

Woodbridge Board of Education WBOE
Policy Committee
Thursday, February 6, 2014 6:00 PM

WBOE Policy Committee Meeting February 6,
2014 6:00 PM District Office Conference Room
40 Beecher Road South CANCELLED

Agenda

- I. **Call to Order**
- II. **Review 6000 Policy Series**
- III. **Adjourn**

Windsor Locks Board of Education
Field Trips, Recreational Trips and Other Trips Sponsored by the Schools

EDUCATIONAL FIELD TRIP
PARENTS/GUARDIANS PERMISSION SLIP

My child _____
(Print Student's Name)
will be visiting _____ on _____ from _____ to _____
(Place) (Date) (Time) (Time)

My signature acknowledges receiving this notification. I have reviewed with my child the student responsibilities (for middle and high school students) attached to this permission slip and the attached rules and regulations, which will govern this trip.

In order to ascertain how much transportation is needed, please complete the following:

- Check One: My child will travel (CIRCLE ONE OR BOTH) to / from the field trip on school sponsored vehicles.
 My child will travel with me (CIRCLE ONE OR BOTH) to / from the field trip.

Teacher Parent/Guardian Student

MEDICAL / EMERGENCY INFORMATION

I give my permission to the teacher-in-charge of the trip to _____ on _____
to seek emergency medical attention for _____ and I ask that I be
(Student's Name)
notified as soon as possible. I accept the responsibility for any expense incurred for that medical treatment.

Insurance Company Insurance ID Number

Signature of Parent/Guardian

Emergency telephone numbers where I can be reached during the trip (include date, time for each):

Any unusual conditions (allergies, daily medications, etc.):

Windsor Locks Board of Education
Field Trips, Recreational Trips and Other Trips Sponsored by the Schools

CHAPERONE RESPONSIBILITIES

A chaperone is every adult supervisor attending the field trip including the Teacher-in- Charge. Chaperone supervision responsibilities are designated by the Teacher-in-Charge. Chaperones are expected to supervise students assigned to them at all times for the duration of the field trip.

During the field trip, all chaperones are expected to follow the published itinerary and field trip rules established by the Teacher-in-Charge (and approved by the building principal) prior to the trip.

Chaperones are expected to model appropriate behavior at all times and ensure that all students maintain appropriate behavior as designated in the student handbook. Inappropriate behavior should be dealt with immediately and reported to the Teacher-in-Charge as soon as possible.

Any consumption of alcoholic beverages and/or other controlled or illegal substance is prohibited.

Chaperones are expected to enforce all Board of Education policies including the prohibition of student use of tobacco products, alcohol and other controlled or illegal substances.

Chaperone Responsibilities

I have reviewed and understand my responsibilities as a chaperone.

Signature of Chaperone

Date

**Windsor Locks Board of Education
Field Trips, Recreational Trips and Other Trips Sponsored by the Schools**

APPLICATION FOR PERMISSION TO TRANSPORT STUDENTS

To: Windsor Locks Board of Education

From: _____

Re: Student Transportation

I intend to use my personal or rented vehicle for the purpose of transporting Windsor Locks Public School students to and from various activities. I hereby certify that I maintain a personal liability insurance policy on my automobile with liability coverage of not less than \$100,000/\$300,000 and that my insurance carrier will provide primary coverage to the actual policy limits, after which the liability insurance policy of the Board of Education will assume additional coverage, if necessary. I have provided verification I currently hold a valid State of Connecticut Public Passenger Endorsement/Restriction/Permit. The vehicle is will use to transport student will display a "Carrying School Children" placard and be equipped with a safety kit which shall include a first aid kit, fire extinguisher and an "Emergency" road triangle.

**My automobile liability insurance coverage is described as follows
(A copy of the certificate is attached):**

1. Name of Insurance Company		
2. Policy Number		
3. Name of Insurance Agent		Telephone Number:
4. Limits of Liability Coverage	\$	
5. Automobile Registration	State:	Tag Number:
6. My Driver's License Number (Attach photocopy of license)		State:

I certify I have no serious convictions (e.g. DWI) and no violations on my driving record in the past five (5) years. I have furnished a copy of my driving record obtained from the Department of Motor Vehicles and I understand the Windsor Locks Board of Education may verify this through a records check with the Department of Motor Vehicles.

Signature: _____

Date: _____

Typed or Printed Name

Existing policy, number 6153.1 adopted 7/1/05, appropriate as written.

Instruction

Field Trip Procedures

At least, two chaperones, should accompany the class on each trip. A general appeal is made to parents within the class to accompany the class on each trip. When more than the required number of people volunteer, the chaperone(s) will be chosen by rotation.

It is the teacher's responsibility to notify specialists and the cafeteria if children will not be present at their regularly scheduled time for instruction or to eat.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

WOODBIDGE FIELD TRIP REQUEST FORM

Please allow at least four (4) weeks for processing of any field trip request.

Field Trip # _____

Date of request: Date of Trip: Assigned at Business Office

Teacher(s) _____ Grade _____

Field Trip Destination _____ Phone# _____

Address _____ City _____ State _____

Time of Departure _____ Time of Return _____ Location of Pick-up South North

Will the children be **absent during lunch**? Yes No If so, please advise the Cafeteria staff
Is a **SPECIAL SERVICES** bus needed for this trip? Yes No If so, please specify need _____
Is a **NURSE** needed for this trip? Yes No **If so, please discuss with the Nurse.**
Can we **MAIL THE CHECK** to them for the admission? Preferred Yes No

TRIP ATTENDANCE: # of CHAPERONES using bus: _____ Limited number of seats (chaperones pay for themselves) _____

of Students _____ # of Teachers _____ # of Nurses _____

of Teacher Assistants _____ # of BOE Children _____

COST OF ADMISSION PER CHILD (per attached invoice) OR FLAT FEE

THE ABOVE MUST BE COMPLETED IN ORDER TO CALCULATE TRIP COSTS.

Description of how this trip
Relates to classroom
curriculum & the real world.

At least 2/3's of the time
(exclusive of travel & lunch)
will be devoted to the
following field-oriented
study:

SIGNATURES REQUIRED FOR APPROVAL

Principal Date

Superintendent Date

Out of State Trips Require B.O.E. Approval _____

Board Chairperson Date

This request has been: Approved _____ Denied _____ **COST PER CHILD IS \$** _____

your BUS DRIVER is: _____

Existing policy presently numbered 5146 adopted 7/17/06, appropriate as numbered, except for addition of legal reference.

Instruction

Homework and Class Assignments

Homework is considered to be any assignment that is completed outside of the school day. The purpose of homework is to reinforce skills and to develop good independent study habits. Homework is a responsibility shared among the student, the teacher and the family.

Homework should be:

1. Respectful of the child's ability and developmental level,
2. Related to the work of the classroom and, where possible, to the interest of the individual student, and
3. Reasonable in amount and degree of difficulty.

Under most circumstances, homework will not be assigned during weekends, vacations and breaks unless sufficient school time was already provided.

Materials necessary to complete the homework should be readily accessible for all students.

Homework is an essential part of an effective and well planned instructional program. Homework serves to enhance learning opportunities for students beyond the classroom and the school day, developing students' life-long skills and attitudes towards learning and contributing to academic achievement. Homework is also an important way to communicate with families about what is occurring in the classroom.

Homework assignments should consider times of religious celebrations at home and conflicts in school with testing or special events, such as concerts, which require participants to be at school for long hours.

Guidelines - Daily Work Monday through Thursday

Primary School

Kindergarten	Weekly assignments, 15 minutes Reading
First Grade	Up to 20 minutes per day, includes Reading
Second Grade	Up to 30 minutes per day, includes Reading

Intermediate School

Third Grade	Up to 30 minutes per day, 20 minutes Reading
Grade Four	Up to 40 minutes, not including Reading
Grade Five	Up to 50 minutes, not including Reading
Grade Six	Up to 60 minutes, not including Reading

Instruction

Homework and Class Assignments (continued)

If a student is unable to complete homework assignments within the recommended period of time, the student should stop work and the student or parents should inform the teacher.

At the beginning of the school year, teachers will inform parents of their specific practices regarding homework. Frequency, duration and purposes of homework will be communicated and discussed. The Open House, scheduled each September, is an opportunity to discuss student homework with parents.

Students who are absent from school are responsible for completing work missed during their absence as soon as possible after their return to school. Parents should request homework for a child who is absent from school for more than two days due to illness, injury, or a family emergency. The request may be made through the teacher or school office. Teachers will make those materials available. Advance assignments will not be given to children who will be absent for vacations or trips made during the time when school is in session.

Legal Reference: Connecticut General Statutes

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

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 6156 adopted 4/24/06, appropriate as written, if still current practice, except for addition of legal reference.

Instruction

Use of Computers in Instruction

The Board recognizes that technological advances in all areas are necessary and that microcomputers are and will continue to be a part of this advance. As such, the Board's goal is to implement computer resources in each school facility. Because of the many types of application and the potential cost, the Board establishes the following policy to plan for and guide this growth both for instructional and administrative uses.

Microcomputers for instruction will be used primarily for the following:

1. Computer-assisted instruction to improve student performance.
2. Managing an instructional program in areas such as a classroom, library and resource room, involving maintenance of test scores, grades, and other data used in evaluating instruction and student progress.
3. Teaching computer skills and/or concepts.
4. Simulations for general interest, enrichment, and motivation.
5. Teaching life skills.

Any student or staff member using microcomputers will be instructed in the proper use and care of the hardware and software prior to its use.

Databases will be restricted to those normally generated within instructional areas.

The building Principal, or designee, will coordinate the use of microcomputers in the classrooms within his/her building.

Legal Reference: Connecticut General Statutes

1-210(b)(11), (17) Access to public records. Exempt records.

10-15b Access of parent or guardians to student's records.

46b-56(e) Access to Records of Minors.

Office of the Public Records Administrator, Retention Schedule M8-
Education Records Revised 2/2005, available at
<http://www.cslib.org/rettschedules.htm>.

Instruction

Use of Computers in Instruction

Legal Reference: Connecticut General Statutes (continued)

Federal Law

Federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g.)

USA Patriot Act of 2001, Pub.L. 107-56

No Child Left Behind Act of 2001, Pub.L.No. 107-110

34 CFR 99.1-99.67 (as amended)

34 CFR 300.560-300.576

Children's Internet Protection Act of 2000 (HR 4577, P.L.106-554)

Communications Act of 1934, as amended (47 U.S.C. 254 [h], [i])

Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Recommended policy to consider.

Instruction

Individualized Education Program/Special Education Program

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

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

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

Planning and Placement Team or Individualized Education Program Team

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

- (i) the parents of a child with a disability
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who -
 - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - (II) is knowledgeable about the general education curriculum; and
 - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (vii) whenever appropriate, the child with a disability.

Instruction

Individualized Education Program/Special Education Program (IEP) (continued)

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

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

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

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

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

- (a) **General.** The IEP for each child must include -
- (1) A statement of the child's present levels of educational performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including -
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

Instruction

Individualized Education Program/Special Education Program (IEP) (continued)

- (2) A statement of measurable annual academic and functional goals, related to -
- (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum; and
 - (ii) Meeting each of the child's other educational needs that result from the child's disability.

Alternate Assessments

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

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

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

- (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child -
- (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
 - (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph.
- (4) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;
- (5) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and

Instruction**Individualized Education Program/Special Education Program (IEP) (continued)**

- (6) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and
 - (7) A statement of
 - (i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
 - (ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of
 - (A) Their child's progress toward the annual goals; and
 - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year
 - (8) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.
- (b) *Transition services.*
- (1) The IEP must include
 - (i) For each student beginning not later than the first IEP to be in effect when the child is sixteen, and younger if appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
 - (ii) For each student beginning not later than the first IEP to be in effect when the child is sixteen, (or younger, if determined appropriate by the IEP Team), a statement of needed transition services for the student, including courses of study, needed to assist the child in reaching these goals:

Instruction

Individualized Education Program/Special Education Program (continued)

- (iii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.
 - (2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.
- (c) ***Transfer of rights.*** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)
- (d) ***Students with disabilities convicted as adults and incarcerated in adult prisons.*** Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.
- (e) ***Students with disabilities identified as deaf or hearing impaired.*** For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which shall address;
- (i) the child's primary language or mode of communication;
 - (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
 - (iii) educational options available to the child;
 - (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
 - (v) the accessibility of academic instruction, school services and extracurricular activities to the child;
 - (vi) Assistive devices and services for the child; and
 - (vii) Communication and physical environment accommodations for the child.

Instruction

Individualized Education Program/Special Education Program (continued)

Transfers

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

Independent Educational Assessment

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

Legal Reference: Connecticut General Statutes
10-76a Definitions (as amended by PA 06-18)
10-76b State supervision of special education programs and services.
Regulations. (as amended by PA 12-173)
10-76d Duties and powers of Boards of Education to provide special
education programs and services.
10-76ff Procedures for determining if a child requires special education (as
amended by PA 06-18)
10-76g State aid for special education.
10-76h Special education hearing and review procedure.
PA 06-18 An Act Concerning Special Education
PA 12-173 An Act Concerning Individualized Education Programs and
Other Issues Relating to Special Education
State Board of Education Regulations
34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped
Children.

Instruction

Individualized Education Program/Special Education Program

Legal Reference: (continued)

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

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

Policy adopted:

rev 8/98

rev 8/05

rev 6/06

rev 5/12

A revised optional policy to consider.

Instruction

Instructional Arrangements

Teacher Aides

The Board shall employ teacher aides to work under the general supervision of the Superintendent and to assist teachers in such duties as: (***Optional Language:*** The Superintendent may employ teacher aides for supplementary instructional and non-instructional duties in the educational program in positions authorized by the Board. Teacher aides will assist teachers in such duties as:)

1. Managing and maintaining records, materials, and equipment.
2. Attending to the physical needs of children.
3. Performing other limited services to support teaching duties when such duties are determined and directed by a teacher or administrator.
4. Lunchroom duties.

Optional Language: Teacher aide means an adult school employee who works under the direction of the certified administrative and teaching staff in performing, within the limitations of training and competency, certain instructional and non-instructional functions in the school program.

In compliance with applicable legal requirements, the Board shall require all teacher aides/paraprofessionals with instructional duties that are newly hired in a Title I school program to have a secondary school diploma or its recognized equivalent and to have:

1. Completed at least two years of study at an institution of higher education;
2. Obtained an Associate's or higher degree; or
3. Met a rigorous standard of quality through a formal state or local academic assessment.

The district will not hire Title I paraprofessionals who do not meet these standards.

Exception to these requirements may be made with regard to paraprofessionals who act as translators or who coordinate parent involvement activities.

The Superintendent or his/her designee and/or the staff development committee shall develop an appropriate in-service program for paraprofessionals.

Instruction

Instructional Arrangements (continued)

Teacher Aides (continued)

Paraprofessionals are employed so that the certified staff may direct their energies to the students' education. The Principal and the supervising teacher are jointly responsible for making final decisions related to the duties and responsibilities to be assigned to a paraprofessional.

(cf. 4222 – Teacher Aides/Paraprofessionals)

Legal Reference: 20 U.S.C. §1119(c) No Child Left Behind Act P.L. 107-110

Policy adopted:

rev 10/02

rev 5/03

rev 5/12

Another version, from Stafford, to consider/modify.

Instruction

Educational Resources and Materials

Consistent with the encouragement from the State Board of Education, the Stafford Board of Education recognizes the importance of the pursuit of knowledge, personal student development, and the teaching of personal responsibility.

To the degree that resources permit, the Stafford Board of Education affirms that it is the policy of the school system to provide a wide range of instructional materials on varied levels of difficulty and appeal, to present different points of view and to provide procedures for reviewing instructional materials. Instructional materials should be free of bias in the following areas: gender, race, religion, age, color, national origin, marital status, sexual orientation, and disability.

The final responsibility for providing for educational instructional materials rests with the Board of Education with the selection normally delegated to the administration and professional staff of the Stafford Schools. Instructional materials include books, other printed materials, and educational media to meet the curricular demands of the system.

To provide complete education, materials presenting differing values, attitudes, and positions on issues should be made available to students in the schools. The maturity of the student and the guidance of the professional staff serve as the basis for the selection of materials.

The use of instructional materials or literary works for legitimate educational reasons does not constitute an endorsement of specific ideas or ideologies. Classics are available and used as a source of cultural knowledge and value. Contemporary materials are selected for their literary or artistic merit and/or in terms of their ability to portray situations of concern to today's students.

The availability of particular materials in the schools does not imply their approval for all students. The Board recognizes the right of individual students and parents to request an alternate assignment. It should be made clear that the granting of an alternate assignment for that student does not mean the right to prevent other persons from participating in the assignment or activity. Also, the parent's right under the State statutes to seek exclusion from any family life program will be respected.

In the interest of serving the community and individuals, the Board of Education endorses the attached system of review and action relative to any materials alleged to be inappropriate for educational use.

Challenged material will remain in use in the school pending decisions and conclusions at any level.

Instruction

Educational Resources and Materials (continued)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules.

10-228 Free textbooks, supplies, materials and equipment.

10-229 Change of textbooks.

Policy adopted:

STAFFORD PUBLIC SCHOOLS
Stafford, Connecticut

Existing policy, number 6161 adopted 3/15/04, appropriate as written, except for update to legal reference.

Instruction

Equipment, Books, Materials: Provisions/Selection

It is the policy of the Board of Education to provide educational materials and equipment that support and enrich the curriculum and further the achievement of the district's instructional goals.

Section 10-220 of the General Statutes of Connecticut states: "No Board of education shall change any textbooks used in the public schools except by a two-thirds vote of all the members of the Board, notice of such intended change having been previously given at a meeting of such Board held at least one week previous to the vote upon such change."

The selection of instructional material will be carried on continuously in order to keep up with the great expansion of knowledge and the rapid changes going on in our world today.

Where applicable, all instructional materials should present balanced views concerning the international, national and local issues and problems of the past, present and future.

Instructional materials

1. Should stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.
2. Will help students develop abilities in critical reading and thinking.
3. Will develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
4. Will provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, or physical disabilities.
5. Will allow sufficient flexibility for meeting the special needs of individual students and groups of students.

The administration will develop and review administrative rules outlining a procedure to select instructional equipment/textbooks/instructional materials which meet the above criteria. This process shall include analysis, evaluation and recommendation by professional staff.

However, individual teachers and/or teams are not authorized to adopt textbooks/instructional materials without following the established procedure.

The Board of Education, et. al. Superintendent/Administration, by statute will make the final selection decision relevant to instructional equipment/textbooks/instructional materials.

Instruction

Equipment, Books, Materials: Provisions/Selection

(cf. 1220 - Citizens' Advisory Committees)
(cf. 1312 - Public Complaints)
(cf. 4118.21 - Academic Freedom)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6144 - Controversial Issues)

Legal Reference: Connecticut General Statutes

10-182 Contents of textbooks and other general instructional materials.

10-220 Duties of boards of education.

10-221 Boards of education to prescribe rules.

10-228 Free Textbooks, Supplies, Materials and Equipment.

10-229 Change of textbooks.

Policy adopted:

WOODBRI^DGE PUBLIC SCHOOLS
Woodbridge, Connecticut

**Adoption of New Learning Materials
Request and Recommendation Form**

SUBJECT _____

Title _____

Author _____

Publisher _____

Copyright Date _____ Edition _____

Reasons for desiring material: _____

Cost of the new material: _____

Per Volume _____

Total cost _____

Estimate of how long material will serve the needs of the program:

Report on any "piloting," trial use, or other evaluation that led to recommendation:

Description of steps taken to ensure new materials are integrated appropriately within or among schools:

Reading level of new materials (if applicable): _____

Reading consultant should analyze readability level whenever possible.

Attach a scope and sequence of current curriculum and a scope and sequence of proposed materials to this form.

Reviewed and Recommended by:

Ad-Hoc Committee Chair

Principal

Curriculum Coordinator

Existing regulation, number 6161.1 approved 3/20/06, appropriate as written.

Instruction

Guidelines for Evaluation of Instructional Materials

Purpose of Guidelines

The purpose of these guidelines is to provide consistent, systematic standards for evaluating instructional materials proposed for use in Connecticut's public elementary schools to ensure compliance with the Connecticut General Statutes, Board of Education Policy and with the regulations of the State Board of Education.

