate to minors.

Instruction

Internet Acceptable Use: Filtering

The _____ Public Schools is fortunate to have access to the Internet at all schools. This access provides increased opportunities for students and staff to conduct research and to communicate locally, nationally, and internationally.

This wonderful resource also provides access to material unsuitable for students and which has no educational value. It is the responsibility of all District staff to ensure that the Internet, as used in District Schools, is appropriately guided and monitored. Moreover, staff also has the responsibility to conduct themselves in an appropriate private manner when using the Internet.

Alternative/optional language to consider

The Board of Education 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/material considered inappropriate or harmful and unacceptable for student viewing. Such content includes that which is considered obscene, child pornography or harmful to minors. A committee of teachers, parents, and administrators shall be used to receive appeals from users who indicate that they have a specific need for using a filtered site.

Instruction

Internet Acceptable Use: Filtering (continued)

4. All Internet access must be filtered, whether minors (under 18) or adults are using the computer system and regardless of the number of computers with Internet access provided by the school or library.

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.

Alternative/optional language to consider

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 access to material considered inappropriate or harmful to minors. 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.*

The placement of filters on District computers/computer systems is viewed as an exercise of the Board's ability to determine educational suitability of all material used in the schools.

Filters will be utilized with District schools to (1) block pre-selected sites, (2) block by word, (3) block entire categories like chat and newsgroups, and (4) through a pre-selected list of approved sites.

The Superintendent of Schools is directed to establish guidelines and procedures for responsible use of computers, computer systems, software, electronic access privileges, and networks provided by the Board of Education.

For districts participating in the federal E-Rate program:

The District recognizes its responsibility to educate students regarding appropriate behavior on social networking and chat room sites about cyberbullying. Therefore, students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response."

Instruction

Internet Acceptable Use: Filtering (continued)

(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.
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 PL 93-568, codified at 20 U.S.C. 1232g.).
Dept. of Education. 34 CFR. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education 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 106-554 Fiscal 2001 Appropriations Law containing the "Children's Internet Protection Act"
Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.
Public Law 110-385 Broadband Data Improvement Act/Protecting Children in the 21st Century Act
Reno v. ACLU, 521 U.S. 844 (1997)
Ginsberg v. New York, 390 U.S. 629, at 642, n.10 (1968)
Board of Education v. Pico, 457 U.S. 868 (1988)
Hazelwood School District v. Kuhlmeier, 484 U.S. 620, 267 (1988)

Policy adopted:

cps 7/01

rev 1/09

A sample regulation to consider.

Instruction

Internet Acceptable Use: Filtering

Preface

When minors are using the Internet, access to visual depictions that are obscene, child pornography or harmful to minors must be blocked or filtered. When adults are using the Internet, only material which is obscene or child pornography must be filtered or blocked.

Definitions

1. **Obscene** is to be determined by the following test:
 - Whether the average person, applying contemporary community standards, would find the work, taken as a whole, appeals to the prurient interest;
 - Whether the work depicts sexual conduct in a patently offensive way; and
 - Whether the work, taken as a whole, lacks serious literary, artistic, political, or scientific value.

1. **Child Pornography**, as defined in 18 U.S.C. 2256 means any visual depiction, including any photograph, film, video, picture, computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:
 - the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
 - such visual depiction is, or appears to be, of a minor engaging in sexually explicit conduct;
 - such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct; or
 - such visual depiction is advertised, promoted, presented, described, or distributed in such a manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct.

1. Material **“Harmful to Minors”** is any picture, graphic image file or other visual depiction that:
 - taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
 - depicts, describes, or represents, in a patently offensive way with respect to what is suitable to minors, an actual or simulated sexual act or sexual conduct, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.

Instruction

Internet Acceptable Use: Filtering

Criteria for Filtering of Objectionable Sites

Anything that falls under at least one of the categories below shall be blocked/filtered. This list will be updated/modified as required.

Nudity/Pornography

- Prevailing U.S. standards for nudity (e.g., genitalia, female breasts)
- Provocative semi-nudity (e.g., lingerie models)
- Sites which contain pornography or links to pornographic sites
- **Exceptions:** Classical nudity (e.g., Michelangelo), swimsuit models

Sexuality

- Sites which contain material of a mature level (elementary/middle school levels)
- Images or descriptions of sexual aids
- Descriptions of sexual acts or techniques
- Sites which contain inappropriate personal ads

Violence

- Sites which promote violence
- Images or a description of graphically violent acts (rape, dismemberment, torture, etc.)
- Graphic autopsy or crime-scene images

Crime

- Information of performing criminal acts (e.g., drug or bomb making, computer “hacking”)
- Illegal file archives (e.g., software piracy)

Drug Use

- Sites which promote the use of illegal drugs
- Material advocating the use of illegal drugs (e.g., marijuana, LSD) or abuse of any drug (e.g., drinking-game rules)
- **Exceptions:** Material with valid educational use (e.g., drug-use statistics)

Tastelessness

- Images or descriptions of excretory acts (e.g., vomiting, urinating)
- Graphic medical images outside of a medical context
- **Exception:** Graphic medical images within a medical context

Instruction

Internet Acceptable Use: Filtering

Criteria for Filtering of Objectionable Sites (continued)

Language/Profanity

- Passages/Words too coarse to be softened by the word filter
- Profanity within images/sounds/multimedia files
- Adult humor (e.g., sexually or racially tinged)

NOTE: The focus is on American English, but profanity in other languages or dialects is blocked if brought to our attention.

Discrimination/Intolerance

- Material advocating discrimination (e.g., racial or religious intolerance)
- Sites which promote intolerance, hate, or discrimination

Interactive Mail/Chat

- Sites which contain or allow inappropriate e-mail correspondence
- Sites which contain or allow inappropriate chat areas

Inappropriate Banner Acts

- Advertisements containing inappropriate images

Gambling

- Sites which allow or promote online gambling

Weapons

- Sites which promote illegal weapons
- Sites which promote the use of illegal weapons

Other Inappropriate Material

- * Body modification: tattooing, branding, cutting, etc.

Judgment Calls

- Whether a page is likely to have more questionable material in the future (e.g., sites under construction whose names indicate questionable material)

Instruction

Internet Acceptable Use: Filtering

Procedures For Suggesting Site Be Blocked or Unblocked

If District staff members observe a site which they believe to contain inappropriate material according to the criteria provided here, they may request that the site (URL) be blocked. Education Technology staff will review the site for inappropriateness. If the site meets the criteria for filtering, steps will be taken to block the site.

Disabling Blocking/Filtering Devices

The technology protection measures used to block or filter a site may/may not be disabled during use by an adult to enable access to bona fide research or other lawful purpose. *(NOTE: CIPA does not require schools or libraries to afford adults unfiltered Internet access.)*

There are no exceptions to the requirement that Internet access be blocked/filtered at all times for minors. If material has been wrongly blocked, it must be unblocked by the company providing the software, after a request has been made by the school or library.

Regulation approved:

Instruction

Internet Acceptable Use: Filtering

Acceptable Use of Electronic Networks

Authorization for Electronic Network Access

Each staff member must sign this Authorization as a condition for using the District's Electronic Network connection. Each student and his or her parent(s)/guardian(s) must sign the Authorization before being granted unsupervised access. Please read this document carefully before signing.