Children pattern their interests, prejudices, and ideas after what they see and hear. Children dream of and aspire to those goals they are encouraged to attain. Their world can be expansive and filled with exciting and infinite possibilities, or frustrating in its limitations, depending on their exposure. Much of a child's early development takes place in school, and the potentially positive or negative effect of the school experience is well documented.

These guidelines are not intended to supplant the evaluator's judgment, because it would be impossible to do so. They do comprise the minimum standards for acceptability, and they provide criteria by which to judge quality of instructional materials. The guidelines should be used when evaluating both the student material and the teacher material. In no event should instruction in a teacher manual, designed to overcome discriminatory pictures or text in a student edition, be given any consideration in evaluation of the student edition.

In order to portray accurately the culture and racial diversity and the male and female roles in our society, instructional materials should encourage students to understand the historical roles and contributions of women and minorities, the forces which shaped those roles and contributions, and how and why the contemporary roles and contributions of women and minorities are different.

Limitations

It may be inappropriate to require that a pictorial or textual item conform exactly to these guidelines. For example, reprinting a story by a well-known author or a painting by an artist may make an important contribution to a particular instructional material. In such situations, discussion material should be included indicating why a particular attitude toward women or a minority group was prevalent during a certain period in history, and how and why that attitude has changed.

When examining instructional material for adverse reflection on race, creed, sex, etc., the evaluator should make a qualitative judgment with respect to stories or articles having an historical perspective. Any description, depiction, inference, label or retort found to be, by itself, an adverse reflection should not be judged out of context. Rather, the story or article should be examined for appropriate explanations, discussions or other comments included therein or immediately attached, which may overcome the impact of such offending words or pictures. The instructional material should be rejected only if, on a total basis, the story or article would, in the mind of an average pupil for whom the material is intended, reflect adversely upon a person because of his or her race, color, creed, national origin, ancestry, sex or occupation.

Instruction

Guidelines for Evaluation of Instructional Materials

Purpose of Guidelines (continued)

These guidelines may be inapplicable to certain instructional materials. For example, materials need not include references to people. Therefore, math problems described solely in abstract terms or stories about animals without human attributes are outside the scope of these guidelines. Additionally, materials which contain references to children need not include references to adults.

Materials in a Series

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

1. Male and Female Roles

In order to encourage the individual development and self-esteem of each child, regardless of gender, instructional materials, shall portray women and men, girls and boys, in a wide variety of occupational, emotional, and behavioral situations, presenting both sexes in the full range of their human potential. The criteria are:

- a. Descriptions, depictions, inferences, labels or retorts which demean, stereotype, or patronize one gender must not appear.
- b. Instructional materials should reflect contemporary American society accurately, regardless of the subject area and contain references to, or illustrations of, males and females.
- c. Mentally and physically active, creative, problem-solving roles, and success and failure in those roles, should be shared similarly between male and female characters.
- d. Emotions of fear, anger, aggression, excitement, or tenderness should occur among characters regardless of gender.

Instruction

Guidelines for Evaluation of Instructional Materials

Purpose of Guidelines

1. Male and Female Roles (continued)

- e. Traditional activities by one sex should be balanced by nontraditional activities for that sex.
- f. If professional or executive roles, or vocations, trades, or other gainful occupations are portrayed, men and women should be represented approximately equally.
- g. Where lifestyle choices are discussed, boys and girls should be offered an equally wide range of such aspirations and choices.
- h. Whenever a material presents developments in history or current events, or achievements in art, science, or any other field, the contributions of women should be included and discussed when historically accurate.
- i. Imbalance or inequality of any kind, when presented for historical accuracy, should, in the student edition of the instructional materials, be interpreted in light of contemporary standards and circumstances.
- j. Sexually neutral language - for example, "people," "persons," "men and women," "pioneers," "they" - should generally be used.

2. Ethnic and Cultural Groups

Instructional materials shall portray cultural diversity of our society to instill in each child a sense of pride in his or her heritage, eradicate the seeds of prejudice, and encourage individual development. Instructional materials, when portraying people (or animals having identifiable human attributes), shall include a fair representation of majority and minority group characters portrayed in a wide variety of occupational and behavioral roles, and present the contributions of ethnic and cultural groups. The criteria are:

- a. Descriptions, depictions, inferences or labels which tend to demean, stereotype, or patronize minority groups must not appear.
- b. Portrayals of diverse ethnic or cultural groups should not depict differences in customs or lifestyle as undesirable and should avoid adverse value judgments of such differences.

Instruction

Guidelines for Evaluation of Instructional Materials

Purpose of Guidelines

2. Ethnic and Cultural Groups (continued)

- c. Instructional materials which reflect contemporary American society, should contain references to, or illustrations of, a fair proportion of diverse ethnic groups.
- d. Mentally active, creative, and problem-solving roles, and success and failure in those roles, should be divided in fair proportion between majority and minority groups.
- e. The portrayal of minority characters in traditionally restricted roles should be balanced by the presentation of nontraditional activities for those characters.
- f. Minority persons should be depicted in the same range of socioeconomic settings as persons of the majority group.
- g. Depiction of diverse ethnic and cultural groups should not be limited to the original culture, but expanded to include such groups within the mainstream of American life.
- h. If professional or executive roles, or vocations, trades or other gainful occupations are portrayed, majority and minority groups should be presented in fair proportion.
- i. The contributions of minority peoples, and particularly prominent minority persons should be included and discussed in history or current events, achievements in art, science, or any other field presented.
- j. Imbalance or inequality of any kind, presented for historical accuracy, should, in the student edition of the instructional materials, be interpreted in light of contemporary standards of circumstances.

3. Entrepreneur and Labor

- a. References or labels which demean, stereotype, or patronize an occupation, vocation, or livelihood should not appear.
- b. Where appropriate, accurate acknowledgements should be made to roles and contributions of entrepreneurs in the history of Connecticut and the United States.
- c. Accurate references should be made to roles and contributions of labor in the history of Connecticut and the United States.

Instruction

Guidelines for Evaluation of Instructional Materials

Purpose of Guidelines (continued)

4. Ecology and Environment

- a. Human responsibilities for creating and maintaining a clean, healthy, environment are appropriately portrayed.
- b. Wise use of resources, both human and physical, is encouraged.
- c. Interdependence of people and their environment is made clear.
- d. Effects of environmental problems are identified as are the effects of solving them.
- e. Appropriate means of protecting the environment are suggested.

5. Dangerous Substances

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

6. Religion

- a. No religious belief or practice shall be held up to ridicule or any religious group portrayed as inferior or superior.
- b. Portrayals of contemporary American society should, where religion is discussed or depicted, reflect its religious diversity. Except where material deals with a particular historical era, materials in art and music must, where religious aspects thereof are depicted, reflect the religious diversity of contemporary American society.
- c. Any explanation or description of religious beliefs or practices shall be presented neutrally and shall not indoctrinate students in any particular religious belief, nor instruct students in religious principles.

Instruction

Guidelines for Evaluation of Instructional Materials

Purpose of Guidelines

7. Brand Names

Instructional materials shall not contain illustrations of identifiable commercial brand names, representations or corporate logos unless such illustrations are necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustrations, or unless such illustrations are incidental to a scene of a general nature. If, under these exceptions, a brand name representation or corporate logo is illustrated, prominence shall not be given to any one brand or corporation unless, in turn, such illustration is necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustration.

8. Food

When instructional materials contain illustrations of foods, there shall be an emphasis on foods of high nutritional value.

Legal Reference: Connecticut General Statutes

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

Regulation approved:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Policy to consider.

Instruction

Care of Instructional Materials

Damaged and/or Lost Instructional Materials

The Board of Education may impose sanctions against students who lose or damage textbooks and other educational materials. The Superintendent is authorized by the Board to set regulations and adopt any guidelines necessary to carry out the wishes of the Board.

Legal References: Connecticut General Statutes

10-221(c) Boards of education to prescribe rules.

Policy adopted:

Existing regulation, each number 6161.2 approved 5/16/06, appropriate as combined, except for update to legal reference.

Instruction

Care of Instructional Materials

Library books, textbooks and other educational materials are loaned to students who are responsible for the proper care of books and materials entrusted for their use. Students will be assessed damages for abuse of school buildings, equipment and materials.

Reimbursement for Lost or Destroyed Materials

Textbooks, paperbacks, library books and any other materials or equipment which are lost or destroyed must be paid for at full replacement cost. This replacement cost is what the school system must pay to purchase like or similar materials at the time of damage or loss.

Assessment for Damages to Materials

Students will be charged a proportionate amount of the total replacement cost for any damaged books or other instructional materials in their care. The staff member making the damage assessment will determine the amount of the total replacement cost to be assessed on the basis of the extent of the damage involved.

Unfulfilled Obligations

All lost or damaged materials must be paid for before the end of the school year in which the loss or damage occurs or before a student officially withdraws from the Woodbridge School District.

Student who have not fulfilled these obligations may be denied report cards, transcripts, and/or copies of any other records and recommendations from the school system.

Copyright Law Compliance

The Board of Education acknowledges the necessity of complying with federal laws governing the use of copyrighted material. Infringement on copyrighted material, whether prose, poetry, graphic images, music, video or computer code, is a serious offense against federal law and contrary to the ethical standards required of staff and students alike.

The Board, therefore, requires that all reproduction of copyrighted material be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as "fair use" under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form.

Instruction

Care of Instructional Materials

Copyright Law Compliance (continued)

“Fair use” - An exception to the exclusive rights enjoyed by copyright owners is the doctrine of fair use. The fair use of a copyrighted work for purposes of teaching, scholarship, or research is not an infringement of copyright. The following factors shall be considered in determining fair use:

1. The purpose and character of the use, including whether the use is of commercial nature or for non-profit educational purposes.
2. The nature of the copyrighted work.
3. The amount and importance of the portion used in relation to the copyrighted work as a whole.
4. The effect of the use upon the potential market for or value of the copyrighted work.

Legal Reference: Connecticut General Statutes

10-221(c) Boards of education to prescribe rules.

10-222a Boards to have use of funds derived from repayment for school materials.

Public Law 94-553 The Copyright Act of 1976, 17 U.S.C. 101 et seq.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Sample policy to consider.

Instruction

Fees, Fines and Charges

The Board of Education recognizes its responsibility to purchase books and supplies to meet the needs of instruction in the schools of the District. The Board of Education also recognizes that it is the responsibility of each student to exercise care in the use of instructional materials. A student may be assessed costs of replacing any materials or property which are lost or damaged through his or her negligence.

Textbooks

1. The Board of Education feels it is the responsibility of the student, who has the loan of textbooks, workbooks, etc., to maintain and care for each textbook or workbook until it is returned to the proper authority at the end of the school year or upon the completion of its use.
2. If proper use or normal care is not practiced by the student, the student will be expected to pay a fee to cover the cost of replacement or repair.

A. Damaged books

The charges for damaged books will be determined by the Principal and the book custodian.

B. Lost books

The student will reimburse the school system for the replacement cost of the book.

Fees for Materials of Non-Required Projects

Students involved in special interest work over and above the basic instructional program may be charged for materials necessary in their chosen project.

Athletic Uniforms and Equipment

Students will be responsible for the care and safe return of athletic uniforms and equipment loaned to them. Students will be required to pay the full costs of repairs for uniform or equipment damage due to misuse or negligence. Students will be responsible for full replacement cost for lost uniforms or equipment.

Instruction

Fees, Fines and Charges

Athletic Uniforms and Equipment (continued)

The Supervisor of Physical Education and Athletics shall develop and implement appropriate uniform control procedures which shall be subject to the approval of the Superintendent of Schools.

Uniforms

Students will be responsible for care and safe return of uniforms loaned to them. Students will be required to pay the full costs of repairs for uniform damage due to misuse or negligence. Students will be responsible for full replacement cost for lost uniforms.

The supervisor of the activity shall develop and implement appropriate uniform control procedures which shall be subject to the approval of the Superintendent of Schools.

Fines For Inappropriate Use of Library Materials

In order to encourage borrowers to return books promptly so that others may use them, the library imposes a fine on patrons who keep library materials beyond the due date. Where applicable, a fine of five (5) cents per item per day up to a maximum of no greater than replacement cost. If a book or other item is lost, the borrower will only be charged for the replacement and reprocessing costs. In the case of damaged books or items, actual repair costs or replacement costs may be imposed.

Materials from the reserve collection kept beyond the specific stated period will incur a fine of ten (10) cents per item per day up to a maximum no greater than replacement cost.

Field Trips

In general, transportation costs for field trips must be borne by the student. In view of this fact, discretion should be used in planning field trips to avoid unreasonable costs. A minimal insurance cost for each student will also be required.

Lab Fees

No system of lab fees will be permitted. However, students in courses offered in grades seven through twelve may be charged for loss or breakage of equipment due to misuse or negligence after the facts have been determined.

Instruction

Fees, Fines and Charges (continued)

Other Fees

In accordance with Board policy, the cost of the following items are to be borne by the student:

- Cap and gown for graduation;
- Class ring;
- Yearbook;
- Charity drives;
- Class dues;
- Materials used in club activities;
- Musical instruments for participating in a school band or orchestra except those provided by the school;
- Club dues;
- Dances.

Legal Reference: Connecticut General Statutes

10-221(c) Boards of education to prescribe rules.

Policy adopted:

Optional regulation to consider and modify to local preferences.

Instruction

Damaged of Instructional Materials: Fees/Fines/Charges

Care of Books and Supplies

Students shall be held responsible for proper care of books and supplies entrusted to their use. Students will be assessed damages for abuse of school buildings, equipment and materials.

Reimbursement for Lost or Damaged Books

1. Textbooks -- lost or destroyed during:

- A. First year of use -- full current replacement cost.
- B. Second year of use -- seventy-five percent current replacement cost.
- C. Third year of use -- fifty percent current replacement cost.
- D. Fourth year of use -- twenty-five percent current replacement cost.
- E. Beyond fourth year -- flat fee determined by the Principal.

2. Paperbacks -- lost or destroyed during:

- A. First year of use -- full current replacement cost.
- B. Second year of use -- fifty percent of current replacement cost.
- C. Third year and beyond -- flat fee determined by the Principal.

3. Library Books

- A. Bound Materials -- lost or destroyed during:
 - (1) First through sixth year of circulation -- full current replacement cost.
 - (2) Beyond seventh year of circulation -- fifty percent of current replacement cost.
- B. Paperbacks -- lost or destroyed during:
 - (1) First year of use -- full current replacement cost.
 - (2) Beyond second year of use -- fifty percent current replacement cost.

(cf. 5135.5 - Student Vandalism)

Regulation approved:

A mandated and revised policy.

Instruction

Comparability of Services

The Superintendent or his/her designee shall pursue funding under Title I of the Federal Strengthening and Improving of Elementary and Secondary Schools Act to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

The Board of Education believes that at all times its schools should be equally as well equipped and maintained as may be possible within existing financial limitations.

It shall be the policy of the Board of Education to insure comparability of services funded by state and local sources in both Title I project schools and non-project schools. The Board of Education will therefore:

1. Maintain a district-wide salary schedule.
2. Provide services with federal, state and local funds in schools serving Title I project areas that are at least comparable to services in non-project areas.
3. Use federal, state and local funds to provide for an equivalence among all schools in all schools with the same grade levels in teachers, administrators, auxiliary personnel.
4. Use federal, state and local funds to provide for an equivalence among all schools with the same grade levels in the provision of curriculum and instructional materials, books and supplies.

Nothing in this policy will prohibit the administration from addressing identified problems at individual schools.

Legal Reference: Title I Improving the Academic Achievement of the Disadvantaged, as implemented by 34 C.F.R. part 200 of the No Child Left Behind Act of 2001

Agostini v. Felton 521 U.S. 103 (1997)

Policy adopted:

cps rev. 1/01

Optional policy to consider.

Instruction

Title I Program

In order to improve the educational opportunities of educationally disadvantaged or deprived children, the Board of Education directs the Superintendent or his/her designee to pursue funding under Title I of the Federal Elementary and Secondary Education Act for compensatory instructional services and activities. The Superintendent or his/her designee shall also ensure that the District appropriately uses any funds received.

The Superintendent or his/her designee shall consult with the administration of private schools within the district to determine what Title I services are appropriate and the manner in which they are to be provided for private school students in accordance with all applicable regulations and guidelines.

Title I services, if provided on the premises of religious private schools must occur under the following safeguards:

1. Only public employees could serve as Title I instructors and counselors;
2. Assignment of public school personnel to the private school shall be made without regard to the employee's religious affiliation;
3. Religious symbols must be absent in classrooms used for Title I services;
4. Publicly funded personnel shall be instructed to limit their consultations with the regular private school classroom teacher to discussions of students' education; and
5. A publicly employed "field supervisor" shall make one unannounced visit to each teacher's classroom each month.

Title I personnel, employed by the Board of Education are public employees, accountable to district supervisors. Such personnel, assigned to teach at a private or religious school shall teach only students determined eligible by appropriate district personnel. Further, such Title I staff shall not engage in team teaching with private school employees nor shall the public school teachers introduce any religious matter into their teaching or become involved in the religious activities of the private school. Title I material and equipment can only be used in the Title I program.

Legal Reference: Title I of the Elementary and Secondary Education Act of 1965, 20 U.S.C. § 6301-6514, as implemented by 34 C.F.R. parts 200, 201, 203, 205 and 212.

Agostini v. Felton, (96-552)

Policy adopted:

Rev 11/97

A policy to consider.

Instruction

Use of Proprietary Software Products

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

- A. Public domain (i.e., uncopyrighted) software.
- B. Software covered by a licensing agreement with the software author, authors, vendor, or developer, whichever is applicable (a licensing agreement is a legal contract authorizing use of the software).
- C. Software purchased by a school or school system, with a record of the purchase on file.
- D. Software purchased by the user, with a record of purchase available for verification.
- E. Software donated officially accepted by the Board.
- F. Software being reviewed or demonstrated by the users in order to reach a decision about possible future purchase, license, or acceptance of a donation.
- G. Software written or developed by an employee for use by the schools or to assist in training school district personnel.
- H. Software developed by a non-employee under contract to the school system for use by the school system or to assist in training school district personnel.

In addition, none of the software in the categories listed above may be used or obtained in violation of copyright law or licensing agreements.

Licensing agreements or other forms of documentation covering software shall be kept on file at the location where the computer program is used.

Policy adopted:

A sample regulation to consider.

Instruction

Use of Proprietary Software Products

Software Copyright

It is the intent of the Board of Education to adhere to the provisions of copyright laws in the area of computer programs. Though there continues to be controversy regarding interpretation of those copyright laws, the following procedures represent a sincere effort to operate legally. We recognize that computer software piracy is a major problem for the industry and that violations of computer copyright laws contribute to higher costs and greater efforts to prevent copies and/or lessen incentives for the development of effective educational uses of computers. Therefore, in an effort to discourage violation of copyright laws and to prevent such illegal activities:

1. District employees will be expected to adhere to the provisions of Public Law 96-517, Section 7(b) which amends Section 117 of Title 17 of the United States Code to allow for the making of a back-up copy of computer programs. This states that "it is not an infringement for the owner of a copy of a computer program to make or authorize the making of another copy or adaptation of that computer program provided:
 - a. that such a new copy or adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other manner, or
 - b. that such a new copy and adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful."
2. When software is to be used on a network, efforts will be made to secure this software from copying.
3. Illegal copies of copyrighted programs may not be made or used on school equipment.
4. The legal or insurance protection of the District will not be extended to employees who violate copyright laws.
5. The Superintendent of Schools or his/her designee of this school district may sign license agreements for software for schools in the district.

Regulation approved:

cps 7/07

An optional policy to consider.

Instruction

Testing Program

Research: Testing

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

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

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

The testing program is an integral part of the district's needs assessment and evaluation programs. The program should be developed primarily for furnishing needed information to decision makers, including the Board, administrators, teachers, parents/guardians and students.

The needs of these various groups shall be clearly identified, and the testing program shall be limited to obtaining that information which is needed and useful.