All use of the Internet shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. This Authorization does not attempt to state all required or prescribed behavior by users. However, some specific examples are provided. The failure of any user to follow the terms of the Authorization for Electronic Network Access will result in the loss of privileges, disciplinary action, and/or appropriate legal action. The signature(s) at the end of this document is legally binding and indicates the party who signed has read the terms and conditions carefully and understands their significance.

Terms and Conditions

1. **Acceptable Use** - Access to the District's electronic networks must be (a) for the purpose of education or research, and be consistent with the educational objectives of the District, or (b) for a legitimate business use.
2. **Privileges** - The use of the District's electronic networks is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator will make all decisions regarding whether or not a user has this Authorization and may deny, revoke, or suspend access at any time; his or her decision is final.
3. **Unacceptable Use** - The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:
 - a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any U.S. or State law;
 - b. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
 - c. Downloading copyrighted material for other than personal use;

Instruction

Internet Acceptable Use: Filtering

Acceptable Use of Electronic Networks

Terms and Conditions (continued)

3. Unacceptable Use (continued)

- d. Using the network for private financial or commercial gain;
- e. Wastefully using resources, such as file space;
- f. Hacking or gaining unauthorized access to files, resources or entities;
- g. Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature;
- h. Using another user's account or password;
- i. Posting material authored or created by another without his/her consent;
- j. Posting anonymous messages;
- k. Using the network for commercial or private advertising;
- l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
- m. Using the network while access privileges are suspended or revoked.

4. Network Etiquette - You are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- a. Be polite. Do not become abusive in your messages to others.
- b. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.
- c. Do not reveal the personal information, including the addresses or telephone numbers of students or colleagues.
- d. Recognize that electronic mail (E-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- e. Do not use the network in any way that would disrupt its use by other users.
- f. Consider all communications and information accessible via the network to be private property.

Instruction

Internet Acceptable Use: Filtering

Acceptable Use of Electronic Networks

Terms and Conditions (continued)

5. **No Warranties** - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the users own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.
6. **Indemnification** - The user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any breach of this Authorization.
7. **Security** - Network security is a high priority. If you can identify a security problem on the Internet, you must notify the System Administrator or Building Principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.
8. **Vandalism** - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.
9. **Telephone Charges** - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.
10. **Copyright Web Publishing Rules** - Copyright law and District policy prohibit the re-publishing of text or graphics found on the Web or on District Web sites or file servers, without explicit written permission.
 - a. For each re-publication (on a Web site or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.

Instruction

Internet Acceptable Use: Filtering

Acceptable Use of Electronic Networks

Terms and Conditions (continued)

10. Copyright Web Publishing Rules (continued)

- b. Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of "public domain" documents must be provided.
- c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Web site displaying the material may not be considered a source of permission.
- d. The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- e. Student work may only be published if there is written permission from both the parent/guardian and student.

11. Use of Electronic Mail

- a. The District's electronic mail system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides e-mail to aid students and staff members in fulfilling their duties and responsibilities, and as an education tool.
- b. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.
- c. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.

Instruction

Internet Acceptable Use: Filtering

Acceptable Use of Electronic Networks

Terms and Conditions (continued)

11. Use of Electronic Mail (continued)

- a. Electronic messages transmitted via the School District's Internet gateway carry with them an identification of the user's Internet "domain." This domain name is a registered domain name and identifies the author as being with the School District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of this School District. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
- b. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
- c. Use of the School District's electronic mail system constitutes consent to these regulations.

Internet Safety

1. Internet access is limited to only those "acceptable uses" as detailed in these procedures. Internet safety is almost assured if users will not engage in "unacceptable uses," as detailed in this Authorization, and otherwise follow this Authorization.
2. Staff members shall supervise students while students are using District Internet access to ensure that the students abide by the Terms and Conditions for Internet access contained in this Authorization.
3. Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.
4. The system administrator and Building Principals shall monitor student Internet access.

Instruction

Internet Acceptable Use: Filtering

Acceptable Use of Electronic Networks

Students, parent(s)/guardian(s), and staff members need only sign this *Authorization for Electronic Network Access* once while enrolled or employed by the School District.

I understand and will abide by the above *Authorization for Electronic Network Access*. I understand that the District and/or its agents may access and monitor my use of the Internet, including my E-mail and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or appropriate legal action may be taken. In consideration for using the District's electronic network connection and having access to public networks, I hereby release the School District and its Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the Internet.

DATE: _____

USER SIGNATURE: _____

(Required if the user is a student:)

I have read this *Authorization for Electronic Network Access*. I understand that access is designed for educational purposes and that the District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial and inappropriate materials. I will hold harmless the District, its employees, agents, or Board members, for any harm caused by materials or software obtained via the network. I accept full responsibility for supervision if and when my child's use is not in a school setting. I have discussed the terms of this Authorization with my child. I hereby request that my child be allowed access to the District's Internet.

DATE: _____

PARENT/GUARDIAN NAME (Please Print): _____

SIGNATURE: _____

A form letter which addresses the issue of filtering.

Public Schools
_____, Connecticut

Dear Parent/Guardian:

The _____ Public Schools is fortunate to have a connection to the Internet to supplement the other resources already available to staff and students. Through the Internet, your child will have the entire world at his or her fingertips and be able to explore it.

This wonderful resource brings with it added responsibility. As Internet users, we must be aware of the many issues that surround the Internet. There are many valuable resources available on the Internet that may not be found elsewhere. At the same time there are many sites that can be considered inappropriate for students and serve no educational value. It is the responsibility of all users, staff and students alike, to ensure that, at all times while in a _____ Public School, the Internet is being used only for educational purposes. Student use of the Internet is being used only for educational purposes. Student use of the Internet will be under the supervision of _____ Public School staff.

The attached "Acceptable Use Policy" should be read carefully and understood by all Internet users. As parents/guardians, you should review it in detail with your children before they begin using the Internet in their classroom. The "Acceptable Use Policy" strives to ensure the safety of all users. A filtering system designed to prevent access to certain unacceptable sites is being installed to help eliminate this problem. However, it is important to understand that no solution is perfect and we cannot guarantee that students will only have access to educational materials.

It is important that you and your children understand that any violation of the "Acceptable Use Policy" will result in the loss of Internet privileges or other disciplinary action. We ask that you work with your children in reinforcing the behaviors associated with the "Acceptable Use Policy."

Thank you for your support of this important new opportunity for _____ Public School students.

Sincerely,

Principal

Instruction

One-to-One Tablet Program

The Board of Education (Board) recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The Board also believes that students need to be proficient users of information, media, and technology in a digital world.

Therefore, the Derby Public School District will use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways. It is the District's goal to provide students with rich and ample opportunities to use technology for important purposes just as individuals in workplaces and other real-life settings. The District's technology will enable educators and students to communicate, learn, share, collaborate and create, to think and solve problems, to manage their work and to take ownership of their lives.

To help ensure student safety and citizenship in online activities, all students will be educated about appropriate behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

The Board directs the Superintendent or designee to create strong electronic educational systems that support innovative teaching and learning, to provide appropriate staff development opportunities and to develop procedures to support this policy.

To achieve this philosophy, the Board believes the implementation and focus of a 1:1 Device Program is to provide the necessary tools and resources for a progressive learning environment characterized by flexibility, collaboration, personalization, creativity, and technology-rich learning. Technology shall be integrated throughout the educational program in a seamless and timeless fashion. The 1:1 Device Program will empower students and teachers to use technology like adults do, accessing and using purposeful technology-based tools anytime a task calls for them.

Learning in District schools must be a continuous, dynamic interaction among students, parents, and the extended community. Implementation of a 1:1 Device Program enables anywhere, anytime learning that is not limited by the physical confines of a classroom or school building. The Board believes that purposeful technology integration liberates teachers from being deliverers of content, and instead, allows them to be facilitators of deep, individualized learning for all students.

Instruction

One-to-One Tablet Program (continued)

The focus of the 1:1 Device Program in the Derby Public School District is to provide necessary tools and resources for a progressive learning environment characterized by flexibility, collaboration, personalization, creativity, and technology-rich learning. In District schools technology will be integrated throughout the educational program in a seamless and timely fashion. The 1:1 Device setting empowers students and teachers to use technology like adults do in the real world, accessing and using purposeful technology-based tools anytime a task calls for them.

The Board of Education believes learning is a continuous dynamic interaction among students, educators, parents, and the extended community. Implementation of a 1:1 Device initiative enables anywhere, anytime learning that is no longer limited by the four walls of a classroom or building. Purposeful technology integration liberates teachers from being deliverers of content and, instead, allows them to be facilitators of deep, individualized learning for all students.

The policy, procedures, and information within this document apply to all District-owned/leased Device used in District schools, including any other device considered by the administration to come under this policy. Individuals or teams of teachers may set additional requirements for use in their classroom.

- (cf. 5131.81 – Use of Electronic Devices)
- (cf. 5131.911 – Bullying)
- (cf. 5131.913 – Cyberbullying)
- (cf. 6141.321 – Acceptable Computer Use Policy)
- (cf. 6141.323 – Filtering Access to Electronic Networks)
- (cf. 6141.324 – Posting of Student Work/Photographs)
- (cf. 6141.325 – Blogging/Podcasting)
- (cf. 6141.326 – Online Social Networking)
- (cf. 6141.327 – Electronic Resources)
- (cf. 6141.328 – Bring Your Own Device)
- (cf. 6141.329 – Electronic Reading (E-reader) Devices)

Legal Reference: Connecticut General Statutes
 10-221 Boards of education to prescribe rules
 18 U.S.C. §§2510-2522, Electronic Communication Privacy Act
 P.L. No 110-385, Protecting Children in the 21st Century Act

Policy adopted: July 20, 2017

DERBY PUBLIC SCHOOLS
 Derby, Connecticut

Instruction

One-to-One Tablet Program

Agreement for Use of Derby Public School District Student Devices

- The device you will be renting for \$50.00 a year is the property of the Derby Public School District and is made available to you as a tool for learning. After three consecutive annual payments the student, parent, or guardian may keep the device at no additional cost to the family.
- This Agreement defines device usage standards for using the device.
- Like textbooks and other school property, a device is assigned to the student and **MUST** be returned to the District at the end of the school year or upon withdrawal/ transfer.
- This agreement, signed by both student and parent/guardian, is required before a device will be issued to a student.
- The use of a device is a privilege that can be revoked. Inappropriate use or neglect of a device can result in limits to or loss of use of the device. Consequences for inappropriate use will vary according to infraction, but may include any or all of the following:
 - School discipline code consequences for minor infractions
 - Loss of privileges or increased daytime controls
 - Loss of device for a period of time

Violations are subject to applicable district policies pertaining to discipline.

- All use standards for the school network under Policy and Procedures #6141.321, "Acceptable Use Policy" applies to use of the device.
- Students will bring the device to school each day unless otherwise instructed with a full battery charge.
- Students are not permitted to synchronize the device with a personal computer or to change or otherwise "hack" the device to alter the configuration or functionality that has been established by the District.
- Students must not leave the device unattended at any time while at school. If a student needs to store his/her device during the school day, he/she must follow all school procedures for securing unattended device when necessary (athletic events, etc.). The cost of a loss/theft of a device due to negligence of the student will be charged to the parent/student and recovered as authorized under Policy and Procedures 3520 (Student Fees, Fines, Charges).

Instruction

One-to-One Tablet Program

Agreement for Use of Derby Public School District Student Devices (continued)

- All the device software that students will need for classes will be made available by the District. Students are not allowed to uninstall or modify any application or the operating system in any way. Installation of applications by students is permitted with the expectation that these devices are primarily for educational purposes rather than entertainment and/or amusement. The District reserves the right to remove or disable any student-installed applications that are determined to be inappropriate or that interfere with the learning process. All downloading of applications or online costs incurred by the student for authorized or unauthorized personal use of the device is the sole responsibility of the parents/students.
- File-sharing, including downloading music or any other activity that violates copyright laws is not permitted. Any music or other commercial files installed on the device must be legally owned by the student user.
- Student and parent/guardian will be charged for any damage resulting from intentional abuse or mishandling, or non-accidental loss or damage to a device due to negligence. A police report is required for any stolen device. The following are not considered to be accidental damage and repair costs will be assessed.
 - Excessive scratches/wear to device exterior.
 - Intentional marking, defacing, and/or abusing the device for student amusement, anger, frustration, etc.
 - Damage caused by tampering with hardware components or operating systems (i.e. jailbreaking) to alter district configuration.

General Handling and Required Care of the Device

- Any loss or theft of a device must be reported to the technology support office immediately, so that recovery efforts can be initiated. Failure to immediately report a lost device can result in the student being assessed the full replacement value of the device.
- Do not mark the device in any way with markers, stickers, scratches, engraving, etc. Each device is labeled with a district identification barcode. Do not remove this sticker. Unauthorized personalization of the device will be subject to the cost of the repair of part that was defaced. Parent/Guardian may purchase cases or device protection. A preferred case will be on the district website.

Instruction

One-to-One Tablet Program

Agreement for Use of Derby Public School District Student Devices (continued)

- Do not insert foreign objects (paper clips, pens, etc.) into the ports (openings) of the device.
- Do not eat or drink near the device. There should never be any food or drink around the device.
- Protect your device from other sources of moisture such as rain when outdoors and bathrooms or kitchens near toilets or sinks.
- Make sure hands are clean before using the device – the glass screen should be regularly wiped clean with a dry clean soft cloth – a microfiber cloth is recommended, but any soft cotton fabric will work. Do NOT use commercial liquid or spray cleaners on the device screen. Do NOT use paper towels to clean the screen.
- When the charging cable needs to be connected, be sure to line it up correctly when inserting and removing. Students are responsible for damage to the charger port or connector pin resulting from mishandling. Use only the school-approved charger assigned with the device.
- If you have problems with your device, stop using the device and ask your Tech Support Office for help or the student may email support@derbyps.org. If the student is not able to send an email a district staff member may email support.

Internet Rules and Expectations

- Derby Public School District's Acceptable Use Agreement must be followed at all times.
- Any inappropriate web or email activity can result in loss of the device privilege. The use of unapproved proxy servers is strictly forbidden and is a violation of the District's network policy.
- If you unintentionally link to an inappropriate website, report it to your teacher immediately so District officials can remove access to the site.
- All activity conducted on the District/School Internet/Network is monitored and can be tracked/traced. All use of the Internet/Network should be to further the student's education and enrich the student's educational resources.