Instruction

Testing Program

Research: Testing (continued)

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

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

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

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

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

Policy adopted:

A sample policy to consider.

Instruction

Testing Program

Individuals with Disabilities Education Act – Alternate Assessments for Students with Disabilities for Statewide and District-wide Assessments

The Board of Education will, in all respects, comply with the requirements of the state and federal law with regard to the special education of students with disabilities. The Board directs the Director of Special Education or designee to, in accordance with state and federal law, develop procedures that indicate how district staff shall determine when a student with a disability eligible for special education and related services under the IDEA shall partake in alternative assessment(s) to particular statewide or district-wide assessments of student achievement. Such procedures shall include, among others things, a requirement that all decisions for alternative assessments be made by the particular student's planning and placement team.

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

Policy adopted:

cps 4/11

An optional policy to consider.

Instruction

Testing Program

Test Integrity/Test Preparation

Option #1:

The Board of Education desires to protect the integrity of all student assessment processes in order to maintain an accurate assessment of student achievement in the District and maintain accountability to the community and state and to fulfill the accountability requirements of “The No Child Left Behind Act.”

Students and staff are expected to maintain a high level of integrity in the completion and handling of student assessments.

Staff may prepare students for assessments by providing instruction in the content specified in state and District standards and contained in the Board approved District curriculum in the various subject areas. General test-taking skills that are applicable to any test or test format may be taught to students.

Practice tests provided by the publisher of nationally normed achievement tests and materials provided by the state pertaining to the CMT/CAPT testing programs may be used for the limited purpose of familiarizing students with the use of test booklets or answer sheets and the format of test questions. No alternate or parallel form of the test shall be administered or used.

Staff shall not conduct reviews or drills that use actual items or identical format items of state assessments, use copies of tests from previous years, or use test-specific curriculum content with students before administration of the test.

In the administration of standardized tests, staff shall not:

1. Provide inappropriate test preparation.
2. Modify test administration procedures.
3. Provide inappropriate assistance to students during test administration.
4. Change or fill in answers on student answer sheets.
5. Provide inaccurate data on student header sheets.
6. Discourage or exclude certain students from taking the test.
7. Engage in any other practice to artificially raise student scores without actually improving underlying student achievement.

Reports of student cheating on assessments shall be submitted to the Principal or designee for investigation. Students found to have cheated on assessments shall be subject to disciplinary procedures in accordance with Board policy and administrative regulations.

Instruction**Testing Program****Test Integrity/Test Preparation****Option #1: (continued)**

A staff member found to have committed testing irregularities shall be subject to discipline in accordance with law, where applicable, collective bargaining agreements, board policy and administrative regulations.

The Superintendent or designee shall immediately investigate with due diligence any reports of inappropriate test preparation or other testing irregularities. If the Superintendent is made aware of a testing irregularity on state assessments, he/she shall report the irregularity to the Commissioner of Education.

Option #2:

Any certified staff member who is involved in required standardized testing shall follow all appropriate security regulations and shall report accurate scores for individuals and groups who are tested. Violations of security regulations or deliberate falsification of testing data are considered grounds for termination.

Certified employees terminated for testing violations shall be reported to the Connecticut State Department of Education for possible certification revocation proceedings.

- (cf. 4117 – Separation/Disciplinary Action)
- (cf. 417.4 – Dismissal/Suspension)
- (cf. 5131 – Conduct)
- (cf. 5143 – Cheating)
- (cf. 5144 – Discipline/Punishment)
- (cf. 6146.2 - Statewide Proficiency/Mastery Examinations)
- (cf. 6162.3-Testing Program)
- (cf. 6162.31 – Test Exclusion)

Legal Reference: Connecticut General Statutes
 10-14n Statewide mastery examination. Conditions for reexamination. Limitation and use of test results. (as amended by PA 03-174 and PA 03-168)
 10-14q Exceptions (as amended by PA 01-205 and PA 02-7 of May 9th Special Session)

Policy adopted:

cps 1/05

Sample policy to consider.

Instruction

School Volunteers

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

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

The school volunteer is a non-paid person who helps in the school under the direction of the school Principal or her/his designee.

Policy adopted:

Sample regulation to consider.

Instruction

School Volunteers

Volunteers will work under the supervision of staff, assisting with tasks which may include: chaperoning field trips, coaching, clerical support, mentoring and other appropriate assignments.

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

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

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

Regulation approved:

Existing policy, presently numbered 5150 adopted 3/17/03, appropriate as numbered, except for update to legal reference.

Instruction

Surveys & Screening of Students

Surveys and “screens” can be valuable resources to help schools improve educational services. A “survey” may consist of compilation of questions used to collect information for various purposes, including but not limited to, determining student knowledge and/or attitudes towards specific subjects, or to adapt or modify school programming. A “screen” is a generic tool, applied on a grade-wide or school-wide basis in order to obtain information for survey purposes, and/or to determine student qualification for class placement, school admission or other related purposes. A “screen” may become part of the student record. A “survey” will not become part of the student record.

Administrators, teachers, other school staff and the Board of Education may administer surveys or screens for purposes of assessing and/or improving character development and academic performance. Administrative approval is required for surveys and screens. When a survey or screen is used, every effort will be made to ask questions in a neutral manner to ensure the accuracy of the survey or screen. Student responses and data collected from surveys will not be used in any manner that would personally identify students; however, data collected may be shared with appropriate educational entities as permitted under the Family Educational Rights and privacy Act of 1974 (FERPA), 20 U.S.C. 1232g.

Teachers and other staff members at various points throughout the school year may perform surveys and screens. No student may, without parental notification, take part in any survey or screen that reveals information regarding:

1. Political affiliations or beliefs of the student or the student’s parent(s);
2. Mental or psychological issues of the student or the student’s family;
3. Sexual behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, counselors, clergy etc.;
7. Religious practices, affiliations, or beliefs of the student or student’s parent(s); or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Instruction

Surveys & Screening of Students (continued)

Parents and guardians will be notified prior to administration of each survey or screen. Any parent or guardian who does not want his or her child to take part in a survey or screen must, at the time of notification, inform the school Principal in writing that his or her child may not participate in the survey or screening process.

Legal Reference: Connecticut General Statutes

P.L. 103-227 Section 1017 (which amends Section 439 of the General Education Provisions Act)

P.L. 107-110, (HR 1-“Leave No Child Behind”) § 1061/1062 – Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

A recommended sample policy to consider, as the recommended replacement for existing policy #6161.6 adopted 3/20/06. The existing policy is, in reality, an administrative regulation due to the amount of detail it contains. An updated administrative regulation follows. This contains all of the material in the current "policy" #6161.6 but updated and extended upon.

Instruction

Use of Copying Devices

Copyright Law Compliance

The Board of Education acknowledges the necessity of complying with federal laws governing the use of copyrighted material and does not condone violations of the United States copyright law.

Infringement on copyrighted material, whether prose, poetry, graphic images, music, theatrical performances, video or computer code, is a serious offense against federal law and contrary to the ethical standards required of staff and students alike. The Board further recognizes that severe penalties are provided for unauthorized copying of audio, visual or printed materials unless the copying falls within the bounds of "fair use."

The fair use of a copyrighted work for purposes of teaching, scholarship, or research is not an infringement of copyright. The following factors shall be considered in determining fair use:

1. The purpose and character of the use, including whether the use is of a commercial nature or for non-profit educational purposes.
2. The nature of the copyrighted work.
3. The amount and importance of the portion used in relation to the copyrighted work as a whole.
4. The effect of the use upon the potential market for or value of the copyrighted work.

The Board, therefore, requires that all reproduction of copyrighted material be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as "fair use", under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form. Prior written permission must be obtained whenever copyrighted plays and musical numbers are to be performed in public.

The Board therefore directs that;

1. Unlawful copies of copyrighted materials may not be produced on District-owned equipment or any other equipment on District property.
2. Unlawful copies of copyrighted materials may not be used with District-owned equipment or other equipment on District property.

Instruction

Use of Copying Devices

Copyright Law Compliance (continued)

Any District employee who willingly and knowingly violates the copyright policy shall be held personally liable for infringement and may be subject to disciplinary action. In no circumstances shall it be necessary for District staff to violate copyright requirements in order to perform their duties properly. Copyrighted materials shall be treated as the property of the copyright holder, with all rights and limitations specified in the law.

Legal Reference: Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et seq.

Policy adopted:

cps 11/06

rev. 4/11

An updating of CABE's sample regulation which includes sections pertaining to videotaping, computer software and multimedia programs. This regulation is the recommended replacement for existing "policy" #6161.6.

Instruction

Use of Copying Devices and Copied Materials

General Responsibilities

1. The building Principal will be designated with the responsibility for disseminating and interpreting copyright regulations at the building level. He/She will provide employee training as needed, distribute and review District policy and administrative regulations with staff, control the approval process and maintain written records regarding permissions, response to requests and license agreements, as may be necessary.
2. The building Principal will ensure that budget recommendations include appropriate funds for the purchase of multiple copies of needed software and/or site licenses.
3. The building Principal will ensure that appropriate warning notices are posted to educate and warn individuals using district equipment of the applicable provisions of copyright law. Warning notices will be posted as follows:
 - a. In or near all copiers;
 - b. On all forms used to request copying services;
 - c. On all video recorders;
 - d. On all computers;
 - e. At the library/media center or other places where interlibrary loan orders for copies of materials are accepted.
4. The building Principal will ensure that building computers and computer labs are used only with proper supervision to help protect against unauthorized copying.
5. All computer software license agreements must be signed by the Business Manager/Technology Coordinator.
6. The employee reproducing a copyrighted work will determine whether copying is permitted by law in accordance with District policy and administrative regulations.
7. The employee will obtain written permission to reproduce copyrighted materials whenever the copying does not fall within the "fair use" guidelines of copyright law.
8. The employee using technology will be responsible to ensure that the intended use of the media does not conflict with copyright law. Such technology includes, but is not limited to digital video, videodisk, satellite transmission, distance learning, CD-ROM, on line databases, informational networks, and other emerging electronic information which can be manipulated into new copyrightable forms of expression.

Instruction

Use of Copying Devices and Copied Materials (continued)

Guidelines to Follow

The Copyright Law (Public Law 94-553) requires that all employees honor the following guidelines for classroom copying. Failure to do so could expose the employee and the school system to legal challenge and possible monetary damages.

Books and Periodicals

1. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his/her individual request for his/her scholarly research or use in teaching or preparation to teach a class:

- A. A chapter from a book.
- B. An article from a periodical or newspaper.
- C. A short story, short essay or short poem, whether or not from a collective work.
- D. A chart, graph, diagram, drawing, cartoons or pictures from a book, periodical, or newspaper.

2. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per student in a course) may be made by or for the teacher for classroom use or discussion, provided that:

- A. The copying meets the test of brevity and spontaneity as defined below.
- B. The copying meets the cumulative effect test as defined below.
- C. Each copy includes a notice of copyright.

3. Definitions

A. Brevity

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

Instruction**Use of Copying Devices and Copied Materials (continued)****Definitions (continued)**

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

B. Spontaneity

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

C. Cumulative Effect

- (1) The copying of the material is for only one course in the school in which copies are made.
- (2) Not more than one short poem, article, story, essay or two excerpts may be copied from neither the same author, nor more than three from the same collective work or periodical volume during one class term.
- (3) There shall not be more than nine instances of such multiple copying for one course during one class term.

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

Instruction

Use of Copying Devices and Copied Materials (continued)

4. Prohibitions

Notwithstanding any of the above, the following shall be prohibited:

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

Educational Uses of Music (Sheet and Recorded Music)

1. Permissible Uses

- A. Emergency copying to replace purchased copies, which for any reason are not available, for an imminent performance provided purchased replacement copies shall be substituted in due course.
- B. For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per student.

For academic purposes other than performances, a single copy of an entire performable unit (section, movement, aria, etc.) that is confirmed by the copyright proprietor to be out of print or unavailable except in a larger work may be made by or for a teacher solely for the purpose of his or her scholarly research or in preparation to teach a class.

Instruction

Use of Copying Devices and Copied Materials (continued)

Educational Uses of Music (Sheet and Recorded Music) (continued)

- C. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
- D. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recording owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright, which may exist in the case of sound recording.)
- E. A single recording may be made and retained of student performances of copyrighted material when it is made for purposes of evaluation or rehearsal.
- F. Performances of nondramatic musical works which are copyrighted are permitted without the authorization of the copyright owner, provided that:
 - (1) The performance is not for a commercial purpose;
 - (2) None of the performers, promoters or organizers are compensated; and
 - (3) Admission fees are used for educational or charitable purposes only.
 - (4) All other musical performances require permission from the copyright owner.

2. Prohibitions

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

Instruction

Use of Copying Devices and Copied Materials (continued)

Performances of Dramatic Works: Exemptions

- A. Face-to-face teaching activities are exempt from authorization from the copyright owner for performances by teachers or students of copyrighted dramatic works as part of a teaching activity in a classroom or instructional setting. Playing recordings in class also falls under this category. This exemption does not apply to:
- Performances by actors, singers, or instrumentalists brought in from outside the school to put on a program.
 - Performances given for the recreation or entertainment of any part of an audience.
 - Performances in an auditorium or stadium during a school assembly, graduation ceremony, class play, or sporting event, where the audience is not confined to the members of a particular class.

Such performances listed above require permission from the copyright owner.

- B. Performances at a school concert, as long as no money changes hands, of nondramatic literary or music works are exempt from authorization by the copyright owner. No one can gain any direct or indirect commercial advantage; no fee or compensation can be paid to performers, promoters or organizers; and no admission charge can be levied. If an admission fee is charged, all proceeds must be used only for educational or charitable purposes.

A student concert at a shopping mall is not exempt because the mall gains an indirect commercial advantage.

Reproduction by Libraries

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

1. The reproduction or distribution is made without any purpose of direct or indirect commercial advantage.
2. The collections of the library or archives are open to the public or available not only to researchers affiliated with the library or archives, but also to other persons doing research in a specialized field.
3. The reproduction or distribution of the work includes a notice of copyright.

Instruction

Use of Copying Devices and Copied Materials (continued)

Reproduction by Libraries (continued)

The reproduction of multiple copies of the same material, whether made on one occasion or over a period of time, and whether intended for aggregate use by one individual or for separate use by the individual members of a group, is not authorized.

Libraries are generally exempt from liability for the unsupervised use of reproducing equipment located on its premises, provided that the reproducing equipment displays a notice that the making of a copy may be subject to the copyright law.

Off-Air Recording of Broadcast Programming

In the absence of special licensing agreement, the following guidelines for videotaping broadcast programming apply.

1. Commercial Broadcast Programming

Broadcast programs are television programs transmitted by television stations for reception by the general public without charge.

- A. A broadcast program may be recorded off-air simultaneously with its transmission (including simultaneous cable retransmission) and retained for a period not to exceed the first 45 consecutive calendar days after the date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately.
- B. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and other instruction spaces. This use must occur within the first 10 consecutive school days in the 45 calendar day retention period. "School days" are school session days-not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions.
- C. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests.
- D. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

Instruction

Use of Copying Devices and Copied Materials

Commercial Broadcast Programming (continued)

- E. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy is subject to all of the provisions governing the original recording.
- F. After the first 10 consecutive school days, off-air recordings may be used up to the end of the 45-calendar day retention period only for teacher evaluation purposes.
- G. Off-air recording need not be used in their entirety but may not be altered from their original content. They may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
- H. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

2. Public Broadcast Programming

Video tape recorders may be used under the following conditions:

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

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

Instruction

Use of Copying Devices and Copied Materials (continued)

Showing Audiovisual Works in Non-Profit Institutions

1. Permissible uses

- A. They must be shown as part of the instructional program.
- B. They must be shown by students, instructors, or guest lecturers.
- C. They must be shown either in a classroom or other school location devoted to instruction such as a studio workshop, library, gymnasium, or auditorium if that space is used for instruction.
- D. They must be shown either in a face-to-face setting or where students and teacher(s) are in the same building or general area.
- E. They must be shown only to students and educators.
- F. They must be shown using a legitimate (that is, not illegally reproduced) copy with the copyright notice included.

2. Prohibited use

- A. The works are used for entertainment, recreation, or even for cultural or intellectual value but are unrelated to teaching activity.
- B. They are shown in an auditorium or stadium before an audience not confined to students, such as a sporting event, graduation ceremony, or community lecture or arts series.
- C. They involve an illegally acquired or duplicated copy of the work.

(Guidelines from Section 110(l) and 110(4) of Copyrights Act and House Report)

Copyrighted Computer Software

1. Copying computer software

Because, of the complexity of computer software licensure, the user is advised to read and abide by the license agreement, which accompanies the software.

Instruction

Use of Copying Devices and Copied Materials

Copying computer software (continued)

The owner of a copy of a computer program may make or authorize the making of another copy or adaptation of the program provided:

- A. That such new copy or adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other manner.

or

- B. That such new copy or adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful. (United States Code, Section 117, Title 17 paraphrased)
- C. It is illegal to make duplicate copies of a computer program for distribution to and use by anyone other than the owner of the master copy. Archival copies should be stored in a secure location with appropriate heat and humidity controls.
- D. Archival copies should be stored in a secure location with appropriate heat and humidity controls.

2. Using Computer Software (copyrighted and shareware)

- A. In the absence of special licensure, computer programs purchased as single-machine versions may not be downloaded into multiple computers simultaneously either physically (sequential booting) or electronically (on a network).
- B. District computers may not be used to make illegal copies of copyrighted computer software.
- C. In public areas, which have computers capable of copying software, this warning should be displayed: Many computer programs are protected by copyright. Unauthorized copying may be prohibited by law.
- D. Users wishing to use a disk (program or data disks) brought from outside of the building must check the disk(s) for viruses prior to using the disk(s) in school computers.
- E. Users may not load software onto the district's computer hard drives or networks without prior approval.

Instruction

Use of Copying Devices and Copied Materials

Using Computer Software (copyrighted and shareware) (continued)

- F. Users must abide by policies, regulations, and guidelines for using networks. A network is any means by which computers, computer services, and related technologies are linked. It includes, but is not limited to, local, wide-area, commercial, and the Internet networks.

3. Computer Licenses

- A. The Business Manager is responsible for negotiating and signing licensing agreements for computer software, hardware, or networks. Individuals and individual schools shall refrain from entering into licensing agreements.

Downloadable Programming

Current guidelines for the educational use of electronic transmissions from off-site technology are not well defined. The following recommendations preserve the intent and spirit of copyright law and fair use guidelines.

- A. Technology should not be used to capture licensed programming illegally.
- B. Captured, off-site transmissions should be used for face-to-face instruction, not entertainment.
- C. When programming requires special licensing, the terms of the license must be observed, including taping and duplication rights.

Educational Multimedia

Introduction

Under the Copyright Act of 1976, copyright owners have the exclusive right to reproduce, prepare derivative works, distribute, perform, display, transfer ownership, rent or lend their creations. Under the same Act, the "fair use" exemption places a limit on these exclusive rights to promote free speech, learning, scholarly research and open discussion. Accordingly, under the Act, educators may use portions of copyrighted material if the purpose and character of the use is educational in nature, previously published, not a substantial part of the entire work and if the marketability of the work is not impaired by the use.

Many technological developments have occurred since 1976. The fair use exemption contained in the Copyright Act must again be interpreted by copyright owners and the educational community to allow educators to apply the Act in light of these new technologies.

Instruction

Use of Copying Devices and Copied Materials

Educational Multimedia (continued)

Introduction (continued)

The following guidelines do not represent a legal document, nor are they legally binding. They do represent an agreed upon interpretation of the fair use provisions of the Copyright Act by the overwhelming majority of institutions and organization affected by educational multimedia.

Definitions

These guidelines apply to the use, without permission, of portions of lawfully acquired copyrighted works in educational multimedia projects which are created by educators or students as part of a systematic learning activity by nonprofit educational institutions. **Educational multimedia projects** created under these guidelines incorporate students' or educators' original material, such as course notes or commentary, together with various copyrighted media formats including but not limited to, motion media, music, text material, graphics, illustrations, photographs and digital software which are combined into an integrated presentation. **Educational institutions** are defined as nonprofit organizations whose primary focus is supporting research and instructional activities of educators and students for noncommercial purposes.