Parent Information

- The device is meant for student use only. It is not meant to be a family computer or to be used by siblings in any way.
- Parents are responsible for supervising student Internet use while at home; the filtering services we implement transfer to home only if the student uses our Mobile Hotspot. More restrictive settings can be installed upon parent request to limit access to the Internet or other non-academic uses of the device. The District will be providing specific information on how to request this service.

Instruction

One-to-One Tablet Program

Agreement for Use of Derby Public School District Student Devices (continued)

- Parents should monitor the use of the device at home to ensure that its primary function is academic and that students are completing assigned schoolwork rather than excessive gaming, chatting, etc.
- Use of Internet resources, including online curriculum content purchased by the District, will be an integral part of the learning activities in your child's classes. If you have reservations or objections about your child having access to the Internet while at school, please contact your school administration to discuss the matter.
- All families will have the option to participate in a device self-insurance program to provide limited protection in the event of negligent loss or damage to the device. This is a District self-insured program managed by the District. Arrangements can be made through the building Administrators for families that require financial assistance if the parent/student desires the insurance.
- Parents/students have the option of participating in the District's self-insurance program, which provides limited protection in the event of negligent loss or damage to the device, OR denying the insurance and assuming full responsibility for damage, theft or loss.
- The optional insurance program (self-insured, managed by the District) has the following features:
 - Covered losses — We will cover direct physical loss caused by accidental damage, unavoidable theft or loss, fire, flood, natural disasters, manufacturer defects, or power surge due to lightning; occurring during the school year. There is \$0 deductible for the first occurrence of accidental damage, fire, flood, natural disasters, manufacturing defects or power surges. There is a \$100 deductible for unavoidable theft or loss (see below).
 - Coverage includes burglary/robbery/theft that involves a break-in, force, or other total loss (including when the device can no longer be found) that is otherwise unavoidable despite exercising due diligence (\$100 deductible assessed).
 - Leaving the device unattended, failing to secure it per school recommendations, leaving it in an unlocked car, leaving it on the bus, etc. do NOT qualify as a legitimate claim for unavoidable theft or loss. These and similar situations will result in the replacement cost being assessed.
 - Accidental damage includes damage resulting purely by accident despite following all guidelines for care and handling of the device. The following are not considered to be accidental damage and are not covered:
 - excessive scratches/wear to device exterior caused by failure to regularly use a protective case (use of case is required per the One to One Device Agreement)
 - Intentionally marking, defacing, and/or abusing the device (amusement, anger, frustration, etc.)
 - Damage caused by tampering with hardware components or operating system (i.e. jailbreaking) to alter district configurations

Instruction

One-to-One Tablet Program

Agreement for Use of Derby Public School District Student Devices (continued)

- **Repair Options are as follows:**

- Opt-out - Once a Parent/Guardian opts out of coverage repairs will be billed to Parent/Guardian at cost. Parent/Guardian cannot opt-in to insurance until open enrollment at the beginning of the school year.
- Parent/Guardian has three different insurance options at the initial time of rental
 - \$10 - Single incident coverage for the year.
 - \$25 - Two (2) incident coverage for the year.
 - \$45 - Three (3) incident coverage for the year.
- Parents will be notified of incident prior to repairs being made and insurance is used.
- Pricing for repairs will remain the same throughout the year. Pricing will be set no later than the second Friday of August. It is the intent that all repairs will be done on premise by Derby Public School technical staff. Prices are published on the Derby Public Schools website.

Your Duties in the event of loss or damage:

- Report the loss or damage to your building technology office as soon as possible by emailing support@derbyps.org from the student's email address or a staff members.
- Notify the local police immediately if the loss is due to theft or fire.
- Multiple damage/theft claims, especially if lack of due diligence is evident, could result in an escalation of deductible fees, assessment of full repair cost, or restriction of take-home privileges.
- Loaner Device cannot be issued until the deductible has been paid or other arrangements for payment have been made with school officials.

Instruction

One-to-One Tablet Program

Device Acceptable Use Agreement

I have read the Derby Public School District Device Usage Standards, and Computer Acceptable Use Guidelines.

1. I have read and agree to comply with the Agreement for Use of Derby Public School District Student devices.
2. I agree to comply with the Derby Public School District's Acceptable Use Policy.
3. I understand that I may lose my device privileges as a result of my inappropriate behavior, and may be financially responsible for damage or loss of any Derby Public School District Device.
4. I will return the Device, power adapter and cable when requested at the end of the school year. I understand that I will be charged for any missing or damaged equipment and cables.

Student - Print your name here:

Signature and date here:

I have read the Derby Public School District Device Usage Standards, and Computer Acceptable Use Guidelines.

1. I understand the procedures and requirements to which my student must comply, including the Acceptable Use Policy.
2. I accept responsibility for any damage or neglect that may result from my student while the Device is in his/her possession or control, which may result in monetary charges.
3. I understand that my student may lose his/her Device privileges and/or incur financial fees as a result of inappropriate behavior, damage, neglect, or loss to any District Device.
4. I understand my student must return the device, power adapter and cable when requested at the end of the school year. I understand that I will be charged for any missing or damaged equipment and cables.

- I give Derby Public Schools permissions to use my Free and Reduced Lunch Program status to participate in the One to One Program.

Parent/Guardian - Print your name here:

Signature and date here:

A new policy to consider.

Instruction

Advanced College Placement/Advanced Placement Courses

Advanced College Placement

The Board of Education encourages students to advance academically at a pace appropriate for them. Therefore, it shall permit advanced placement in college, either on a full or part-time basis, for high school juniors or seniors who are exceptionally able and motivated academically.

The administration shall develop, and the Board of Education shall approve, criteria and regulations pertaining to students who may be accorded advanced placement privileges.

When such individual programs meet with the approval of the school administration, and have been formally approved by the Board, the student may be released from high school attendance on a full or part-time basis, and shall be awarded a high school diploma after evidence is received that s/he has met, through college work, all necessary academic requirements for graduation.

Advanced Placement Courses

The Board of Education shall provide an advanced placement course program. An “*advanced placement course program*” is defined as a program that provides courses at the high school level for which an advanced placement examination is available through the College Board or a program approved by the State Board of Education that provides college or university-level instruction as part of a course for which credit is earned at the high school level.

The Board will use guidelines developed and promulgated by the State Board of Education in the training of teachers for teaching advanced placement courses to a diverse student body.

(cf. 6146 – Graduation Requirements)

Legal Reference: Connecticut General Statutes

10-221r Advanced placement course program. Guidelines.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6141.8 adopted 12/20/01, appropriate as written.

Instruction

School Readiness/Day-Care

The importance of the early years in determining the educational development of children is recognized by the Board of Education. Insofar as resources permit, programs designed to help meet the physical, emotional, social and intellectual needs of preschool 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 12. 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 10-16p and which enables the district to seek funding on a competitive grant basis established for this purpose.

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.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Basic Instructional Program

The basic instructional program shall be prescribed by the Board and be in accordance with the law.

Although learning experiences offered students vary according to their individual needs and abilities, the instructional program will be designed to give all students a common body of skills, understandings, attitudes, and knowledge needed for living in a democratic society.

An atmosphere fostering healthy growth shall prevail, recognizing in which ability encouraging excellence and providing a model of productive life as a model to emulate.

As required by law the Board shall provide a program of instruction which shall include at least the following subject matter as taught by legally qualified teachers, the arts; career education; consumer education; 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, which may include the dangers of gang membership, and safety and accident prevention; instruction on acquired immune deficiency syndrome (AIDS); language arts, including reading, writing, grammar, speaking and spelling; mathematics, physical education; science; social studies, including, but not limited to, citizenship, economics, geography, government and history; and in addition, on at least the secondary level, one or more world languages and vocational education.

The "arts" means any form of visual or performing arts which may include, but not be limited to, dance, music, art and theatre.

The implementation of these programs shall be the responsibility of the building principals.

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study. (as modified by PA 97-45, PA 97-61, PA 08-153 and PA 11-136)

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

10-19 Teaching about alcohol, nicotine or tobacco, drugs, and acquired immune deficiency syndrome. Training of personnel.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

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:

- Schools will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
- Schools 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. Schools will link nutrition education activities with existing coordinated health programs or other comparable comprehensive school health promotion frameworks. (A standards-based program is a system of instruction, assessment, grading and reporting based on students demonstrating understanding of the knowledge and skills they are expected to learn.)

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools 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

P6142.101 (b)

- 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 District's physical education program.
- Recess and other physical activity breaks; before and after school activities, and walking and bicycling to schools, where safe to do so, are supported by the Board.
- Schools will work toward providing sixty minutes of physical activity daily for students (as a best practice).

Nutrition Guidelines for Foods Sold in Schools

Students will be offered and schools 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 District's nonprofit food service in compliance with the Child Nutrition Act. The District 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. (Schools must follow whichever requirements are stricter).

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. The District 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 District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

P6142.101 (c)

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. Food and beverage marketing often includes oral, written, or graphic statements 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. As the District/School Nutrition Services/Athletic Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District 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 District, 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.

P6142.101 (d)

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 shall comply with federal nutrition standards.

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, district principal] as the [person, people] who will be responsible for ensuring that each school meets the goals outlined in this policy. To ensure continuing progress, the District 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.

P6142.101 (f)

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

Policy adopted:

Instruction

Student Nutrition and Physical Activity (School Wellness)

The District promotes healthy schools by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The District 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. Improved health optimizes student performance potential and ensures that all children are healthy and hunger free.

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;
- Include only unflavored low-fat (1%) and fat-free milk flavored or unflavored, which contain no more than 4 grams of sugar per ounce and no artificial sweeteners, that meets the requirements of the state beverage statute and federal regulation;
- Ensure that 100% of the grains served are whole grains. All grains must be whole grain rich, containing at least 50% whole grains by weight or has a whole grain as the first ingredient and any other grain ingredients are enriched;
- Reduce the levels of sodium, saturated fats and trans fats in meals; (per Department of Agriculture Nutrition Standards and Connecticut Nutrition Standards, which are the same);
- Offer a variety of fruits and vegetables; (Meet specific requirements about different types required)

- Meet the nutrition needs of school children within their calorie requirements (per Department of Agriculture Nutrition Standards and Connecticut Nutrition Standards which are the same);
- Contain 0 percent trans fats;
- Bake or steam all cooked foods; 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. Schools shall engage students and parents, through surveys, taste-tests and other activities, in selecting foods sold through the school meal programs in order to identify new, healthful and appealing food choices. 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 District 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, articles, school newsletters, presentations and through any other appropriate means available to reach families. Nutrition information for a la carte foods and beverages sold in schools will also be available.

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. The medical statement must identify the student's disability, state why the disability restricts the student's diet, identify the major life activity affected by the disability, and state the foods to be omitted and the food or choices of foods that must be substituted.

The District shall help ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn. Schools will:

- to the extent possible, and within state law, operate and promote the USDA School Breakfast Program;
- Use methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess;
- notify parents and students of the availability of the School Breakfast Program (if the school serves breakfast to students); and
- encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.
- Inform families of the availability and location of Summer Food Service Program meals in accordance with the Healthy, Hunger-Free Kids Act of 2010. Schools in which more than 50 percent of students are eligible for free or reduced-price school meals will sponsor the Summer Food Service Program when feasible.
- Provide the After School Meal Program, when it becomes available, in accordance with the Healthy Hunger-Free Kids Act of 2010. (optional)

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.

At all times when food is available for purchase by students during the school day, nutritious and low-fat foods must also be available for sale at the same time. These foods may include, but shall not be limited to, low-fat dairy products and fresh or dried fruit.

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;*

*(Consult the CSE's List of Acceptable Foods and Beverages for allowable products.)

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.* (Note: 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 and school lunch program.)

Note: The beverage requirements of CGS Section 10-221q apply to all public schools, regardless of whether the district certifies for the healthy food option under CGS 10-215f.

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, lunch must be scheduled between 10:00 a.m. and 2:00 p.m. in all schools. Pursuant to state statute, schools are required to provide all full day students a daily lunch period of not less than 20 minutes. Activities such as tutoring, clubs or organizational meetings or activities shall not be scheduled during meal times unless students may eat during such activities.

Qualifications of Food Service Staff

Qualified nutrition professionals shall administer the school meal programs. As part of the school district's responsibility to operate a food service program, continuing professional development shall be provided for all nutrition professionals in schools. Such training shall involve all individuals working in the cafeteria, including monitors, so that all are aware of the requirements of the school wellness policy. Staff development programs shall include appropriate certification and/or training programs for school food service directors, managers and cafeteria workers, according to their levels of responsibility. (See USDA's Professional Standards for School Nutrition Professionals website.)

Training for Food Service Staff

All food service personnel, including volunteers and monitors, shall have adequate pre-service training in food service operations and regularly participate in professional development activities that address requirements for Child Nutrition Programs, menu planning and preparation, food safety, strategies for promoting healthy eating behaviors and other appropriate topics.

Summer Food Service Program

Schools in which more than 50 percent of students are eligible for free or reduced-price school meals shall/may sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation.

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 District's nutrition standards apply to all food sold or served to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers, activities and classroom snacks.

All beverages sold or served to students at school shall meet the requirements of state statute and federal regulations, whichever are stricter, unless they are sold at the location of an event occurring after the end of the regular school day or on the weekend, provided the beverages are not sold from a vending machine or school store. The District strongly encourages the sale or distribution of nutrient-dense

foods, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes.

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 apply to all food sold or served to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers, activities and classroom snacks. All beverages sold or served to students at school shall meet the requirements of state statute and federal regulations, whichever are stricter, at all times. However, beverages not meeting the requirements of state statute and foods not meeting the Connecticut Nutrition Standards may be sold or served 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. The District strongly encourages the sale or distribution of nutrient-dense foods, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes.

Pursuant to state statute (CGS 10-221p), 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, vending machines, school stores, fundraisers and any other food sales during the school day. This includes the following:

- If a snack machine with food items is available for use by students during the school day, the school must also have non-fat or low-fat dairy products and fresh or dried fruit available for purchase. When the snack machine is operating outside of cafeteria hours, schools must make alternate provisions to offer non-fat or low-fat dairy products and fresh or dried fruit for sale at the same time.
- 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 potable water available where meals are served for schools participating in the Federal School Lunch Program.

foods, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes.