For the purposes of the guidelines, educators include faculty, teachers, instructors, and others who engage in scholarly research and instructional activities for educational institutions. The copyrighted works used under these guidelines are **lawfully acquired** if obtained by the institution or individual through lawful means such as purchase, gift or license agreement but not pirated copies. Educational multimedia projects which incorporate portions of copyrighted works under these guidelines may be used only for **educational purposes** in systematic learning activities including use in connection with non-commercial curriculum-based learning and teaching activities by educators to students enrolled in courses at nonprofit educational institutions or otherwise permitted under Section 3. While these guidelines refer to the creation and use of educational multimedia projects, readers are advised that in some instances other fair use guidelines such as those for off-air taping may be relevant.

1. Preparation of Educational Multimedia Projects using Portions of Copyrighted Works.

These uses are subject to the Portion Limitations listed in Section 3. They should include proper attribution and citation as defined in Section 5.B.

A. By Students:

Students may incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia projects for a specific course.

Instruction

Use of Copying Devices and Copied Materials

Educational Multimedia (continued)

B. By Educators for Curriculum-Based Instruction:

Educators may incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia programs for their own teaching tools in support of curriculum-based instructional activities at educational institutions.

2. Permitted uses of Educational Multimedia Programs Created under these guidelines

Uses of educational multimedia projects created under these guidelines are subject to the Time, Portion, Copying, and Distribution Limitations listed in Section 3.

A. Student Use:

Students may perform and display their own educational multimedia projects created under Section I of these guidelines for educational uses in the course for which they were created and may use them in their own portfolios as examples of their academic work for later personal uses such as job and graduate school interviews.

B. Educator use for Curriculum-Based Instruction

Educators may perform and display their own educational multimedia projects created under Section I for curriculum-based instruction to students in the following situations:

1. For face-to-face instruction.
2. Assigned to students for directed self-study.
3. For remote instruction to students enrolled in curriculum-based courses and located at remote sites, provided over the educational institution's secure electronic network in real-time, or for after class review or directed self-study, provided there are technological limitations on access to the network and educational multimedia project (such as a password or PIN) and provided further that the technology prevents the making of copies of copyrighted material.

Instruction

Use of Copying Devices and Copied Materials

Educational Multimedia (continued)

B. Educator use for Curriculum-Based Instruction (continued)

If the educational institution's network or technology used to access the educational multimedia project created under Section I of these guidelines cannot prevent duplication of copyrighted material, students or educators may use the multimedia educational projects over an otherwise secure network for a period of only 15 days after its initial real-time remote use in the course of instruction or 15 days after its assignment for directed self-study. After that period, one of the two use copies of the educational multimedia project may be placed on reserve in a learning resource center, library or similar facility for on-site use by students enrolled in the course. Students shall be advised that they be not permitted to make their own copies of the multimedia project.

C. Educator Use for Peer Conferences

Educators may perform or display their own multimedia projects created under Section I of these guidelines in presentations to their peers, for example, at workshops and conferences.

D. Educator Use for Professional Portfolio

Educators may retain educational multimedia projects created under Section I of these guidelines in their personal portfolios for later personal uses such as tenure review job interviews.

3. Limitations - Time, Portion, Copying and Distribution

The preparation of educational multimedia projects incorporating copyrighted works under Section 1, and the use of such projects under Section 2, are subject to the limitations noted below.

A. Time Limitations:

Educators may use their educational multimedia projects created for educational purposes under Section I of these guidelines for teaching courses, for a period of up to two years after the first instructional use with a class. Use beyond that time period, even for educational purposes, requires permission for each copyrighted portion incorporated in the production. Students may use their educational multimedia projects as noted in Section 2.A.

Instruction

Use of Copying Devices and Copied Materials

Educational Multimedia (continued)

B. Portion Limitations:

Portion limitations mean the amount of a copyrighted work that can reasonably be used in educational multimedia projects under these guidelines regardless of the original medium from which the copyrighted works are taken. In the aggregate means the total amount of copyrighted material from a single copyrighted work that is permitted to be used in an educational multimedia project without permission under these guidelines. These limits apply cumulatively to each educator or student's multimedia project(s) for the same academic semester, cycle or term.

All students should be instructed about the reasons for copyright protection and the need to follow these guidelines. It is understood, however, that students in kindergarten through grade six may not be able to adhere rigidly to the portion limitations in this section in their independent development of educational multimedia projects. In any event, each such project retained under Section 3.A and 4.C should comply with the portion limitations in this section.

1. Motion Media

Up to 10% or 3 minutes, whichever is less, in the aggregate of a copyrighted motion media work may be reproduced or otherwise incorporated as part of a multimedia project created under Section 2 of these guidelines.

2. Text Material

Up to 10% or 1000 words, whichever is less, in the aggregate of a copyrighted work consisting of text material may be reproduced or otherwise incorporated as part of a multimedia project created under Section 2 of these guidelines. An entire poem of less than 250 words may be used, but no more than three poems by one poet, or five poems by different poets from any anthology may be used. For poems of greater length, 250 words may be used but no more than three excerpts by a poet or five excerpts by different poets from a single anthology may be used.

Instruction

Use of Copying Devices and Copied Materials

Educational Multimedia (continued)

3. Music, Lyrics, and Music Video

Up to 10%, but in no event more than 30 seconds, of the music and lyrics from an individual musical work (or in the aggregate of extracts from an individual work), whether the musical work is embodied in copies, or audio or audiovisual works, may be reproduced or otherwise incorporated as a part of a multimedia project created under Section 1. Any alterations to a musical work shall not change the basic melody or the fundamental character of the work.

4. Illustrations and Photographs

The reproduction or incorporation of photographs and illustrations is more difficult to define with regard to fair use because usually precludes the use of an entire work. Under these guidelines a photograph or illustration may be used in its entirety but no more than 5 images by an artist or photographer may be reproduced or otherwise incorporated as part of an educational multimedia project created under Section 1. When using photographs and illustrations from a published collective work, not more than 10% or 15 images, whichever is less, may be reproduced or otherwise incorporated as part of an educational multimedia project created under Section 1.

5. Numerical Data Sets

Up to 10% or 2500 fields or cell entries, whichever is less, from a copyrighted database or data table may be reproduced or otherwise incorporated as part of an educational multimedia project created under Section I of these guidelines. A field entry is defined as a specific item of information, such as a name or Social Security number, in a record of a database file. A cell entry is defined as the intersection where a row and a column meet on a spreadsheet.

C. Copying and Distribution Limitations

Only a limited number of copies, including the original, may be made of an educator's educational multimedia project. For all of the uses permitted by Section 2, there may be no more than two use copies only one of, which may be placed on reserved as described in Section 2.B.3.

An additional copy may be made for preservation purposes but may only be used or copied to replace a use copy that has been lost, stolen, or damaged. In the case of a jointly created educational multimedia project, each principal creator may retain one copy but only for the purposes described in Sections 2.C and 2.D for educators and Section 2.A for students.

Instruction

Use of Copying Devices and Copied Materials

Educational Multimedia (continued)

4. Examples of When Permission Is Required

A. Using Multimedia Projects for Non-Educational or Commercial Purposes

Educators and students must seek individual permissions (licenses) before using copyrighted works in educational multimedia projects for commercial reproduction and distribution.

B. Duplication of Multimedia Projects Beyond Limitations Listed in These Guidelines

Even for educational uses, educators and students must seek individual permissions for all copyrighted works incorporated in their personally created educational multimedia projects before replicating or distribution beyond the limitations listed in Section 3.C.

C. Distribution of Multimedia Projects Beyond Limitations Listed in These Guidelines

Educators and students may not use their personally created educational multimedia projects over electronic networks, except for uses as described in Section 2.B.3, without obtaining permissions for all copyrighted works incorporated in the program.

5. Important Reminders

A. Caution in Downloading Material from the Internet

Educators and students are advised to exercise caution in using digital material downloaded from the Internet in producing their own educational multimedia projects, because there is a mix of works protected by copyright and works in the public domain on the network. Access to works on the Internet does not automatically mean that these can be reproduced and reused without permission or royalty payment and, furthermore, some copyrighted works may have been posted to the Internet without authorization of the copyright holder.

Instruction

Use of Copying Devices and Copied Materials

Educational Multimedia (continued)

5. Important Reminders (continued)

B. Attribution and Acknowledgment

Educators and students are reminded to credit the sources and display the copyright notice “C” and copyright ownership information if this is shown in the original source, for all works incorporated as part of the educational multimedia projects prepared by educators and students, including those prepared under fair use. Crediting the source must adequately identify the source of work, giving a full bibliographic description where available (including author, title, publisher, and place and date of publication). The copyright ownership information includes the copyright notice “C”, year of first publication and name of the copyright holder).

The credit and copyright notice information may be combined and shown in a separate section of the educational multimedia project (e.g. credit section) except for images incorporated into the project for the uses described in Section 2.B.3. In such cases, the copyright notice and the name of the creator of the image must be incorporated into the image when, and to the extent, such information is reasonably available; credit and copyright notice information is considered “incorporated” if it is attached to the image file and appears on the screen when the image is viewed. In those cases when displaying source credits and copyrights ownership information on the screen with the image would be mutually exclusive with an instructional objective (e.g. during examinations in which the source credits and/or copyright information being simultaneously displayed on the screen. In such cases, this information should be linked to the image in a manner compatible with such instructional objectives.

C. Notice of Use Restrictions

Educators and students are advised that they must include on the opening screen of their multimedia program and any accompanying print material a notice that certain materials are included under the fair use exemption of the U.S. Copyright Law and have been prepared according to the multimedia fair use guidelines and are restricted from further use.

Instruction

Use of Copying Devices and Copied Materials

Educational Multimedia (continued)

D. Future Uses Beyond Fair Use

Educators and students are advised to note that if there is a possibility that their own educational multimedia project incorporating copyrighted works under fair use could later result in broader dissemination, whether or not as commercial product, it is strongly recommended that they take steps to obtain permissions during the development process for all copyrighted portions rather than waiting until after completion of the project.

E. Integrity of Copyrighted Works: Alterations

Educators and students may make alterations in the portions of the copyrighted works they incorporate as part of an educational multimedia project only if the alterations support specific instructional objectives. Educators and students are advised to note that alterations have been made.

F. Reproduction or Recompilation of Copyrighted Computer Programs

Educators and students should be aware that reproduction or recompilation of copyrighted computer programs and portions thereof, for example the transfer of underlying code or control mechanisms, even for educational uses, are outside the scope of these guidelines.

G. Licenses and Contracts

Educators and students should determine whether specific copyrighted works, or other data or information is subject to a license or contract. Fair use and these guidelines shall not preempt or supersede licenses and contractual obligations.

Legal Reference: Public Law 94-553, The Copyright Act of 1976, (17 U.S.C. subsection 101 et seq.)

House Report 94-1476, Congressional Record, September 11, 1976
(Copyright Law Revision)

Regulation approved:

cps 10/99
rev. 11/06
rev. 4/11

Existing policy, presently numbered 6161.7 adopted 3/20/06, appropriate as numbered.

Instruction**Use of Proprietary Software Products**

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

1. Public domain (i.e.,uncopyrighted) software.
2. Software covered by a licensing agreement with the software author, authors, vendor, or developer, whichever is applicable (a licensing agreement is a legal contract authorizing use of the software).
3. Software purchased by a school or school system, with a record of purchase on file.
4. Software purchased by the user, with a record of purchase available for verification.
5. Software donated and officially accepted by the Board.
6. Software being reviewed or demonstrated by the users in order to reach a decision about possible future purchase, license, or acceptance of a donation.
7. Software written or developed by an employee for use by the schools or to assist in training school district personnel.
8. Software developed by a non-employee under contract to the school system for use by the school system or to assist in training school district personnel.

In addition, none of the software in the categories listed above may be used or obtained in violation of copyright law or licensing agreements.

Licensing agreements or other forms of documentation covering software shall be kept on file at the location where the computer program is used.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

A regulation to consider.

Instruction

Educational Software

Educational Software Review and Acquisition Process

1. All software will correlate with the curriculum, academic area outcomes, the CMT and/or CAPT.
2. Software will be evaluated by individuals within our school district to ensure that the software is appropriate for our children. In addition, software evaluations from outside sources will be examined.
3. All individuals evaluating software must complete the district's evaluation form.
4. A database of approved software is available to assist schools in making purchases. This database includes the academic outcomes that correlates with the curriculum. A copy of the software evaluations will be kept in a central location.
5. District-wide or large discount purchases may be recommended saving the school system a considerable amount of money and ensuring that only high quality software is purchased.
6. School technology committees will be encouraged to review software on the district's evaluation form. Steps one and two must be followed with a minimum of two site-based individuals reviewing the software based on the district's criteria.
7. Purchase orders and evaluation forms must be sent to either the Director of Curriculum, Instruction and Assessment or designee. The appropriate department head will then be notified of the pending purchase. Updated approved software lists will be available.
8. District-wide software committees are established and welcome volunteers.

Regulation approved:

rev 8/18/98

SOFTWARE EVALUATION FORM

Title _____ Publisher _____

Hardware Requirements _____

Academic Area(s) _____ Range of Grade levels _____

Give a one or two sentence description of the program.

What academic area outcome(s), CMT, CAPT and/or curriculum does this software address?
Please state the page number for the outcome(s) from the Academic Area Outcomes book.

Software Type(s)

_____ Drill and Practice

_____ Tutorial

_____ Simulation

_____ Problem Solving

_____ Word Processing

_____ Material Generation

_____ Educational Game

_____ Computer-Managed Instruction

_____ Database

_____ Other, please specify:

Enter to the left of the items below one of the following:

SA - Strongly Agree **A** -Agree **D** - Disagree **SD** - Strongly Disagree **NA** - Not Applicable

- Content has clearly defined objectives.
- Content is accurate.
- Content has high educational value.
- Content is presented clearly and logically.
- Content is free of race, ethnic, gender, sex, age and other stereotypes.
- The student responses are handled effectively.
- Software branches to appropriate level of difficulty.
- Software randomly generates questions.
- User can easily and independently utilize the software.
- User can control the rate and sequence of instruction.
- The displays are effective.
- The graphics/music/sound/color have instructional value.
- Software has effective management system (keeps records of student response, provides appropriate reports).
- Software includes diagnostic testing.
- Documentation is comprehensive and effective.

Is the program available in another language?

If yes, please specify: _____

RECOMMENDATIONS

Do you recommend the use of this software?

- Highly recommend
- Recommend
- Recommend subject to the following changes:

Do not recommend

Please state reasons.

Strengths: _____

Weaknesses/Questions: _____

Other Comments: _____

Evaluated by _____ Date _____

School _____ Position _____
Grade Level _____ Subject _____

THANK YOU

An optional policy to consider.

Instruction

Instructional Resources for Students

The Board of Education shall provide such books, either as regular textbooks, as supplementary books or as library books, and such supplies, materials and equipment deemed necessary for students to meet the needs of instruction. Equipment, books, and materials for a learning area shall be selected by certified staff in that area.

All books and equipment, including, but not limited to, assistive devices for students with disabilities, shall be loaned and materials and supplies furnished to all students free of charge, subject to the policies of the Board and administrative regulations pertaining to their care and use.

All general school and art supplies are furnished to students. In the case of crafts and industrial art classes where projects are made, students may be required to pay the costs of materials.

Any textbook or learning material that will serve the function of a textbook must be processed through the district primary learning material adoption procedure and formally adopted by the Board of Education. This applies to a textbook or material that will be used as a primary learning tool on an ongoing basis with the majority of students in a class, course, or learning group within a class.

Primary learning materials are textbooks, paperback books, audiovisual kits, or other instructional materials which are used for the duration of a course or school year and used by all students in a class, course, or learning group within a class.

Supplemental learning materials are those books, audiovisual kits, and other instructional materials that instructional staff uses to complement primary learning materials.

- (cf. 6161 – Equipment, Books and Materials: Provision/Selection)
- (cf. 6161.1 – Evaluation/Selection of Instructional Materials)
- (cf. 6161.12 - Reconsideration of Instructional Materials)
- (cf. 6161.2 – Care of Instructional Materials)
- (cf. 6161.21 – Damage of Instructional Materials – Fees/Fines/Charges)

Legal Reference	Connecticut General Statutes 10-76y Assistive devices. 10-221 Boards of Education to prescribe rules. 10-222a Boards to have use of funds derived from repayment for school materials. 10-228 Free textbooks, supplies, materials and equipment. 10-229 Change of textbooks.
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Policy adopted:
cps 7/05

Killingly's version of this policy.

Instruction

Selection of School Library Media Resources

Responsibility for Selection of Materials

The Killingly School Board is legally responsible for all matters relating to the operation of Killingly Schools, including the Library Media Resource Center. This School Board subscribes to the Library Bill of Rights (AASL).

The primary responsibility for the selection of library materials lies with media specialists employed by the school system. Recommendation of resources may involve many people: principals, supervisors, teachers, students, parents and laypersons. The responsibility for coordinating the selection of library media resources and making the recommendation for purchase rests with the professionally trained media personnel.

Objectives of Selection

The primary objective of the school's educational media center is to implement, enrich and support the educational program of the school. It is the responsibility of the center to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view.

The Killingly School Board asserts that the responsibility of the library media center is:

- to provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served.
- to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- to provide a background of information that will enable students to make intelligent judgments in their daily lives.
- to provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical analysis of all media.
- to provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage.
- to place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library media center.

Instruction

Selection of School Library Media Resources

Criteria for Selection of Library Media Resources

Needs of the individual school based on knowledge of the curriculum, teacher and student needs and of the existing collection are given first consideration. Materials for purchase are considered on the basis of:

- overall purpose
- timeliness and permanence
- importance of the subject matter
- quality of the writing or production
- readability and popular appeal
- authoritativeness
- reputation of the producer or publisher
- reputation and significance of the author, artist, composer
- format and price

Policy adopted:

KILLINGLY PUBLIC SCHOOLS
Danielson, Connecticut

cps 1/05

Killingly's administrative regulation to consider/modify.

Instruction

Selection of School Library Media Resources

Administrative Regulations

In selecting materials for purchase, library media personnel evaluate the existing collection and consult:

- reputable, unbiased, professionally prepared selection aids including book lists, special bibliographies, current reviewing media etc., such as publications of the American Library Association, National Councils of Teachers of English, H.W. Wilson Catalog series and the publications of other professional educational organizations.
- subject specialists and other educators at all grade levels.
- media or curriculum committees, where they may exist, which serve in an advisory capacity in the selection of materials.

In specific areas, the library media person follows procedures such as the following:

- Gift materials are judged by basic selection standards, and are accepted or rejected by these standards.
- Multiple copies are purchased as needed.
- Worn or missing standard items are replaced systematically.
- Out-of-date or no longer useful materials are withdrawn from the collection.

Regulation approved:

KILLINGLY PUBLIC SCHOOLS
Danielson, Connecticut

cps 1/05

6163.3(a)

Existing policy #6163.3 adopted 7/21/03, appropriate as written and with addition to legal reference.

Instruction

Live Animals in the Classroom

The Board of Education recognizes that there are medical and physical dangers associated with animals, both wild and domesticated, in the classroom and/or on school property. The Board also recognizes that under proper conditions, animals can be an effective teaching aid. The following guidelines are adopted regarding all animals (mammals, birds, reptiles/amphibians, fish, and insects) in the classroom or on school property.

- All requests to have animals in the classroom or on school property must be submitted to the Principal in writing. Included in the request should be a description of the activity, type of animal, educational purpose/benefit, length of activity and a plan for the care of the animal. The Principal has the discretion to permit or deny the presence of animals.
- Parents/guardians must be notified in writing prior to any activity involving animals.
- Students and teachers with allergies must receive special consideration before animals are brought into school. Prior to any exposure to animals in school, the teacher should be aware of any condition such as allergies which could be exacerbated by exposure to animals. Appropriate and reasonable accommodations will be accorded to protect the health of such individuals.
- All requests to take field trips involving animals must be submitted to the Principal in writing. In determining whether to grant the request, the Principal shall be guided by the district policy on field trips and shall also take into consideration any known allergies among the students and the possible side effects of the planned exposure to animals.
- No domesticated animals, including dogs, cats, primates or livestock shall be allowed in schools unless proof of appropriate and/or current rabies vaccination is provided. Any domesticated mammal that is too young to be immunized for rabies will not be handled by students.
- No wild animal (i.e., skunks, raccoons, bats, ground hogs, monkeys or fox) shall be allowed unless under the control of an individual trained in the care and management of the animals (i.e., zoo keepers, docents, veterinarians, etc.).
- All animals brought for exhibit must be restrained by the owner/handler.
- No poisonous animals are allowed unless brought in cages/containers that prevent contact with students and faculty.
- Each teacher is responsible for the proper supervision and control of students under his/her direction whenever there is an exhibit or activity involving animals in the school.

Instruction

Live Animals in the Classroom (continued)

- Animals will be allowed to be housed in classrooms only for a specified and appropriate educational purpose of the time necessary to achieve the educational goal.
- It is the responsibility of the teacher to provide a plan for care for classroom-housed animals including care on weekends and during emergency closure. No animals shall be housed at school unless the teacher involved is familiar with the appropriate care, feeding, and handling of the animals. All waste products must be cleaned from cages on a daily basis by an adult such as a teacher, assistant, volunteer, etc. Cages will not be cleaned by students and students will not have direct contact with animal waste products.
- Each teacher is responsible for the proper control of animals brought to the classroom for instructional purposes, including the effective protection of students. This includes keeping the animals in appropriate cages or containers for the protection of the animal and individuals.
- No animals will be allowed free range in the facility.
- Supervised hand washing for a minimum of 20 seconds with soap and water will be conducted by students after handling animals. Hand washing will be conducted immediately after the activity has ended and prior to any further school or classroom activity. Eating/drinking will not be allowed during the animal exhibition or during activities involving animals.
- The Principal and parent/guardian must be notified as soon as possible if an individual is bitten by an animal or any incident occurs which could have an adverse effect on physical or emotional health. The supervising teacher will complete a written report describing the incident.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

A policy to consider.

Instruction

Live Animals in the Classroom

Service Animals in Schools

The Board of Education (Board) adopts this policy to ensure that individuals with disabilities are permitted to participate in and benefit from district programs, activities and services, and to ensure that the District does not discriminate on the basis of disability.

Service animal means any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability.

The Board shall permit individuals with disabilities to use service animals in District buildings; on District property; and on vehicles that are owned, leased or controlled by the School District, upon request and submission of required documentation.

Admission of Service Animals to Schools

A student or an employee with a disability may submit a request to bring a service animal to school for educational or employment purposes. However, there is no automatic right to be accompanied by a service animal in the school setting.

Parents/Guardians of students with disabilities who believe the student needs to bring a service animal to school in order to receive a free and appropriate public education shall notify the Building Principal or the Section 504 or IEP/PPT team. The appropriate team shall evaluate the request to use the service animal in school, gather necessary information and determine whether the student requires the service animal during the school day or at school activities. Any service animal accompanying a student with a disability to school or school activities shall be handled and cared for in a manner detailed in the student's IEP or Section 504 service agreement.

Trained service animals shall be permitted in District buildings and on District property and vehicles for non-educational reasons under the following circumstances:

1. Totally or partially blind individuals may be accompanied by a trained guide animal.
2. Deaf or hearing impaired individuals may be accompanied by a trained hearing animal.
3. Mobility impaired or other disabled individuals may be accompanied by a trained service animal.
4. Individuals conducting training of a service animal may be accompanied for the purpose of school business by a service animal in training, but training shall not normally occur in the classroom during instructional time.

Instruction

Live Animals in the Classroom

Service Animals in Schools

Admission of Service Animals to Schools (continued)

Before a service animal shall be allowed in a District building, or on District property or vehicles, the owner or handler of the animal shall submit to the Building Principal a written request and the following documentation from a certified professional: *(Note: Federal regulations pertaining to the Americans with Disabilities Act and Service Animals prohibits a public entity from asking about the nature and extent of a person's disability. However the following inquiry is permitted.)*

1. Verification of the need for a service animal because of a disability.
2. Description of the function(s) the service animal is expected to perform in relation to the individual's disability. (What work or task the animal has been trained to perform.)

Admission of Service Animals to Public Events

Individuals with disabilities may be accompanied by their service animals while on District property for events that are open to the general public. This right of access does not extend to the schools generally or to other activities that are not open to the general public.

School administrators may inquire of the owner or handler of an animal whether the animal is a trained service animal and the specific tasks that the animal has been trained to perform, but shall not ask questions about an individual's disability.

The District shall not require an owner or handler of a service animal to pay an extra charge for the animal to attend events for which a fee is charged.

Delegation of Responsibility

The owner or handler of a service animal shall be solely responsible for:

1. Supervision and care of the animal, including any feeding, exercising, clean up and stain removal.
2. Leashing and properly restraining the animal at all times.
3. Damages to district buildings, property and vehicles caused by the animal.
4. Injuries to students, employees, volunteers and visitors caused by the animal.
5. Annual submission of documentation of vaccinations and immunizations.

The Building Principal shall receive and forward to the () Director of Special Education () Supervisor of Special Education () Section 504 Team () Superintendent each completed request by an individual with a disability to be accompanied by a service animal.

Instruction

Live Animals in the Classroom

Service Animals in Schools

Delegation of Responsibility (continued)

The _____ shall respond to the request.

District administrators may exclude a service animal from District buildings, property and vehicles under the following circumstances:

1. Presence of the animal poses a direct threat to the health and safety of others.
2. Owner or handler is unable to control the animal.
3. Presence of the animal significantly disrupts or interferes with the educational process.
4. Presence of the animal would require a fundamental alteration to the program.
5. The animal is not housebroken.

The Superintendent or designee shall develop and disseminate administrative regulations to implement Board policy and accommodate individuals with disabilities requesting use of a service animal in District buildings and on District property and vehicles.

The designated administrator shall ensure that all individuals involved in a situation where a service animal will regularly accompany an owner or handler in District buildings or on District property or vehicles are informed of the Board policy and administrative regulations governing this issue. Involved individuals can include administrators, appropriate employees, student and parent/guardian.

Legal References: Connecticut General Statutes
10-221 Boards of education to prescribe rules, policies and procedures.
46a-42 Mobility impaired person
46a-44 through 46a-64 Public accommodations and transportation, admittance to. (Access of guide and assistance dogs to modes of public transportation and in places of public accommodation)
Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b)
American Disability Act – 42 U.S.C. Sec. 12101 et seq.
28 C.F.R. Parts 35 & 36, “Nondiscrimination on the Basis of Disabilities in State and Local Government Services; Final Rules”

Policy adopted:

cps 4/11

A sample regulation to consider.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs)

Background

Service animals are animals trained to assist people with disabilities in the activities of normal living. The Board of Education, in compliance with state and federal laws allows service animals to accompany persons with disabilities to be on the District campus. This regulation differentiates “service animals” from “pets”, describes types of service dogs, denotes campus locations that are off-limits to service animals, and sets behavioral guidelines for service animals.

Definitions

Partner/Handler: A person with a service animal. A person with a disability is called a partner; a person without a disability is called a handler.

Pet: A domestic animal kept for pleasure or companionship. Pets are not permitted in District facilities. Permission may be granted by an administrator for a pet to be in a District facility for a specific reason at a specific time (e.g., a pet dog is used for a demonstration tool in a class).

Service Animal: Any animal individually trained to do work or perform tasks for the benefit of a person with a disability. Service animals are usually dogs. Federal regulations also include miniature horses as service animals. A service animal is sometimes called an assistance animal.

Team: A person with a disability, or a handler, and his or her service animal. The twosome works as a cohesive team in accomplishing the tasks of everyday living.

Trainee: An animal undergoing training to become a service animal. A trainee will be housebroken and fully socialized. To be fully socialized means the animal will not, except under rare occasions, bark, yip, growl or make disruptive noises; will have a good temperament and disposition; will not show fear; will not be upset or agitated when it sees another animal; and will not be aggressive. A trainee will be under the control of the handler, who may or may not have a disability. If the trainee begins to show improper behavior, the handler will act immediately to correct the animal or will remove the animal from the premises.

Types of Service Dogs

A Guide Dog is a carefully trained dog that serves as a travel tool to persons with severe visual impairment or who are blind.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs)

Types of Service Dogs (continued)

A **Hearing Dog** is a dog who has been trained to alert a person with significant hearing loss or who is deaf when a sound, e.g., knock on the door, occurs.

A **Service Dog** is a dog that has been trained to assist a person who has a mobility or health impairment. Types of duties the dog may perform include carrying, fetching, opening doors, ringing doorbells, activating elevator buttons, steadying a person while walking, helping a person up after a fall, etc. Service dogs are sometimes called assistance dogs.

A **Ssig Dog** is a dog trained to assist a person with autism. The dog alerts the partner to distracting repetitive movements common among those with autism, allowing the person to stop the movement (e.g., hand flapping). A person with autism may have problems with sensory input and need the same support services from a dog that a dog might give to a person who is blind or deaf.

A **Seizure Response Dog** is a dog trained to assist a person with a seizure disorder; how the dog serves depends on the person's needs. The dog may stand guard over the person during a seizure, or the dog may go for help. A few dogs have somehow learned to predict a seizure and warn the person in advance.

Requirements for Faculty, Staff, and Students

Allow a service animal to accompany the partner at all times and everywhere on campus except, where service animals are specifically prohibited.

Do not pet a service animal; petting a service animal when the animal is working distracts the animal from the task at hand.

Do not feed a service animal. The service animal may have specific dietary requirements. Unusual food or food at an unexpected time may cause the animal to become ill.

Do not deliberately startle a service animal.

Do not separate or attempt to separate a partner/handler from his or her service animal.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs) (continued)

Requirements of Service Animals and Their Partners/Handlers

Vaccination: The animal must be immunized against diseases common to that type of animal. Dogs must have had the general maintenance vaccine series, which includes vaccinations against rabies, distemper, and parvovirus. All vaccinations must be current.

Licensing: Dogs are to wear an owner identification tag at all times. The dog must also wear a current rabies tag and dog license tag. Connecticut law requires dogs to wear a harness or an orange-colored leash and collar which makes it readily identifiable as a licensed guide dog.

Health: The animal must be in good health.

Under Control of Partner/Handler: The partner/handler must be in full control of the animal at all times. The care and supervision of a service animal is solely the responsibility of its partner/handler. A service animal must have a harness, leash, or other tether, unless the handler is unable because of a disability to use a harness, leash, or other tether, or the use of such devices would interfere with the service animal's safe, effective performance of work or tasks. In such cases the service animal must be otherwise under the handler's control using voice control, signals or other effective means.

When a Service Animal Can Be Asked to Leave

Disruption: The partner of an animal that is unruly or disruptive (e.g., barking, running around, bringing attention to itself) may be asked to remove the animal from District facilities. If the improper behavior happens repeatedly, the partner may be told not to bring the animal into any District facility until the partner takes significant steps to mitigate the behavior. Mitigation can include muzzling a barking animal or refresher training for both the animal and the partner.

Health: Service animals that are ill should not be taken into public areas. A partner with an ill animal may be asked to leave District facilities.

Uncleanliness: Partners with animals that are unclean and/or bedraggled may be asked to leave District facilities. An animal that becomes wet from walking in the rain or mud or from being splashed by a passing automobile, but is otherwise clean, should be considered a clean animal. Animals that shed in the spring sometimes look bedraggled. If the animal in question usually is well groomed, consider the animal tidy even though its spring coat is uneven and messy-appearing or it has become wet from weather or weather-related incidents. A service animal that is not housebroken shall not be permitted on school premises.

If a service animal is excluded from District premises based upon the above reasons, the individual with a disability shall be given the opportunity to participate in the service, program, or activity without having the service animal on the premises.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs) (continued)

Areas Off Limits to Service Animals

- A. **Mechanical Rooms/Custodial Closets:** Mechanical rooms, such as boiler rooms, facility equipment rooms, electric closets, elevator control rooms and custodial closets, are off-limits to service animals. The machinery and/or chemicals in these rooms may be harmful to animals.
- B. **Areas where protective clothing is necessary:** Any room where protective clothing is worn is off-limits to service animals. Examples impacting students include chemical laboratories, wood shops, metal/machine shops and photography dark rooms.
- C. **Areas where there is danger to the service animal:** Any room, including a classroom, where there are sharp metal cuttings or other sharp objects on the floor or protruding from a surface; where there are hot materials on the floor; where there is a high level of dust; or where there is moving machinery is off-limits to service animals.

Exceptions:

A laboratory instructor may open his or her laboratory to all service animals.

A laboratory instructor in a classroom or teaching laboratory with moving equipment may grant permission to an individual animal/partner team to enter the laboratory or classroom with moving machinery. Admission for each team will be granted or denied on a case-by-case basis. The final decision shall be made based on the nature of the machinery or class and the best interest of the animal. *Example:* The machinery in a classroom may have moving parts at a height such that the tail of a large dog could easily be caught in it; this is a valid reason for keeping large dogs out. However, a very small hearing dog may be shorter than any moving part and, therefore, considered for admission to the classroom.

Access to other designated off-limits areas may be granted on a case-by-cases basis.

To be granted an exception: A student who wants his or her animal to be granted admission to an off-limits area should contact the Supervisor of Special Education.

Instruction

Live Animals in the Classroom

Service Animals (Guide or Assistance Dogs) (continued)

Emergency Situations

In the event of an emergency, the Emergency Response Team (ERT) should be trained to recognize service animals and to be aware that the animal may be trying to communicate the need for help. The animal may become disoriented from the smell of smoke from a fire or laboratory emergency, from sirens or wind noise, or from shaking and moving ground. The partner and/or animal may be confused by the stressful situation. The ERT should be aware that the animal is trying to be protective and, in its confusion, is not to be considered harmful. The ERT should make every effort to keep the animal with its partner. However, the ERT's first effort should be toward the partner; this may necessitate leaving an animal behind in certain emergency evacuation situations.

To help ensure appropriate ERT response, this policy and administrative regulation shall be disseminated to local law enforcement and fire departments.

Regulation approved:

cps 11/07

rev. 4/11

Request for a Service Animal to Accompany a Student in School Facilities¹

This form identifies criteria to help the District minimize risks that a service animal poses to students, staff, and the educational environment. It is not based on speculation, stereotypes, or generalizations about students with disabilities. Each criterion includes guidelines and explanations with resources. A service animal that meets the criteria may accompany a student to all school functions in or outside the classroom.

Parent/guardian Complete this form and return it to the Building Principal. It will be used during the PPT/Individual Education Plan or Section 504 plan meeting.

Student name (please print)	Date of birth
School attending	Grade
Parent/Guardian name (please print)	Contact number
Animal owner's name (if other than parent/guardian; please print)	Contact number
Animal handler's name (if other than owner's name; please print)	Contact number

Please initial before each of the following statements if the statement is true.

_____ **The animal has completed a professional service animal training program.**
(Initials)

Guidelines	Explanation
Trained service animals generally include: <ul style="list-style-type: none"> • Hearing dog • Guide dog • Assistance dogs • Seizure alert dog • Mobility dog • Psychiatric service dog • Autism service dog (could be same as therapy dog) • Miniature horse 	To minimize risks, a service animal should be professionally trained. This training is different from and in addition to the individualized training to perform tasks for the benefit of the student. Assistance Dogs International, Inc. (ADI) is a coalition of not-for-profit organizations. Its purpose is to improve the areas of training, placement, and utilization of service dogs. See its website for service animal training programs at: www.assistedogsinternational.org/Standards?serviceDogStandards.php

Guidelines	Explanation
<p>Trained service animals generally do not include:</p> <ul style="list-style-type: none"> • Skilled Companion Animal • Social Dog • Facility Dog • Trained Agility Dog • Police Dog • Search and Rescue Dog • Helping Dog 	<p>To minimize risks, a service animal should be professionally trained. This training is different from and in addition to the individualized training to perform tasks for the benefit of the student.</p> <p>Assistance Dogs International, Inc. (ADI) is a coalition of not-for-profit organizations. Its purpose is to improve the areas of training, placement, and utilization of service dogs. See its website for service animal training programs at: www.assistancedogsinternational.org/Standards?serviceDogStandards.php</p>

_____ **The animal meets minimum standards for a service animal in public**
(Initials)

Guidelines	Explanation
<p>Public appropriateness standards:</p> <ul style="list-style-type: none"> • Clean, well-groomed with no offensive odor. • Does not urinate or defecate in inappropriate locations. <p>Behavior standards:</p> <ul style="list-style-type: none"> • Does not disrupt the normal course of school business; solicit attention, visit or annoy, solicit or steal food or other items from any member of the staff or student population; or vocalize unnecessarily, i.e., barking, growling or whining, etc. • Shows no aggression towards people or other animals, i.e., showing teeth, barking, growling, jumping on individuals, etc. 	<p>Requiring “minimum standards for a service animal in public” ensures that the school provides reasonable accommodations without fundamentally altering the nature of the school environment. No State laws or agency rules address specific minimum standards for a service animal. This list follows the ADI’s “minimum standards for a service animal in public,” available at: www.assistancedogsinternational.org/Standards/ServiceDogStandards.php.</p> <p>Additional standards may be appropriate to meet a school building’s and its students’ needs. The ADI’s sample public access test ensures that an animal has appropriate behavior for a public setting. Available at: www.assistancedogsinternational.org/publicaccesstest.php.</p>

Guidelines	Explanation
<p>General training standards:</p> <ul style="list-style-type: none"> •Works calmly and quietly on harness, leash, or other tether. •Performs tasks in the school setting and lies quietly beside the student or adult handler without blocking aisles, doorways, etc. •Trained to urinate and defecate on command. •Stays within 24 inches of the student or adult handler at all times unless the nature of a trained task requires it to be working at a greater distance. 	<p>Requiring “minimum standards for a service animal in public” ensures that the school provides reasonable accommodations without fundamentally altering the nature of the school environment. No State laws or agency rules address specific minimum standards for a service animal. This list follows the ADI’s “minimum standards for a service animal in public,” available at: www.assistancedogsinternational.org/Standards/ServiceDogStandards.php.</p> <p>Additional standards may be appropriate to meet a school building’s and its students’ needs. The ADI’s sample public access test ensures that an animal has appropriate behavior for a public setting. Available at: www.assistancedogsinternational.org/publicaccesstest.php</p>

_____ **The animal is individually trained to perform tasks for the benefit of a student**
(Initials) **with a disability.**

Guidelines	Explanation
<p>A service animal must perform individualized tasks to mitigate aspects of the student’s disability.</p> <p>Identify individualized tasks:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 	<p>This verification of training helps the school identify necessary IEP related services or 504 plan reasonable accommodations.</p> <p>Tasks may include, but are not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items. (28 C.F.R. §36.104)</p>

_____ **The animal has a current vaccination tag.**
(Initials)

Guidelines	Explanation
A service animal's vaccinations must be current and filed in the student's temporary record.	The animal must be immunized against diseases common to that type of animal. Dogs must have had the general maintenance vaccine series, which includes vaccinations against rabies, distemper, and parvovirus. All vaccinations must be current.

Acknowledgement

- I. I understand that the presence of a service animal may present competing educational rights between my student and other students at school. These issues may present at any time, and I understand that the Building Principal must manage them immediately. I will:
 - a. Participate in any meetings requested of me by the Building Principal;
 - b. Participate in drafting a joint communication to notify other students and their parents/guardians about the placement of the service animal; and
 - c. Authorize the school to disclose information as necessary to balance competing educational interests and integrate the animal into the classroom and the school environment.

- II. I understand that for the safety and protection of students and staff, which is necessary for the safe operation of the school, the school may revoke access because:
 - a. One of the criteria above is not present.
 - b. The service animal displays aggression or appears to be an imminent threat to the safety or health of any person in the school. If this occurs, the Building Principal will immediately contact me to remove the animal from school property and summon Animal Control.
 - c. The adult handler fails to follow the Building Principal's instructions.