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- If a snack machine with food items is available for use by students during the school day, the school must also have non-fat or low-fat dairy products and fresh or dried fruit available for purchase. When the snack machine is operating outside of cafeteria hours, schools must make alternate provisions to offer non-fat or low-fat dairy products and fresh or dried fruit for sale at the same time.
- 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 potable water available where meals are served for schools participating in the Federal School Lunch Program.

Outside of the cafeteria and meal times, students and staff will have access to safe, fresh drinking water throughout the school day. Fluoridated or bottled water that does not contain added sugars, sweeteners, artificial sweeteners, or caffeine, should be made available for purchase by students and staff.

Foods Brought Into School

The District 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.

District policy is that the foods will/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 District shall develop procedures to ensure that all food is safe.

Sharing of Foods

Schools 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

School fundraising activities shall not involve food or beverages or shall only use foods that meet the District's nutrition standards and beverages that meet the requirements of state statute and federal regulations. However, beverages not meeting the requirements of state statute and federal regulations can be sold as fundraisers on school premises if they are 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. Schools shall encourage fundraising activities that promote physical activity. The District shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers.

School fundraising activities shall not involve food or beverages or shall only use foods that meet the Connecticut Nutrition Standards and beverages that meet the requirements of state statute and federal regulations. However, 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 as fundraisers on school premises if they are 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. Schools shall encourage fundraising activities that promote physical activity. The District shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers.

Competition with nutritious meals served by the school food services operations must be minimized. 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

Organizations operating concessions at functions on school premises after school or on weekends should include at least some healthy food and beverage choices in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students.

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. Organizations operating concessions at school functions after school or on weekends should include at least some healthy food choices in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students.

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.

Schools 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, ongoing, systematic, sequential, standards-based, comprehensive school health education program designed to provide students with the knowledge and skills necessary to promote and protect their health. Nutrition education shall use national or state-developed standards, such as the Connecticut State Department of Education's Healthy and Balanced Living Curriculum Framework. The District shall develop and implement a comprehensive, developmentally appropriate, curriculum approach to nutrition in all grades. Students shall be able to demonstrate competency through application of knowledge, skill development and practice.

The nutrition education program shall focus on students' eating behaviors, be based on theories and methods proven effective by published research, and be consistent with the state's/district's comprehensive school health education standards/guidelines/curriculum framework. Nutrition themes include but are not limited to:

<ul style="list-style-type: none"> • My Plate and the Dietary Guidelines for Americans (Healthy Eating Plan) • Healthy heart choices • Sources and functions of major nutrients • Guide to a healthy diet • Diet and disease • Understanding calories • Healthy snacks 	<ul style="list-style-type: none"> • Identify and limit foods of low nutrient density • Food labels • Multicultural influences • Serving sizes • Proper food safety and sanitation • Body-size acceptances, healthy weight and dangers of unhealthy weight-control practices
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The District nutrition policy reinforces nutrition education to help students practice these themes in a supportive school environment. Nutrition education shall also be included in other classroom content areas such as math, science, language arts, social sciences, family and consumer sciences and elective subjects. Instructional staff is encouraged to integrate nutritional themes into daily lessons when appropriate, to reinforce and support health messages.

The school District shall assess all nutrition education lessons and materials for accuracy, completeness, balance and consistency with the state's/district's educational goals and curriculum standards. Materials developed by food marketing boards or food corporations that contain any commercial or branded messages shall not be used.

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

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The school District shall assess all nutrition education lessons and materials for accuracy, completeness, balance and consistency with the state's/district's educational goals and curriculum standards. Materials developed by food marketing boards or food corporations that contain any commercial or branded messages shall not be used.

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 staff members shall be encouraged to coordinate with other agencies and community groups to provide opportunities for student volunteer work related to nutrition, such as assisting with food recovery efforts and preparing nutritious meals for home-bound people. School officials shall disseminate information to parents, students and staff members about community programs that offer nutrition assistance to families.

Nutrition Promotion

The school District shall conduct nutrition education activities and promotions that involve parents, students and the community. The District shall participate in programs that promote and reinforce student health, such as Team Nutrition and the Healthier US School Challenge. The school team responsible for planning nutrition activities shall ensure interdisciplinary collaboration by including school food service, school nurses, health and physical education teachers, family and consumer sciences 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. Foods and beverages sold or served at school shall not contradict healthy eating messages. The school district shall not use practices that contradict messages to promote and enjoy physical activity; for example, withholding recess or using physical activity as punishment (e.g., running laps, doing pushups).

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 District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on district property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. Any foods and/or 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. 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. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards.

(Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing policy.)

- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District Nutrition Services/Athletics Department/PTA/PTO review existing contracts and considers new contracts, equipment and product purchasing and/or replacement, decisions should reflect the applicable marketing guidelines established by the District wellness policy.

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 in the school cafeteria and classroom, with coordination between school food service and teachers. The district shall link nutrition education with other coordinated school health initiatives.

Professional Development for Teachers

The District shall include appropriate training for teachers and other staff members. Staff members responsible for nutrition education shall be adequately prepared and shall regularly participate in professional development activities 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 members providing nutrition education shall not advocate dieting behaviors or any specific eating regimen to students, other staff members or parents.

Staff Wellness

The District highly values the health and well-being of every staff member and shall plan and implement activities and policies that support personal efforts by staff members to maintain a healthy lifestyle and that encourage staff members to serve as role models.

Partnering with Community Organizations

Schools shall partner with community organizations (e.g., local businesses, faith-based organizations, libraries, local health departments, local colleges and their students, and local health care providers) 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, and attention shall be given to their comments. Key health messages shall be promoted by coordinating classroom and cafeteria, and

through planned promotions such as health fairs, nutrition initiatives, programs and contests.

Parent Nutrition Education

The District shall encourage family involvement to support and promote healthy eating and physical activity habits. The District shall support families' efforts to provide a healthy diet and daily physical activity for their children through effective two-way communication strategies that allow sharing of information from school to home and from home to school.

Nutrition education will be provided to parents beginning at the elementary or pre-k level. The goal will be to continue to educate parents throughout the elementary, middle and high school levels. Nutrition education may be provided in the form of handouts, postings on the District website or presentations that focus on nutritional value and healthy lifestyles. Additional strategies are suggested in the Connecticut State Department of Education's "Action Guide for School Nutrition and Physical Activity Policies" (page 139)

at: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Action>.

The District shall provide information about physical education and other school-based physical activity opportunities before, during and after the school day, and shall support families' efforts to provide their children with opportunities to be physically active outside of school. Such supports shall include sharing information about physical activity and physical education through a website, newsletter or other take-home materials, special events or physical education homework.

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;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Nutrition education workshops and screening services are offered;

6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
7. School staff collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families; and
8. School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate.