- III. I understand that a service animal's owner is solely liable for any damage to persons, premises, or facilities that were caused by the service animal. I will hold the District, its employee, agents, and assigns harmless for any injury to, including death of, the service animal. I understand that staff members are protected from liability arising from actions consistent with Board policies and administrative procedures.

Parent/guardian signature

Date

Animal owner's signature

Date

The Building Principal and, if applicable, the PPT/IEP or 504 team, based this decision on the information provided in this request. *(Note to Building Principal: return a copy of this form to the individual(s) making the request, file the original in the student's temporary record, and send a copy to the District's main office.)*

Approved

Denied

Building Principal or designee

Date

The endnote should be removed before the material is used.

¹ Managing service animals in the school setting presents many unsettled and complex legal issues. Consult the board attorney for advice before using this exhibit. Illinois law provides little guidance on the issue of service animals in the school setting.

Existing policy, #6164.11 adopted 3/21/05, is appropriate as written.

Instruction**Alcohol, Tobacco and Other Drugs**

Studies have indicated that because the misuse of illicit drugs may have a deleterious effect on the health and welfare of the users, and far-reaching detrimental consequences to the users, their families and society, efforts shall be made by all members of the district staff to reduce student misuse of alcohol, tobacco and other drugs.

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

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

(cf. 5131.6 Drugs, Tobacco, Alcohol)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

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

10-19a Superintendent to designate substance abuse prevention team.

10-19b Advisory councils on drug abuse prevention.

10-220 Duties of boards of education.

10-221(d) Boards of education to prescribe rules.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

A sample policy to consider.

Instruction

Acquired Immune Deficiency Syndrome (AIDS)

In accordance with the provisions of Section 10-19(b) of the Connecticut General Statutes, it is the policy of the Board of Education to provide, during the regular school day, planned, ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS). The Superintendent of Schools shall develop procedures concerning the exemption of students from such instruction upon the written request of the student's parent or guardian.

Legal Reference: Connecticut General Statutes

10-19(b) Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome.

Policy adopted:

cps 6/10

A sample regulation to consider/modify.

Instruction

Acquired Immune Deficiency Syndrome (AIDS)

Students will be exempt from instruction on acquired immune deficiency syndrome upon written request of the parent or guardian in accordance with the regulation.

Administrative Regulation:

1. Within two (2) weeks after the first day of school, the Superintendent of Schools will forward, or cause to be forwarded, to all parents of children attending the schools of the region, a letter informing them of the following:
 - 1.1 The State requirement for instruction on acquired immune deficiency syndrome and this district's compliance with that requirement.
 - 1.2 Parent's right to exempt their child(ren) from instruction on acquired immune deficiency syndrome.
 - 1.3 Procedures to be followed by parents who wish to cause their child(ren) to be exempt from instruction on acquired immune deficiency syndrome:
 - 1.3.1 Parents who wish to cause their child(ren) to be exempt will notify the Building Principal.
 - 1.3.2 The Building Principal will provide an opportunity for parents requesting an exemption to review the curriculum for acquired immune deficiency syndrome instruction. (Principals will provide an opportunity for all interested parents to learn about the AIDS instruction program, whether or not they wish to request that their child(ren) be exempt from such instruction.)
 - 1.3.3 After reviewing the acquired immune deficiency syndrome instruction curriculum, the parents may request, in writing, that their child(ren) be exempt from such instruction. All such written requests will be honored.
2. Reasonable effort will be made by the Building Principal to cause the parents to review the curriculum before requesting exemption; however, parental requests for their child(ren) to be exempt from such instruction will be honored even if the parents refuse to review the curriculum.

Regulation approved:

cps 4/00

Comprehensive School Counseling *(Background information for Policy Committee)*

The Connecticut Department of Education recently released to school superintendents, principals, directors of pupil services and school counselors "*A Guide to Comprehensive School Counseling Program Development.*" Commissioner Mark McQuillan stated that the Guide "describes an exemplary model of a comprehensive counseling program that assists students in acquiring critical skills in the academic, career, and personal/social aspects of development."

This updated Guide was developed in collaboration with the Connecticut School Counselor Association and the Connecticut Association for Counselor Education and Supervision and is based on national standards developed by the American School Counselor Association.

The comprehensive school counseling program described in the Guide aligns with the school district and state education mission and enhances learning by assisting students to acquire critical skills in the academic, career and personal/social aspects of student development. As stated in the Guide's preface, "School counselors use a variety of prevention and intervention models and programs to assist students in overcoming barriers to learning, to make strong connections with educational opportunities in their schools, and to ensure that every child learns in a safe, healthy and supportive environment."

An updated focus is provided on key student competencies based on the American School Counselor Association (ASCA) national standards. The standards shift the focus from the traditional service-provider model to a program that defines what students "will know and be able to do" as a result of participating in a more comprehensive counseling program. Through skills in the areas of leadership, advocacy and collaboration, school counselors can support school districts in their mission to prepare students to meet high academic standards and to complete their schooling fully prepared to choose from a variety of substantial post-secondary options. Appropriately, the new model now focuses on student development of such 21st Century skills as critical thinking, creativity, self-direction and leadership, as well as teaching the essential professional skills such as teamwork, time-management, interpersonal skills, and cultural awareness. The Guide provides a model to help school districts make positive changes that support and enhance student achievement and success. Further it defines the many ways that a comprehensive school counseling program can contribute to better outcomes for all students.

According to the ASCA *National Model: A Framework for School Counseling Programs*, the assumptions which form the foundation upon which school counseling programs rest include the following:

A school counseling program:

- Reaches every student
- Is comprehensive in scope
- Is preventative in design
- Is developmental in nature
- Is an integral part of the total educational program for student success
- Selects measurable student competencies based on local need in the areas of academic, career, and personal/social domains
- Has a delivery system that includes school guidance curriculum, individual planning, responsive services and system support

Comprehensive School Counseling (continued)

- Is implemented by a credentialed counselor
- Is conducted in collaboration with all stakeholders
- Uses data to drive program decisions
- Monitors student progress
- Measures both process and outcome results and analyzes critical data elements
- Shares success with stakeholders

The comprehensive school counseling program described in this new Guide is designed to provide an extensive list of beneficial outcomes. Specifically, the goal is for students to experience improved academic performance and success, better social relationships, improved decision-making and problem-solving skills and a better understanding of careers and post-secondary options. Through such a program, parents can receive more opportunities for child/parent/school interactions, better access to information and resources, and enhanced relationships with school staff. Administrators, through such a program, would benefit from a safer and more positive school climate which is conducive to learning.

The school counselor's role in realizing student potential for healthy growth is focused on the core of the comprehensive K-12 school counseling program which, as previously stated, are academic development, career development and person/social development. The key program components include a school counseling curriculum, individual student planning, responsive services to address student problems and collaboration within and outside the school community. The new Guide fully explains each of these areas in detail.

Also, the Guide stresses that in addition to a developmental program orientation for a comprehensive counseling program, standards need to be identified to ensure that the basic elements of the school counseling program are in place and operating. Standards are redefined as the basic elements or indicators of success which are the foundations of a comprehensive program and ensure that there is consistency in the development and implementation of programs.

The Guide provides a full description of ten program standards that pertain to the structure and operation of the school counseling program. In addition, nine standards are provided pertaining to the content of the academic, career and personal/social areas of the program. A grade by grade listing of expected specific outcomes is also provided in this well-documented Guide.

Pursuant to the standards, the following guidance and counseling services should be available to all students within a school district:

1. **Academic** guidance and counseling which assists students and their parents in acquiring knowledge of the curricula choices available to students, including planning a program of studies, arranging and interpreting academic testing, and seeking post-secondary educational and career opportunities.
2. **Career** guidance and counseling which help students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational and career opportunities.

Comprehensive School Counseling (continued)

3. **Personal/Social** guidance which assists students in developing an understanding of themselves and the rights and needs of others, resolving conflict and defining individual goals that reflect their interests, abilities, and aptitudes.

The services described above should be provided through:

1. **Classroom Guidance:** A series of classroom lessons conducted by the school guidance counselor in the classroom for all students at each grade level.
2. **Small Group Counseling:** Counseling available to students experiencing specific and commonly shared concerns with an emphasis on problem solving and the development of positive and effective personal skills.
3. **Individual Counseling:** Direct assistance is provided to individual students. Counseling of individual students is conducted to help them learn more efficiently and effectively with emphasis on identifying concerns before they interfere with learning.

A new, optional policy to consider.

Instruction

Comprehensive School Counseling Program/Guidance Services

The District shall provide and maintain a comprehensive school counseling and guidance program in which students are systematically, actively, and purposely assisted in acquiring personal human skills. They also shall be provided with the assistance and guidance to effectively identify, select, plan, and prepare for post secondary education or a career of choice.

The “Comprehensive Counseling and Guidance Program” is designed to assist students through specific self-appraisal and self-improvement activities, to enable effective planning to meet their personal education and career goals.

The specific goals of the school counseling program are:

1. Help students in developing a knowledge of self, including family relationships and the understanding of others.
2. Assist students with emotional growth, including family relationships and the understanding of others.
3. Assist students in the development of social skills and civic responsibilities.
4. Assist students in problem-solving, decision-making and coping skills.
5. Assist students in their career development and support partnerships between school and community.
6. Assist staff as resource/consultant in student-teacher relationships, behavior management, student evaluation and parent/guardian contacts.
7. Provide assistance to students and families during crisis situations.
8. Form relationships with parents/guardians to provide support as needed.
9. Assist in referrals to other student services personnel in the District and with out-of-school agencies serving youth.

Pursuant to the *Comprehensive School Counseling Guide* prepared and distributed by the Connecticut Department of Education, each District school shall make reasonably available, within available resources, to all students, the following guidance and counseling services:

1. **Academic Guidance** to help students and their parents/guardians to acquire knowledge of the curriculum choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek postsecondary academic opportunities.

Instruction

Comprehensive School Counseling Program/Guidance Services (continued)

2. **Career Guidance** to help students acquire information to plan for postsecondary education and career opportunities.
3. **Personal or Social Counseling** to help students develop an understanding of themselves and the rights and needs of others, resolve conflict, and define individual goals that reflect their interests and aptitudes. Such counseling may be provided either in groups (e.g., all fifth graders) in which generic issues of social development are addressed or through structured individual or small group multisession counseling that focuses on the specific concerns of the participant(s) (e.g., social skills, grief or anger management).

The major program components of the District's Comprehensive Counseling and Guidance Program shall contain the following:

1. **Guidance Curriculum** which is delivered through classroom presentations and activities, and structured group activities.
2. **Individual Planning** which is a process that includes activities to assist students and their parents/guardians in the planning, monitoring, and managing of the student's learning as well as his/her personal, educational, and career goals.
3. **Responsive Services** which meet the immediate concerns and needs of students, usually with a prevention focus, such as, but not limited to, drop out prevention, peer leadership, and drug and alcohol prevention.
4. **System Support** which focuses on program development, implementation, and management, and connects the guidance program to existing family and community support and to school improvement and student achievement.

It is expected that the collection and use of data that support and link the school counseling program to student academic success be an integral part of the program. Data collection provides the counseling program with the information needed to evaluate the program as it relates to student progress. This information ensures that the program is carried out as planned, serving every student and that program effectiveness is analyzed, and improvements made as necessary. Essentially the accountability system shall measure the school counseling program's progress toward and impact on such things as, but not limited to, academic achievement, graduation rates, post-secondary options, school climate and attendance.

Parents/guardians shall be provided notification annually about the academic and career guidance and the personal or social counseling programs that are available to students.

Instruction

Comprehensive School Counseling Program/Guidance Services (continued)

The District shall not discriminate in the methods, practices, and materials used for counseling students on the basis of gender, sexual orientation, race, color, national origin, religion, ancestry, religion or disability. This does not, however, prohibit the use of special counseling materials or techniques to meet the individualized needs of students.

Legal References: Connecticut General Statutes

10-21 Vocational guidance

Comprehensive School Counseling, A Guide to Comprehensive School Counseling Program Development, 2008, State Board of Education

Family Educational Rights and Privacy Act (FERPA) 20 U.S.C.

Protection of Pupil Rights Provision of General Provisions Act (20 123h as amended by the No Child Left Behind Act of 2001)

Policy adopted:

cps 11/08

Instruction

Guidance Services

Guidance exists for all students in the school setting with special regard for individual interests, aspirations, and capabilities. It focuses on the individual's personal development and is based on the recognition that an individual is a unique and dynamic personality who is capable of personal growth and self-direction.

In the educational setting, the emphasis of guidance is on a process which is developmental and thus viewed as cumulative in nature. It is a process through which a student is helped to understand his/her potential in relation to goals, academic strengths and weaknesses, and making effective use of his/her abilities. Therefore, increased self-understanding is the ultimate goal of this process which will help to develop the individual's capacity to make his/her own decisions relating to educational, vocational, and personal goals.

Since, in our society, decisions ultimately rest with the individual, guidance should assist him/her in understanding the implications of these decisions. As these decisions are often influenced by variables that act on the individual, through this approach the student increasingly becomes more capable of making free and wise choices both as an individual and as a member of society.

The accelerating pace of change in our society and our world obliges the school continually to reassess its special function. Even its traditional strength as the primary channel through which the student learns of the world has been reshaped by advances in communications media and personal mobility. As the student's exposure to information multiplies, through the media and his own experience, the guidance staff must shoulder an increasing responsibility to help him/her order this information and put it into a perspective from which he/she can derive meaning. Guidance must assume a multifaceted approach in aiding the student in this decision making process.

Objectives:

1. To assist students with their personal, social and academic growth.
2. To help students develop an understanding of their interests, abilities, and aspirations.
3. To help students understand educational and vocational opportunities, requirements, choices, and alternatives available to them.
4. To help students prepare for future goals through academic planning.
5. To coordinate the teamwork of teachers, administrators, and support personnel, in order to provide the individual student with maximum assistance in fulfilling his educational needs.

Legal Reference: Connecticut General Statutes
10-21 Vocational guidance

Policy adopted:

A sample policy to consider.

Instruction

Student Psychological Services

Student Psychological Services are an integral part of the total program of the Woodbridge Public School System. It shall be the aim and objective of the Board of Education to provide within the financial constraints of the resources available, a professionally competent psychological staff, consisting of the school psychologists, assisted by guidance counselors and social workers; such a staff fully expected to function most effectively by utilizing its individual and collective specialized knowledge and technical skills in collaboration with teachers, school administrators, parents and other pupil personnel specialists in the service of individuals, groups and the school as an educating institution.

The school psychologists shall serve all the schools as diagnosticians, as resource persons and consultants to parents, teachers, guidance personnel and school administrators in the area of social, emotional and learning problems of children and young adults and as consultants in educational program development and program implementation. The psychological personnel shall be vital members of the Planning and Placement Teams which are responsible for planning appropriate educational curricula and placements of youngsters who are adjudged to be in need of special educational programs.

Legal Reference: Connecticut General Statutes

10-76a(9) "Related Services" Individual with Disabilities Education Act
§300.24 (b)(2) Counseling services.

Section 504 Regulations Sec. 104.37(b) Counseling Services

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Recommended policy.

Instruction

Identification of Special Needs and Abilities

The Board of Education recognizes that each student is a unique individual, and that while for most students the conventional school program is appropriate, a substantial number of students have exceptional needs.

The Board of Education therefore directs the Superintendent to develop and implement regulations and procedures which will serve to seek out all individuals with exceptional needs residing in the school district who are eligible for "free appropriate public education."

The Superintendent is also directed to develop an assessment plan for the assessment and evaluation of the exceptional needs of each individual identified in the search. The assessment plan shall be a description in ordinary language of the procedures, tests, records, or reports proposed for use in the assessment of the individual.

The search and assessment plans shall be in accordance with the provisions of federal and state laws and regulations.

(cf. 6159 - Individualized Education Plans)

Legal Reference: Connecticut General Statutes

10-76a et seq. Special education.

10-76d(a) Identification of school age children needing special education.

State Board of Education Regulations 10-76b-1 et seq.

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

Policy adopted:

An optional sample policy to consider.

Instruction

Social Work Services

School social work services enhance the link between the home, school and community. School social work services are designed to help students work toward maximizing their social, emotional and educational development. Student referral may be initiated when there are concerns that the student's social, emotional, behavioral or developmental functioning is interfering or has the potential to interfere with academic achievement. Any student may be referred by staff, parents, the IEP Team, other students or by themselves. Parents will be notified when concerns regarding their child result in referral for school social work services. Services on behalf of students focus on individual and group counseling; the connection of families with community resources and facilitation of the development and implementation of positive behavioral support plans.

The school social worker's contribution as a member of the school's interdisciplinary team includes: providing developmental histories; participating in the development of functional behavioral assessments; consulting and collaborating with families over school issues; conducting class meetings, thematic groups and parent educational groups; educating staff on the impact of family dynamics on child development and student functioning; monitoring student attendance; participating in the kindergarten transition and screening process; and acting as a link between community resources, families and schools. In addition, the social workers participate in crisis intervention teams on the building and system wide levels; help mobilize community resources around specific needs; organize information for community referral; serve as mandated reporters for children at risk for abuse and neglect; provide community education on children's mental health issues and are actively involved in community and system wide committees and programs. In collaboration with the school mental health team, the school social worker offers family outreach through home visits; develops and monitors 504 plans, which prohibit discrimination and may provide accommodations to qualifying students; assesses student drug involvement and need for referral; assists with peer mediation and determines the seriousness of student depression, suicidal ideation and other critical concerns.

Those students found eligible for special education will have an IEP developed to address the areas of deficit. Service delivery may include individual and/or group counseling. Service may also include consultation with families and teachers. Progress on goals and objectives will be evaluated and reported to parents each marking period.

Legal Reference: Connecticut General Statutes
10-76a(9) "Related Services"
Individual with Disabilities Education Act 20 U.S.C. § 1400-1487
Section 504 Regulations
Sec 104.37(b) Counseling Services

Policy adopted:

cps 9/03

Existing policy, #6171 adopted 7/21/05, is appropriate as written. Legal references have been updated. CABE's sample follows for comparison and consideration.

Instruction

Special Education

The Board of Education recognizes its legal duties and responsibilities for providing special education programs for the students of this school district in accordance with State and Federal laws and regulations.

The Superintendent is directed to develop a comprehensive plan of compliance with all of the requirements of federal and state law for the education of students with exceptional needs for whom the school district has legal responsibility.

While addressing student needs appropriately, special education shall reflect district's financial ability, necessary for provision of special facilities, trained and certificated

Legal Reference: Connecticut General Statutes

10-76a Definitions. (as amended by PA 00-48 and PA 06-18)

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

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

10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 00-48 and PA 06-18)

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

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

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76g State aid for special education.

10-76h Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)

10-76i Advisory council for special education.

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

10-76k Development of experimental educational programs.

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations.

10-76m Auditing claims for special education assistance.

Instruction**Special Education**

Legal Reference: Connecticut General Statutes (continued)

10-76a-1 et seq. Definitions. (as amended by PA 00-48)

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

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

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

10-76l-1 Program Evaluation.

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

10-264l Grants for the operation of interdistrict magnet school programs.

P.A. 12-173, An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

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

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

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

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

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

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

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

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Recommended policy.

Instruction

Special Education

The Board of Education accepts its legal duties and responsibilities for providing special education programs for the students of the school district.

In making a determination of eligibility for special education and related services, through use of a variety of assessment tools and strategies designed to gather relevant functional, developmental, and academic information, a student shall not be determined to be a disabled student if the dominant factor for such a determination is a lack of appropriate instruction in reading, including in the essential components of reading instruction, as defined in the No Child Left Behind Act, lack of instruction in math or limited English proficiency or evidence that a child's behavior repeatedly violated disciplinary policy. Further, the District is not required to take into consideration whether a student has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skills, reading comprehension or mathematical calculation or reasoning.

Each student with a disability who is a resident of the district shall be provided quality education programs and services that meet the student's needs for educational, instructional, transitional and related services. The special education program shall be designed to comply with federal and state law; conform to district goals; and integrate programs of special education with the regular instructional programs of the schools, consistent with the interests of the student with a disability and other students.

In determining whether a child has a specific learning disability, the District may use a process that determines if the student responds to scientific, research-based intervention as a part of the evaluation procedures to determine eligibility.

The Superintendent of Schools or his/her designee is directed to develop a comprehensive plan for compliance with all of the requirements of federal and state law for the education of students with disabilities residing in or attending school in the school district.

The Board of Education requests that the plan be in harmony with the school district's financial abilities, with the availability of special facilities needed and the availability of trained and certified personnel.

Optional Language:

1. The Board shall determine the facilities, programs, services and staff that will be provided by the District for the instruction of students with disabilities.
2. In order to maintain an effective special education plan, the Board may participate in special education programs of other school districts or those offered by a RESC.
3. The program to which each student with a disability is assigned shall be one that provides an appropriate education, seeks to assure success in learning, and offers the least restrictive environment, in accordance with federal and state regulations.

Instruction**Special Education***Optional Language (continued)*

4. The Board directs that all procedures for implementing an individualized education program be designed to guard the privacy of the student and family.
5. No student with a disability shall be denied, because of handicap/disability, participation in activities, programs or services offered or recognitions rendered to District students, unless participation is not possible because of the handicap/disability.

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

(cf. 5145.71 - Surrogate Parent Program)

Legal Reference: Connecticut General Statutes

10-76a Definitions. (as amended by PA 00-48 and PA 06-18)

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

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

10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 00-48 and PA 06-18)

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

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

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76g State aid for special education.

10-76h Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)

10-76i Advisory council for special education.

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

10-76k Development of experimental educational programs.

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations.

10-76m Auditing claims for special education assistance.

10-76a-1 et seq. Definitions. (as amended by PA 00-48)

Instruction**Special Education**

Legal Reference: Connecticut General Statutes (continued)

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

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

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

10-76l-1 Program Evaluation.

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

10-264l Grants for the operation of interdistrict magnet school programs.

P.A. 12-173, An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

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

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

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

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

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

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

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

Policy adopted:

rev 6/06

rev 4/09

rev 5/12

rev 7/12

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

The Commissioner of Education requires school districts to include this Circular Letter in their policies and procedural manual. District staff must be made sufficiently familiar with these requirements so as to advise parents appropriately.

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
HARTFORD**

Series 2003-2004
Circular Letter C-1

TO: Superintendents of Schools
Directors of Special Education
Special Education Impartial Hearing Officers
Special Education Attorneys
Connecticut Parent Advocacy Center (PTI)
Special Education Resource Center

FROM: Theodore S. Sergi, Commissioner of Education

DATE: July 3, 2003

SUBJECT: State Eligibility for the IDEA Part B grant for federal fiscal year 2003

The Office of Special Education Programs (OSEP) of the Federal Department of Education has been engaged in an ongoing review of Connecticut's statutes and regulations relating to the provision of special education services to eligible students. OSEP has identified what they regard as state statutory "inconsistencies" with the IDEA requirements. To remain eligible for federal financial assistance for the upcoming fiscal year, the State has been directed by OSEP to issue this memo advising all interested parties to abide by the requirements as set forth by OSEP in various memos to the State Department of Education (SDE). Accordingly, effective immediately, the following requirements shall be followed by all interested parties:

1. Section 10-76h(a)(1) of the Connecticut general statutes requires that neither party to an impartial due process hearing may proceed to such hearing without first raising their issues at a planning and placement team meeting. Neither party to a due process hearing may use this requirement to bar the other party from exercising their right to a due process hearing on any matter related to the identification, evaluation, or educational placement of a child with a disability or the provision of a free appropriate public education to that child pursuant to 20 USC Sec. 1415(b)(6) and 34 CFR Sec. 300.507.
2. Special education hearing officers are hereby instructed that they shall not use the PPT requirement to prohibit parties from raising, in a due process hearing, an issue that was not raised in a PPT meeting. This does not prevent a hearing officer from ordering the parties to reconvene a PPT if deemed appropriate.

3. Section 10-76h(a) requires that school districts initiate due process proceedings against parents in the event the parent revokes or refuses consent for their child to be placed in a private school as recommended by the PPT. School districts shall not use the due process procedures to override parental refusal to consent to the initial provision of special education and related services in a private facility. The override provision is available only in the event that the parent has already consented to the receipt of special education and related services and subsequent to initial placement of the child, the district seeks a private school placement.
4. Section 10-76h(d)(4) sets criteria for the submission of evidence upon appealing a special education due process hearing decision to Superior Court pursuant to the provisions of Section 4-183. The court shall hear additional evidence at the request of a party notwithstanding the criteria set forth in Section 10-76h(d)(4).

The State has provided a written assurance to OSEP that these interim requirements shall be enforced by the SDE pending the adoption of legislation by the Connecticut General Assembly. Each school district shall include this Circular Letter as an addendum to the procedural safeguards document currently provided to parents. Also, school districts shall include this Circular Letter in their policies and procedures manual and ensure that all district staff are sufficiently familiar with these requirements so as to advise parents appropriately.

We will continue to explore ways to make special education due process less litigious and more helpful for all parties. We are hopeful that our discussions with OSEP have broadened their perspective on these issues and changes will be considered in the context of the pending IDEA reauthorization legislation. In the meantime, we welcome your ideas on improving special education due process proceedings.

If you have any questions regarding this information, please contact Theresa C. DeFrancis at (860) 807-2018.

TSS:td
cc: George Coleman, Associate Commissioner
George Dowaliby, Bureau Chief

Existing policy, #6172.1 adopted 5/17/05 is appropriate as written.

Instruction

Gifted Children Program

Gifted students are those with outstanding learning abilities or outstanding talent in the creative arts.

The school district shall provide educational programs for the gifted and talented including a broad spectrum of learning experiences to:

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

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

Legal Reference: Connecticut General Statutes

10-76a-(e) Definitions.

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

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

A sample policy to consider.

Instruction

Home Schooling

Home Instruction

The Board of Education recognizes the right of parents to educate their children at home. Parents must follow state regulations regarding home school instruction. Parents must file with the Superintendent of Schools, a Notice of Intent form which provides basic information about the program to be provided for their child. A Notice of Intent must be filed annually.

The Board believes that formal education in public schools is highly beneficial both for the child and for society.

Children educated at home are considered to be non-public school students and are not part of the system's educational responsibility and are not part of the school system.

Legal Reference: Connecticut General Statutes

10-184 Duties of parents.

10-220 Duties of boards of education.

Policy adopted:

cps 2/99

A sample regulation to consider.

Instruction

Home Schooling

Suggested Procedures for Home Instruction

The following procedures have been developed in order to assist parents and local Boards of Education to work together in such a way as to assure children receive the education to which they are entitled by law. We would deem compliance with these suggested procedures as satisfying the requirements of Sections 10-184 and 10-220 of the General Statutes.

In determining whether the education provided a child is equivalent to the instruction provided in the local schools, it is recommended that the local Board of Education observe the following procedures:

1. Parents must file with the Superintendent of Schools in the town in which they reside, a State Department of Education developed Notice of Intent form which provides basic information about the program to be provided to their child. A Notice of Intent will be effective for up to one year (see attached).
2. Filing must occur within ten days of the start of the home instruction program.
3. The school district will receive the Notice of Intent, check it for completeness and keep it as part of the district's permanent records. A complete form will be one which provides basic program information including name of teacher, subjects to be taught and days of instruction, and the teacher's method of assessment.
4. A parent, by filing a Notice of Intent, acknowledges full responsibility for the education of their child in accordance with the requirements of state law. Receipt of a Notice of Intent in no way constitutes approval by a school district of the content or effectiveness or a program of home instruction.
5. If a parent fails to file a Notice of Intent or files an incomplete form, then a certified letter shall be sent to the parent requesting compliance within ten days.
6. Any continued refusal by the parent to comply with the reasonable request of the school district for completion and filing of the Notice of Intent may cause the child to be considered truant.
7. A school district should not accept nor require a Notice of Intent for any child younger than five years or older than eighteen years.

Regulation approved:

_____ PUBLIC SCHOOLS
_____, Connecticut

NOTICE OF INTENT INSTRUCTION OF STUDENT AT HOME

NAME OF STUDENT: _____ DATE OF BIRTH: _____

ADDRESS: _____ TELEPHONE #: _____

NAME OF TEACHER: _____ TELEPHONE #: _____

ADDRESS: _____

The subjects to be taught are: _____ YES _____ NO
(Required)

Reading

Writing

Spelling

English Grammar

Geography

Arithmetic

U. S. History

Citizenship

- (Including a study of Town, State and Federal Governments)

(Recommended)

Science

(Other)

Total Number of Days Scheduled for instruction: _____

Teacher's Methods of Assessment of Student Progress:

_____ **PUBLIC SCHOOLS**
_____, **Connecticut**

NOTICE OF INTENT
INSTRUCTION OF STUDENT AT HOME

I ACKNOWLEDGE AND ACCEPT FULL RESPONSIBILITY FOR THE EDUCATION OF MY CHILD IN ACCORDANCE WITH THE REQUIREMENTS OF STATE LAW.

PARENT SIGNATURE Date

I ONLY ACKNOWLEDGE RECEIPT OF THIS FORM AND RENDER NO OPINION AS TO THE APPROPRIATENESS OF THE PLANNED PROGRAM.

SUPERINTENDENT SIGNATURE Date

Existing policy, #6172.41 adopted 11/17/03 recodified, is appropriate as written.

Instruction

Title I Parent Involvement

The Woodbridge Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy, the word “parent” also includes legal guardians. In Woodbridge, Title I funds are used to support supplemental learning activities.

With the assistance of parents of children participating in the Title I program, the District will develop a written school-parent compact, pursuant to federal law. The jointly developed “School-Parent Compact” shall outline the manner in which parents, staff, and students share the responsibility for improved student academic achievement in meeting State standards. The “School-Parent Compact” shall:

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

At a required annual meeting, and at other meetings of Title I parents, parents will have the opportunity to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities at parent meetings shall fulfill the NCLB requirements of parental involvement. Meetings shall be used to provide parents with:

1. Information about the program provided under Title I.
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
3. Opportunities to formulate suggestions, and to participate, as appropriate, in decisions relating to the education of their children.

Instruction

Title I Parent Involvement

4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the district level.

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

(cf. 1110.1 - Parent Involvement)

(cf. 6161.3 - Comparability of Services)

Legal Reference: Connecticut General Statutes

Improving America's Schools Act, P.L. No. 103-382, Sec. 1113 Local Education Agency Plans

Improving America's Schools Act (IASA), P.L. 103-382

PL 107-110, "No Child Left Behind Act of 2001," Title I — Improving the Academic Achievement of Disadvantaged, Sec. 1118

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

This school level compact is for districts receiving Title I funds. The numbered paragraphs are mandatory inclusions as required by requirements in NCLB §1118(b)(f). The bulleted items are merely ideas. Districts must develop, with parents, their own process for accomplishing the respective numbered paragraphs.

SCHOOL-LEVEL PARENTAL INVOLVEMENT COMPACT

This school-level parent involvement compact provides an understanding of the joint responsibility of the District and parents/guardians for improving student academic achievement and school performance. The District provides opportunities for parent/guardian involvement by:

Parent/Guardian Involvement (NCLB §1118(c))

1. Convening an annual meeting, at a convenient time, to which all parents/guardians of participating children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The Building Principal or designee shall:
 - Invite all parents/guardians of participating children to the annual meeting at school.
 - Explain the rights of parents/guardians to be involved in establishing this compact.
 - Introduce and involve the building representatives on the District-level committee.
 - Provide an overview of Title I and give parents/guardians an opportunity to express questions and concerns.
 - Indicate the mechanisms by which the committee work will be communicated.
 - Seek the involvement and input of parents/guardians.
 - Provide child care so that all parents/guardians who would otherwise be unable to attend may attend.

2. Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this section, transportation, child care, or home visits, as such services relate to parental involvement. The Building Principal or designee shall:
 - Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and school performance.
 - Engage building-based parent organizations to assist with communication and implementation needs.
 - Develop and use outreach programs to involve community groups and organizations.

SCHOOL-LEVEL PARENTAL INVOLVEMENT COMPACT (continued)

Parent/Guardian Involvement (continued)

3. Involving parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan (under NCLBA §1114(b)(2)), except that if a school has in place a process for involving parents/guardians in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents/guardians of participating children. The Building Principal or designee shall:
 - Identify and establish a process by which an adequate representation of parents/guardians of participating children can occur.
 - Establish a schedule for the building-based committee to plan, review, and recommend improvements to the District parent involvement policy.
4. The Building Principal or designee shall:
 - Provide parents/guardians of participating children timely information about programs.
 - Communicate updates through use of school newsletters, the District web site, e-mail and telephone contact, and home visits if needed.
5. The Building Principal or designee will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
6. The Building Principal or designee shall:
 - Provide parents/guardians, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
 - Develop a feedback loop for parents/guardians to ask questions and receive follow-up.
7. If the school wide plan under section 1114(b)(2) is not satisfactory to the parents/guardians of participating children, the Building Principal or designee shall:
 - Submit any comments when the school makes the plan available to the School Board.
 - Provide a process for parents/guardians to express concerns and complaints.

SCHOOL-LEVEL PARENTAL INVOLVEMENT COMPACT (continued)

Shared Responsibilities for High Student Academic Achievement (NCLB §1118(d))

1. The school is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards. Each parent/guardian is responsible for supporting their children's learning, by:
 - Monitoring attendance, homework, and television viewing.
 - Volunteering in their child's classroom and participating, as appropriate, in decisions relating to their children's education and extracurricular activities.

2. Communication between teachers and parents/guardians occurs on an ongoing basis through:
 - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievements.
 - Frequent reports to parents/guardians on their children's progress.
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Building Capacity for Involvement (NCLB §1118(e))

To ensure effective involvement of parents/guardians and to support a partnership among the school's involved, each school shall:

- Provide assistance to parents/guardians of children served in understanding the State's academic content standards and State student academic achievement standards, State and local assessments, monitoring a child's progress and work with educators to improve the achievement of their children.
- Provide materials and training (such as literacy, technology, etc.) to help parents/guardians work with their children.
- Educate teachers and other staff in the value and utility of contributions of parents/guardians and how to effectively communicate with and work with parents/guardians as equal partners.
- Implement and coordinate parent/guardian programs that will build ties between them.
- Coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public preschool and other programs and conduct other activities, such as parent/guardian resource centers that encourage and support parents/guardians in more fully participating in the education of their children.

SCHOOL-LEVEL PARENTAL INVOLVEMENT COMPACT (continued)

Building Capacity for Involvement (continued)

- Ensure that information is sent to the parents/guardians of participating children in a format and language that parents/guardians can understand.
- Involve parents/guardians in the development of training for teachers, building principals, and other educators to improve the effectiveness of such training.
- Provide necessary literacy training from funds received under this section if the District has exhausted all other reasonably available sources of funding for such training.
- Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs to enable parents/guardians to participate in school-related meetings and training sessions.
- Train parents/guardians to enhance the involvement of other parents/guardians.
- Use outreach programs to involve community groups and organizations.
- Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
- Adopt and implement model approaches to improving parental involvement.
- Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in supported programs.
- Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.
- Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.

In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide full opportunities for the participation of parents/guardians with limited English proficiency or disabilities, including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand. (NCLB §1118(f))

An optional policy, to consider.

Instruction

Pilot Programs and Research Projects

Recognizing that research projects often furnish a sound basis for substantiating and/or improving the instructional program, it is the policy of the Board of Education to encourage the development and operation of soundly designed research projects and pilot programs by its professional staff and other professionals outside of the school district. Such projects and programs may be financed by the school district, state and federal agencies, private foundations and other groups, or a combination of such sources.

Before the implementation of any research project or pilot program with the Wilton schools, the approval of the Board of Education shall be required. The Board of Education delegates authority for approval of minor research projects and pilot programs, those which do not affect the total educational program, the program of the total grade level of anyone school, or the program of the total department of anyone school, to the Superintendent of Schools.

Approval by the Board of Education and/or the Superintendent shall be based on the purpose of the study, outlined objectives, soundness of the research design, the cost to the school system, its impact on other courses and programs, methods of evaluation to be used, and educational benefits which may accrue to the school system as a result of the study. The foregoing shall be outlined, in writing, for the Superintendent of Schools and the Board of Education, according to the guidelines established in Regulation 6141.

A report of all research projects and pilot programs being carried on within the school system shall be provided to the Board of Education at least twice each year.

Policy adopted:

cps 2/06

A new policy for consideration.

Instruction

School-Wide Pre-Referral Approaches and Interventions (Scientific Research-Based Interventions or SRBI)

It is the District's policy to ensure that all students receive high quality, scientific, research-based general education core instruction and, as appropriate, strategic and intensive intervention supports matched to student needs. The District utilizes the core principles of the Response to Intervention (RTI) process, as embodied in Connecticut's Framework for RTI, "Using Scientific Research-Based Interventions: Improving Education for All Students," which combines systematic assessment, decision-making and a multi-tiered delivery model to improve educational and behavioral outcomes for all students.

The Board of Education recognizes that the provision of academic and behavioral supports and targeted interventions for students who are not making academic progress at expected levels in the general curriculum may improve a student's performance, and help avert the need for referral for possible classification as a student with a disability. Therefore, the District will implement, on a school-wide basis, practices appropriate to enable all of the District's students to succeed in the general education environment.

The District's process shall strive to identify students' challenges early and provide appropriate instructions by ensuring students are successful in the general education classroom. In implementing the RTI/SRBI process, the District shall apply:

1. Scientific, research-based interventions in the general education setting;
2. Monitoring and measurement of student progress in response to the instruction and interventions; and
3. Use of these measures (RTI) data of student progress to shape instruction and make educational decisions.

The Superintendent or his/her designee shall develop procedures to implement student interventions; and use teacher observations, and classroom, school or District assessments to identify students who are at risk of academic or behavioral problems and thereby in need of scientific research-based interventions.

Interventions consist of three levels or tiers of assistance that increase in intensity. The three levels shall include:

1. Screening and classroom interventions; (Scientific Research-Based Core Curriculums, Instruction, and Social/Behavior Supports)
2. Targeted small group interventions; and (Scientific Research-Based Supplemental Interventions)

Instruction

School-Wide Pre-Referral Approaches and Interventions (Scientific Research-Based Interventions or SRBI) (continued)

3. Intensive interventions (Supplemental, Research-Based Interventions that are more intensive and individualized)

Alternative language:

The Superintendent will identify and take steps to implement a variety of practices appropriate to comply with this policy. Consistent with applicable law, regulations and SDE guidelines, the District will implement a response to intervention (RTI) program that includes the minimum requirements established by the Connecticut State Department of Education, and allows teachers and other staff to determine whether a student responds to scientific research-based instruction or requires interventions beyond those provided to all students in the general education classroom.

The District is committed to follow the core features of the RTI/SRBI process, as follows:

- High quality, research-based instruction and behavioral support in general education.
- School-wide/district-wide screening of academics and behavior in order to determine which students need closer monitoring or additional interventions.
- Multiple tiers of increasingly intense scientific, research-based interventions that are matched to student need.
- Use of a collaborative approach by school staff for development, implementation, and monitoring of the intervention process.
- Continuous monitoring of student progress during the interventions, using objective information to determine if students are meeting goals.
- Follow-up measures providing information that the intervention was implemented as intended and with appropriate consistency.
- Documentation of parental involvement throughout the process.
- Documentation that the special education evaluation timelines specified in IDEA 2004 and in the state regulations is followed unless both the parents and school team agree to an extension.

Instruction

School-Wide Pre-Referral Approaches and Interventions (Scientific Research-Based Interventions or SRBI) (continued)

Parent Involvement in the RTI/SRBI Process

The District shall inform parents regarding the use of scientific, research-based interventions, including:

1. The state's policies regarding the amount and nature of students' performance data collected and the general education services provided;
2. Strategies used to increase the student's rate of learning; and
3. The parent's right to request a special education evaluation.

District implementation of any of the above practices will not impede or delay the appropriate evaluation of a student suspected of having a disability, and the student's right to a free appropriate public education (FAPE).