Many additional strategies are found in the "Action Guide for School Nutrition and Physical Activity Policies." (page 141)

School District Wellness Committee (District Health Advisory Council)

With the purposes of monitoring the implementation of the District's policy, evaluating policy progress, serving as a resource to school sites, and revising the policy as necessary, a District-wide representative wellness committee shall be established and maintained or the District shall work within an existing school health committee. (Required by federal law only for districts that participate in the USDA child nutrition programs.) 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 District level wellness policy (wellness policy). Committee membership will represent all school levels and include to the extent possible, but not be limited to:

- District Food Service Coordinator
- Parent representative from each school level
- Student representative from each school level
- Staff member representative from each school level
- Administrative Representatives, (Superintendent, principal, vice-principal)
- Physical Education and Health Program Leader
- School health professionals (nurses, physicians, dentists)
- Health Education Coordinator/Teacher

- Physical Education Coordinator/Teacher
- Other individuals appropriate to the evaluation process
- Board of Education Members
- Any interested member of the public
- Mental health and social services staff (school counselors, psychologists, social workers, psychiatrists)

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 to each school; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the District'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 Local Schools 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 District 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 District will make this information available via the District website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's (or schools') events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials 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 District will evaluate compliance with the wellness policy to assess the implementation of the policy and include;

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Dr. Matthew J. Conway, Jr., Superintendent of schools, 203-736-5027. The District Wellness Committee, in collaboration with individual schools, will monitor schools' compliance with this wellness policy. The District will actively notify households/families of the availability of the triennial progress.

Revisions and Updating of the Policy

The District Wellness Committee will modify the wellness policy based on the results of the triennial assessments and/or as District 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 District will actively communicate ways in which representatives of the District 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 district 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. The District will use electronic mechanisms, such as the District'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 District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the District and individual schools are communicating important school information with parents.

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

Monitoring and Evaluation

Monitoring

The Superintendent or designee shall ensure compliance with the established district-wide school wellness policy. In each school, the Principal or designee shall ensure compliance with those policies in his or her school and shall report on the school's compliance to the school district Superintendent or designee. School food service staff members, at the school or district level, shall ensure compliance with nutrition policies within school food service areas and shall report on this matter to the Superintendent (or if done at the school level, to the school Principal). 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.

Policy Review

The District shall identify a strategy and schedule to help review policy compliance, assess progress and determine areas in need of improvement. As part of that process, the District shall review nutrition and physical activity policies; new research and evidence on health trends and effective programs; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The District and individual schools within the District shall, as necessary, revise the school wellness policy and develop work plans to facilitate its implementation.

(Note: USDA regulations require the board of education to conduct an assessment every three years to determine compliance with the wellness policy and the progress made in attaining the policy goals)

District Nutrition Standards

The District 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 District 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.

Note: Public Law 108-265, the Child Nutrition and WIC Reauthorization Act of 2004, requires that the district school wellness policy must include "nutrition guidelines for all foods available on the school campus during the school day, with the objectives of promoting student health and reducing childhood obesity." If the district does not adopt the preceding standards, it must develop specific nutrition standards that address what foods can be sold or served to students during the school day.

Candy:

Candy and gum (including sugarless candy and sugarless gum) can only be sold to students on school premises if they are sold 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. (Note: Board vote is required to allow this exemption)

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 that do not meet the requirements of state statute and federal regulations is allowed 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. (Note: Board vote is required to allow this exemption.)

Guidelines for Food and Beverages Offered to Students at School

The District 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 District's nutrition standards and beverage requirements of state statute must be available. Some suggested foods and beverages are listed below. The list should be checked against the Connecticut

Nutrition Standards developed by the State Department of Education and published annually, the state beverage statute, and the Department's online list of acceptable foods and beverages, which is updated quarterly.

**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 District 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. Some suggested foods and beverages are listed below. The list should be checked against the Connecticut Nutrition Standards developed by the State Department of Education and published annually, the state beverage statute, and the Department's online list of acceptable foods and beverages, which is updated quarterly.

- Raw/fresh vegetable sticks (e.g., carrots)/slices with low-fat dressing* or yogurt dip*
- Fresh fruit
- 100% fruit juices or 100% vegetable juices or combination of such juices*
- Frozen 100% fruit juice pops*
- Bottled water, without added sugars, sweeteners, artificial sweeteners or caffeine*
- Dried fruits (raisins, banana chips, etc.) without added sugar, fat or salt*
- Trail mix (dried fruits and nuts)*
- Dry roasted peanuts, tree nuts and soy nuts (not coconut or palm nuts) without added fat, sugar or sodium*
- Low-fat meat and cheese sandwiches (use low-fat mayonnaise in chicken/tuna salads)*

- Party mix* (variety of cereals, nuts, pretzels, etc.), depending on added fat, sugar and salt
- Low-sodium crackers*
- Baked corn chips & fat-free potato chips with salsa and low-fat dips* (Ranch, French Onion, Bean, etc.)
- Low-fat muffins, granola bars, crackers and cookies such as fig bars and ginger snaps*
- Angel food and sponge cakes*
- Flavored yogurt & fruit parfaits (low-fat/nonfat yogurt)*
- Gelatin and low-fat pudding cups*
- Low-fat ice creams, frozen yogurts, sherbets*
- Low-fat and nonfat dairy products*
- Pure ice cold water without sugars, sweeteners, artificial sweeteners or caffeine*
- Pretzels*
- Bread products as such as bread sticks, rolls, bagels and pita bread*
- Ready-to-eat low sugar cereals (with no more than 15 grams added sugars per serving and no more than 35% sugar by weight)*
- Low-fat (1 percent) and skim milk*

**Compliance with the state beverage statute and the Connecticut Nutrition Standards varies depending on the brand and type of item. Check online listings at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Healthy>.*

Beverages that do not meet the requirements of state statute and federal regulations can 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.

Competitive Foods and Beverages

Note: As of July 1, 2014, the USDA interim final rule nutrition standards apply to all competitive foods sold in schools that participate in the National School Lunch Program and School Breakfast Program. School districts that follow the Connecticut Nutrition Standards under the Healthy Food Certification must meet stricter requirements. The Connecticut Nutrition Standards meet or exceed the USDA's competitive foods standard.

"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. (Note: Board vote is required to allow this exemption.)
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 in District schools. The Superintendent is encouraged to review and consider implementing physical activity and physical education program improvements. The goals of the District are:

A. All children, from pre-kindergarten through grade 12, will participate in a daily, quality, standards-based physical education program; (Note: Physical education is not a required element of the local school wellness policy.)

B. All schools will have certified physical education teachers providing physical education instruction; and

C All schools 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. Classroom health education shall complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television. Opportunities for physical activity shall be incorporated into other subject lessons and can be used as reinforcement, reward and celebration for achievement, positive behavior and completion of assignments. Classroom teachers shall provide short physical activity breaks between lessons or classes, 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

Schools 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. (See Policy #5144.4, "Physical Exercise and Discipline of Students.")

Daily Recess

All elementary school students shall have at least 20 consecutive minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity and provide space, equipment and an environment that is conducive to safe and enjoyable activity. Districts shall ensure that students with special physical and cognitive needs have equal physical activity opportunities, with appropriate assistance and services. Districts shall not permit extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools shall give students periodic breaks during which they are encouraged to get up from their chairs and be moderately active.

Physical Activity Opportunities Before and After School

All elementary, middle and high schools shall offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, shall offer interscholastic sports programs. Districts 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. After-school, childcare and enrichment programs shall provide and encourage - verbally and through the provision of space, equipment and activities - daily periods of moderate to vigorous physical activity for all participants.

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:

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

Regulation approved:

Existing policy, number 6142.2 adopted 12/20/01, appropriate as written with update to legal reference. A sample follows for comparison and consideration.

Instruction

Reading/Language Arts

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, 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 problems; including a requirement to provide information to parents on strategies that can be used at home;
7. Ongoing data collection and monitoring of program effectiveness; and
8. A school and public library partnership to improve pre-reading and reading skills.

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.

10-265f Early reading success grant program. (as amended by PA 06-135).

Instruction

Reading/Language Arts

Legal Reference: Connecticut General Statutes (continued)

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 PA 06-135)

10-265l 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 Programs Administered or Services Provided by Such Institutions and Department

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Curriculum Guides

Curriculum guides, covering various areas of instruction, shall be compiled for use by the teaching and supervisory staffs. These guides shall be revised as necessary to keep them current and effective.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new regulation to consider.

Instruction

Exemption from Instruction

The Administration adheres to the provisions of Connecticut General Statutes 10-16b, prescribed courses of study, which specifies in section (a) that "In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; 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 reading, writing, grammar, speaking and spelling; mathematics; physical education; science; social studies; including, but not limited to, citizenship, economics, geography, government and history; and in addition, on at least the secondary level, one or more foreign languages and vocational education....."

In addition to the above, Connecticut General Statutes 10-16b (c) states that "local and regional Board of Education offers at least the program of instruction required pursuant to this section, and that such program of instruction is planning, ongoing and systematic."

The Administration recognizes that the attainment of subject area knowledge is a building process for the learner, and gaps in this process can lead to a less well-educated person. For learning to occur, class attendance by students is essential; therefore, attendance policies are rigorous and strictly enforced. To meet the goals of public education, the Board of Education provides a K-6 instructional program that is required for all students; electives are introduced at the High School level, where students must meet graduation requirements.

The Administration recognizes that circumstances may arise in which exemption from class attendance is requested by a student or a student's parent(s) or guardian(s). Also, the Administration recognizes the fundamental importance of parents in the education of their children and its policy is to grant reasonable parental requests for exemptions under the circumstances enumerated below:

1. Family Life Education

State curriculum guides for Family Life Education programs, as defined in Connecticut General Statutes Section 10-16c, "shall include, but not be limited to, information on developing a curriculum including family planning, human sexuality, parenting, nutrition and the emotional, physical, psychological, hygienic, economic and social aspects of family life, provided the curriculum guides shall not include information pertaining to abortion as an alternative to family planning."

Instruction**Exemption from Instruction (continued)****1. Family Life Education (continued)**

Connecticut General Statute 10-16e states that "no student shall be required ... to participate in any such family life program which may be offered within such public schools." Therefore, upon receipt of a written request from the student's parent or guardian by the Principal, a student may be exempted from family life education programs which teach the human reproductive system, sexually-transmitted diseases, contraception, parenting, family planning, nutrition, the emotional, physical, psychological, hygienic, economic and social aspects of family life within the family as part of the family life program.

2. AIDS Education

A student may be exempted from instruction on Acquired Immune Deficiency Syndrome (AIDS) per Connecticut General Statute 10-19 (b) upon the Principal's receipt of a written request from the student's parent or guardian.

3. Dissection of Animals

A student may be exempted from actual dissection of animals upon the Principal's receipt of a written request from the student's parent or guardian.

4. Medical

If a student is unable to participate in a class due to a medical reason, a statement from a physician must be presented to the Principal stating the reason for his/her inability to participate.

5. Religious

Reasonable accommodation will be made in order to honor a request for exemption for a student's religious reasons. The parent or guardian of a minor must present a written request for exemption to the Principal stating the conflict involved.

6. Instructional Materials

Occasionally, objections may be made to specific instructional materials. If the issue cannot be easily resolved at the classroom level, the provision in the guidelines in Policy 6125 and its administrative regulations should be followed.

Instruction

Exemption from Instruction (continued)

7. Other Reasons

While most requests for exemption should be covered by the above categories, an occasional request may not fall into an established category. To maintain consistency in the application of this policy, such request should follow the same administrative guidelines as listed below.

General Guidelines

- Any exemption from instruction does not excuse a student from the total hours and credits required for graduation.
- Any exemption should not interfere with the education provided to the other students in the class, put an undue burden on the smooth operation of the school, or negatively impact the school or district budget.
- Substance abuse education is required by Connecticut State Statutes 10-19(A) for all students annually and students are not exempt from instruction in this area.

Regulation approved:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

MEDICAL EXEMPTION CERTIFICATION FORM

Children with medical exemptions shall be permitted to attend school except in the case of a vaccine-preventable disease outbreak in the school. All susceptible students will be excluded from school based on public health officials' determination that the school is a primary site for disease exposure, transmission and spread into the community. Students excluded from school for this reason will not be able to return to school until (1) the danger of the outbreak has passed as determined by public health officials, (2) the student becomes ill with the disease and completely recovers, or (3) the student is immunized. For example, for measles the complete incubation period is 18 days from the onset of symptoms for the last case in the community. Outbreaks like measles may last for several months.

According to State statutes (Connecticut General Statutes Sections 19a-7f and 10-204a), no child may be admitted to school without proof of immunization or a statement of exemption. Parents or guardians seeking an exemption on the basis that a given immunization is medically contraindicated should attach to this form a statement signed by their physician stating that in the physician's opinion, such immunization is medically contraindicated and why it is contraindicated (e.g., hypersensitivity to a vaccine component, demonstrated reaction to vaccine, etc.). In addition, the parents/guardians should complete the following statement and return it to the school nurse.

To Whom It May Concern:

As the parent(s)/guardian(s) of _____
(Name of Student)

I/we are submitting the enclosed documentation from a physician that immunization of this child is medically contraindicated. Therefore, this child is exempt from receiving the required immunization as specified by the physician, and shall be permitted to attend school except in the case of a vaccine-preventable disease outbreak in the school.

Signature of Parent(s)/Guardian(s)

Date

Signature of Parent(s)/Guardian(s)

Date

Address

Telephone Number

RELIGIOUS EXEMPTION CERTIFICATION FORM

Children with religious exemptions shall be permitted to attend school except in the case of a vaccine-preventable disease outbreak in the school. All susceptible students will be excluded from school based on public health officials' determination that the school is a primary site for disease exposure, transmission and spread into the community. Students excluded from school for this reason will not be able to return to school until (1) the danger of the outbreak has passed as determined by public health officials, (2) the student becomes ill with the disease and completely recovers, or (3) the student is immunized. For example, for measles the complete incubation period is 18 days from the onset of symptoms for the last case in the community. Outbreaks like measles may last for several months.

According to State statutes (Connecticut General Statutes Sections 19a-7f and 10-204a), no child may be admitted to school without proof of immunization or a statement of exemption. Parents or guardians seeking an exemption on the basis that immunizations would be contrary to religious beliefs of the child should complete the following statement and return it to the school nurse.

To Whom It May Concern:

As the parent(s)/guardian(s) of _____
(Name of Student)

I/we hereby assert that the immunization of this student would be contrary to the religious beliefs of this child. Therefore, this child shall be exempt from the required immunizations under Section 10-204a of the Connecticut General Statutes and shall be permitted to attend school except in the case of a vaccine-preventable disease outbreak in the school.

_____/_____
Signature of Parent(s)/Guardian(s) Date

_____/_____
Signature of Parent(s)/Guardian(s) Date

Address

Telephone Number