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

(cf. 5145.71 – Surrogate Parent Program)

(cf. 6159 – Individualized Education/Special Education Program)

(cf. 6164.4 – Identification of Special Needs and Abilities)

(cf. 6171 – Special Education)

(cf. 6172.2 – Remedial Instruction)

(cf. 6172.21 – Supplementary Services)

Legal Reference: Connecticut General Statutes

10-76a Definitions. (as amended by PA 00-48 and PA 06-18)

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

10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 00-48 and PA 06-18)

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

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76g State aid for special education.

10-76h Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)

Instruction

School-Wide Pre-Referral Approaches and Interventions (Scientific Research-based Interventions or SRBI)

Legal Reference: Connecticut General Statutes (continued)

10-76i Advisory council for special education.

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

10-76k Development of experimental educational programs.

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations.

10-76m Auditing claims for special education assistance.

10-76a-1 et seq. Definitions. (as amended by PA 00-48)

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

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

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

10-76l-1 Program Evaluation.

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

10-264l Grants for the operation of interdistrict magnet school programs.

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

34 C.F.R. §300.309 of IDEA, Use of Scientific Research-Based Intervention

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

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

Individuals with Disabilities Act §§ 1413(1); 1414(b)(6)(B)

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

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

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

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

Policy adopted:

cps 12/09

Existing policy, #6173 adopted 6/18/07, is appropriate as written.

Instruction

Homebound Instruction

It is the policy of the Board of Education to provide homebound instruction as a teaching service available to students who are unable to attend school for medical and/or mental health reasons for at least three weeks or longer as diagnosed by a physician, primary care provider, psychiatrist, or Planning and Placement/504 Team. The purpose of home instruction shall be to help students to keep up with their work even though they are unable to attend school because of their disability. Home instruction may also be provided for those students who have been excluded from regular school attendance for disciplinary reasons.

When students are able to benefit from homebound instruction, it shall be provided at home, in a hospital or other appropriate setting as necessary, within two weeks of a student's first absence under one or more of the following conditions, which are expected to cause student absence from regular instruction for a period of three or more weeks. The Planning and Placement Team/504 Team shall be guided by the following conditions when making its recommendation for homebound and hospitalized instruction:

1. When recommended by the Planning and Placement Team either as the student's entire program or as a supplement to his/her regular program.
2. A physician indicates that the student is unable to attend school for medical reasons and has stated the expected date the child will be able to return to the school program. (Verification must be filed in the student's medical file in the school's Health Office.)
3. The student has a handicap so severe that it prevents him/her from learning in a school setting, or the child's presence in a school endangers the health, safety or welfare of the child or others.
4. A Special Education Program/504 Accommodation Plan recommendation is pending and the child was at home at the time of referral.

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

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

Legal Reference: Connecticut General Statutes
 State Board of Education Regulations
 10-76d-15 Homebound and Hospitalized Instruction

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing regulation, approved 6/18/07 approved as written.

Instruction

Homebound Instruction – Administrative Regulation

A. Length of Absence

Homebound or hospitalized instruction shall be provided when a child's condition will cause an absence of at least (3) three weeks duration. Such instruction shall begin no later than two (2) weeks from the first day of absence, unless something in the child's condition precludes it.

B. Time and Place

Homebound or hospitalized instruction shall be provided for at least one (1) hour per day or five (5) hours per week for children in grades kindergarten through grade six (6). Instruction time may be decreased if the time requirements are too great for the child, per 504 Team/PPT.

Instruction shall be provided in the setting of the child's home or the hospital to which the child is confined. The PPT/504 Team may choose an alternate setting based on the needs of the child.

C. Homebound Instruction Procedures

1. Non-Special Education Students

When it is suspected that a student will be absent for a period of three (3) weeks or more, the pupil services representative, social worker, psychologist, school nurse, parent, etc. will contact the appropriate administrator.

The administrator will send a Request for Homebound Instruction Form to the parents or physician. This form must be returned to the administrator prior to the start of homebound instruction.

The returned form will be reviewed by the administrator or designee who will contact the Director of Special Services. Arrangements for homebound tutoring will be made by the building administrator or the Director of Special Services.

The administrator or designee will complete the Notification of Homebound Instruction form and send it to the Director of Special Education who will review the case for possible special education intervention and for future reference if special education does become necessary.

The homebound instruction tutor will contact the home to make the necessary arrangements for instruction. The homebound tutor will meet with or call the teacher or administrator to plan an appropriate program.

Instruction

Homebound Instruction — Administrative Regulations (continued)

During the period of homebound instruction, the tutor shall meet with, or talk with the teacher or administrator as often as necessary to maintain continuity and communication. Reports on the Homebound Progress Report will be made by the homebound tutor and forwarded to the designated staff member who will see that copies of the report are distributed to appropriate staff members.

The homebound tutor or parent will notify the designated staff member when the student is ready to return to school. A final progress report will be sent using the Homebound Progress Report form.

The marking of papers and preparation of tests will be the responsibility of the homebound tutor if the duration of the case is more than thirty (30) school days, unless otherwise agreed upon. All grades will be noted on the Homebound Grade Report.

Homebound tutors must file time sheets with the appropriate secretary.

Homebound tutors will be given a copy of these regulations and all the necessary forms by the designated staff member who will in turn, maintain a log of cases in progress and periodically check on the status of each.

Homebound tutors must be certified in the subject area(s) or level for which they are hired and they must have an application on file in the Personnel Office.

2. Special Education Students

Students identified with a disability and with a current IEP in place must be processed for homebound instruction through the PPT process.

3. There are situations in which a student's educational needs are handled directly by the Director of Special Services and not through homebound procedures:

Hospitalization in a psychiatric facility;
Court commitment to a residential/hospital facility;
Residential commitment by state agencies such as the Department of Children and Family (DCF) or the Department of Mental Retardation (DMR);
Long-term hospitalization for serious injury illness or injury; and
Other long-term placements.

Instruction

Homebound Instruction — Administrative Regulations (continued)

When administrators, social workers, etc. receive information relative to a student entering any program such as those described above, the Director of Special Services should be notified immediately so that appropriate action can be initiated.

Legal Reference: Connecticut General Statutes

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

Section 10-76d-15. Homebound and hospitalized instruction

Section 10-233a et sec. Exclusion

Regulation approved:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

WOODBIDGE SCHOOL DISTRICT

Request for Homebound Instruction

General Data – To be Completed by Parent/Guardian

Name: _____ Date: _____
Address: _____ Phone: _____
Grade: _____ Birth Date: _____
Please check one: _____ Regular Education _____ Special Education
Parent/Guardian _____
Last Day of School Attended _____
Anticipated Date of Return _____

For Use By Physician

- A. Diagnosis: _____
B. Estimated Duration: _____
C. Degree of Restriction:
1. School Attendance
____ No restriction
____ Part-time attendance – Please explain
____ Hospital Placement _____ Homebound Tutoring
2. Transportation
____ Regular School Service
____ Special Bus
____ Special Bus/Wheelchair Car
D. Recommendations/Comments to Assist the School:

Date: _____ Signature _____
(Licensed Physician)

Please Print: _____
(Name)

(Address)

WOODBIDGE SCHOOL DISTRICT

Homebound Progress Report

Homebound Tutor: _____
(Name)

Please be sure to fill in all the information below:

Student: _____

Grade: _____

Subject: _____

Teacher: _____

Tutoring performed at _____ Dates: _____

Date Homebound Tutoring Ends: _____

Report covers the homebound instruction period from _____ to _____

Material Covered: _____

Progress Noted: _____

Complete bi-weekly.

Return to: Designated Staff _____

Tutor's Name: _____

WOODBIDGE SCHOOL DISTRICT

Homebound Grade Report

Homebound Tutor: _____
(Name)

Please be sure to fill in all the information below:

Student: _____

Grade: _____

Subject: _____

Teacher: _____

Tutoring performed at _____ Dates: _____

Date Homebound Tutoring Ends: _____

Report covers the homebound instruction period from _____ to _____

Subject	Grade	Comments

Return to: Designated Staff _____

Tutor's Name: _____

Date: _____

Another version of this policy to consider.

Instruction

Use of Commercially Produced Video Recordings/DVDs

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

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

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

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

Policy adopted:

rev. 5/05

Sample policy to consider with guidelines.

Instruction

Use of Commercially Produced Video Recordings/DVDs

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

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

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

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

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

1. Video/DVD viewing time, on the average, is not to exceed the following limits:
 - a. **Elementary** - no more than three (3) hours per month.
 - b. **Secondary** - no more than two (2) periods per month per subject.
 - c. **Exception** – courses that focus on programs related to film and videos/DVDs are exempt from the above time limitations.
2. Videos/DVDs should be used to supplement direct skills development with students as called for in the various subject areas.
3. Video/DVD content must always be of recognized merit and relate to the curriculum.
4. In the case of a written work, students generally must read the printed version of the material before viewing the video/DVD.
5. Students must respond critically to the presentation after viewing.

Instruction

Use of Commercially Produced Video Recordings (continued)

6. Commercially rated videos/DVDs which directly support the school curriculum may be used in the classroom in keeping with the following requirements:
 - a. **Only G-rated and PG-rated with parental approval** movie videos/DVDs may be used at the elementary level.
 - b. **Only G, P.G. or P.G.-13 rated** movie videos/DVDs may be used at the middle-school level.
 - c. **G, P.G. and P.G.-13 rated** movie videos/DVDs may be used at the high school.
 - d. **R-rated** movie videos/DVDs may be used at the high school level only if they are of exceptional merit, enhance the curriculum and are **approved by the Principal**.
The R-rated videos/DVDs must not contain nudity or explicit sex. If an R-rated movie is being used, parents must be notified of its nature and possible offensive content, and must give permission for their child, if under age 18, to view it. A student can opt not to view the video/DVD even if parental approval is given.
7. In general, excerpts rather than an entire full-length video/DVD shall be used in the classroom to maximize time for active learning activities. This does not apply to videos/DVDs that are designed solely for educational use (as opposed to commercial use).
8. Excerpts that contain none of the content that contributes to an R-rating need not be approved by the administration.
9. Teachers must preview all videos/DVDs before showing them to their students.

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

Policy adopted:

rev 4/98
rev 5/05

Sample regulation.

Instruction

Use of Commercially Produced Video Recordings/DVDs

The use of films and videotapes and DVDs in school are subject to the following regulations:

1. All films and videotapes/DVDs must be carefully previewed and evaluated by the teacher and be determined to meet identified learning objectives before they are used with students. Good taste and professional judgment must always be exercised when selecting video/DVD recordings for classroom use.
2. In general, copyright guidelines permit in-classroom use of a copyrighted videotape/DVD when it is used for instructional purposes in a teaching situation as is a lawfully made copy.*
 - a. The school setting has been defined as a "semi-public performance." Therefore, public performance rights are reserved for the copyright owner or those given permission.
 - b. Videotapes marketed for "home use" do not have the rights granted for public performance. Rented films that include a notice that the film is intended for "home use only" shall not be shown to a class for entertainment purposes.
3. Non profit education institutions generally may use videotapes/DVDs in the course of "face-to-face" teaching activities, without the need to obtain consent from the copyright owner if the following permissible guidelines are met:
 - a. The video/DVD is a legally obtained lawful copy.
 - b. The video/DVD must be used in the course of "face-to-face" TEACHING ACTIVITIES.
 - c. The video/DVD activity must be carried out by an instructor or student.
 - d. The video/DVD activity must be carried out in a classroom or similar place devoted to instruction.
 - e. All video/DVD programming obtained from commercial sources outside the school's purchasing procedure through rental, lease or purchase must be approved for classroom use by the Principal.

Instruction

Use of Commercially Produced Video Recordings (continued)

4. Parents/guardians shall receive one weeks advanced written notice when teachers plan to use commercial video/DVD recordings that are rated above G with elementary students, above PG with middle school students or R with high school students under the age of 18. Such notice shall include an accurate description of the contents of the video/DVD recording and where it may be obtained for parent/guardian review.
 5. A video/DVD rated NC-17 shall not be shown in whole or in part under any circumstances.
 6. Other media such as CD-ROM, laser disc and audio tapes, while not a part of the video/DVD rating system, should be selected and used applying the same criteria as videotapes/DVDs.
 7. Videotapes/DVDs may not be used for recreation or entertainment, or for other than planned instructional purposes.
- * e.g. "Grapes of Wrath" may be presented to a high school English class, but "Star-Wars" which if being shown for entertainment, would not be permitted unless copyright clearance has been obtained.

What the Ratings Mean (from the Motion Picture Association of America – www.mpa.org)

G: “General Audiences – All Ages Admitted”

This is a film which contains nothing in theme, language, nudity and sex, violence, etc., which would, in the view of the Rating Board, be offensive to parents whose younger children view the film. The G rating is not a “certificate of approval,” nor does it signify a children’s film.

Some snippets of language may go beyond polite conversation but they are common everyday expressions. No stronger words are present in G-rated films. The violence is at a minimum. Nudity and sex scenes are not present; nor is there any drug use content.

PG: “Parental Guidance Suggested. Some Material May Not Be Suitable For Children.”

This is a film which clearly needs to be examined or inquired into by parents before they let their children attend. The label PG plainly states that parents may consider some material unsuitable for their children, but the parent must make the decision.

Parents are warned against sending their children, unseen and without inquiry, to PG-rated movies.

Instruction

Use of Commercially Produced Video Recordings (continued)

What the Ratings Mean (from the Motion Picture Association of America – www.mpa.org)

PG: “Parental Guidance Suggested. Some Material May Not Be Suitable For Children.”
(continued)

The PG-rated film may itself call for parental guidance. There may be some profanity in these films. There may be some violence or brief nudity. But these elements are not deemed so intense as to require that parents be strongly cautioned beyond the suggestion of parental guidance. There is no drug use content in a PG-rated film.

The PG rating, suggesting parental guidance, is thus an alert for examination of a film by parents before deciding on its viewing by their children.

Obviously such a line is difficult to draw. In our pluralistic society it is not easy to make judgments without incurring some disagreement. So long as parents know they must exercise parental responsibility, the rating serves as a meaningful guide and as a warning.

PG-13: “Parents Strongly Cautioned. Some Material May be Inappropriate for Children Under 13”

PG-13 is thus a sterner warning to parents to determine for themselves the attendance in particular of their younger children as they might consider some material not suited for them. Parents, by the rating, are alerted to be very careful about the attendance of their under-teenage children.

A PG-13 film is one which, in the view of the Rating Board, leaps beyond the boundaries of the PG rating in theme, violence, nudity, sensuality, language, or other contents, but does not quite fit within the restricted R category. Any drug use content will initially require at least a PG-13 rating. In effect, the PG-13 cautions parents with more stringency than usual to give special attention to this film before they allow their 12 year olds and younger to attend.

If nudity is sexually oriented, the film will generally not be found in the PG-13 category. If violence is too rough or persistent, the film goes into the R (restricted) rating. A film’s single use of one of the harsher sexually-derived words, though only as an expletive, shall initially require the Rating Board to issue that film at least a PG-13 rating. More than one such expletive must lead the Rating Board to issue a film an R-rating, as must even one of these words used in a sexual context. These films can be rated less severely, however, if by a special vote the Rating Board feels that a lesser rating would more responsibly reflect the opinion of American parents.

Instruction

Use of Commercially Produced Video Recordings

What the Ratings Mean (from the Motion Picture Association of America – www.mpa.org)

PG-13: “Parents Strongly Cautioned. Some Material May be Inappropriate for Children Under 13” (continued)

PG-13 places larger responsibilities on parents for their children’s movie-going. The voluntary rating system is not a surrogate parent, nor should it be. It cannot and should not insert itself in family decisions that only parents can, and should, make. Its purpose is to give prescreening advance informational warnings, so that parents can form their own judgments. PG-13 is designed to make these parental decisions easier for films between PG and R.

R: “Restricted, Under 17 Requires Accompanying Parent Or Adult Guardian.”

In the opinion of the Rating Board, this film definitely contains some adult material. Parents are strongly urged to find out more about this film before they allow their children to accompany them.

An R-rated film may include hard language, or tough violence, or nudity within sensual scenes, or drug abuse or other elements, or a combination of some of the above, so that parents are counseled, in advance, to take this advisory rating very seriously. Parents must find out more about an R-rated movie before they allow their teenagers to view it.

NC-17: “No One 17 and Under Admitted”

This rating declares that the Rating Board believes that this is a film that most parents will consider patently too adult for their youngsters under 17. No children will be admitted. NC-17 does not necessarily mean “obscene or pornographic” in the oft-accepted or legal meaning of those words. These are legal terms and for courts to decide. The reasons for application of an NC-17 rating can be violence or sex or aberrational behavior or drug abuse or any other elements which, when present, most parents would consider too strong and therefore off-limits for viewing by their children.

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

Regulation approved:

rev 4/98

rev 5/05

SCHOOL DISTRICT OF _____

PARENT/GUARDIAN NOTIFICATION FORM

Use of Commercially Produced Video/DVD Recordings

Date: _____

Dear Parent/Guardian:

I am planning to show _____ to my _____ grade
_____ class. This film/video/DVD is rated _____.

The rating is due to these factors: _____

The purpose of seeing this film/video/DVD is to: _____

_____ The film/video/DVD will be shown in its entirety.
_____ Only the following portions of the film/video/DVD will be shown:

If you wish to preview the film/video/DVD, it may be borrowed or rented from:

Signature of Teacher

Please sign below and return this form with your child or mail it to the address indicated. Please return this form on or before:

Film/video _____

_____ My child has my approval to view this film/video/DVD.
_____ I do not want my child to view this film/video/DVD. Please substitute a meaningful, related, alternative activity.

Student: _____

Signature of Parent/Guardian

School: _____

Address: _____

Existing policy #6180, adopted 3/20/06, is appropriate as written.

Instruction

Evaluation of the Instructional Program

Appropriate means for continuing evaluation of the entire education program, shall be established and maintained. Special attention shall be given to (a) elimination of discrimination as to race, color, creed, religious belief, age, marital status, national origin, sex or physical disability and (b) recognition of the individual child. (cf. 6121 - Affirmative Action):

Elements of this evaluation may include the following:

1. Defining each major objective in terms that can be measured or observed:
 - a. Measurable student behavior (tests, surveys, inventories, checklists, etc.)
 - b. Observable student behavior (that which can be assessed subjectively by (1) teachers, (2) peers, or (3) the students themselves).
2. Planning and carrying out experiences for students which are designed to bring about the desired outcomes.
3. Employing pertinent tests, measurements, observations:
 - a. During the learning experiences.
 - b. Following the learning experiences.
4. Comparing outcomes with objectives.
5. Continuing, revising or expanding learning experiences which seem to result in the desired objectives.

Legal Reference: Connecticut General Statutes

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

Title IX of the Education Amendments of 1972, 20 USC 1681 et. seq.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

A sample policy to consider.

Instruction

Evaluation of the Instructional Program

Student Achievement Program

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the District. The District will define student achievement and include, but not be limited to the following:

1. Tests and other assessment results;
2. Student attendance and drop-out rates;
3. Diploma attainment;
4. Post-secondary institution enrollment rates including trade/apprenticeship programs and military enlistments;
5. Advanced placement, honors, international baccalaureate and other accelerated course completion rates;
6. Grade point average (GPA) by class, grade level and school;
7. Performance on mastery examinations provided by and administered under the supervision of the State Board of Education including but not limited to the Connecticut Mastery Tests (CMTs) and the Connecticut Academic Performance Test (CAPT) and tests required by the Federal Elementary and Secondary Education Act; and
8. Others as identified by the District.

The Superintendent will ensure development and implementation of a comprehensive, collaborative planning process that engages the school community in the District's continuous student achievement improvement program efforts.

Alternative language:

The Superintendent will ensure development and implementation of a District-wide program for student achievement improvement that engages District stakeholders in a continuous improvement planning process that provides for annual review, revision as needed and reports to the community. The District's program will be reflected in school and District improvement plans and will include, but not be limited to, the following:

1. Self-evaluation of current and prior disaggregate student achievement and behavioral data, including student and community demographics, student access to and utilization of educational opportunities to meet standards, District progress toward development and implementation of improvement programs and stakeholder satisfaction;

Instruction

Evaluation of the Instructional Program

Student Achievement Program

Alternative language: (continued)

2. Data-driven goal setting utilizing Connecticut Department of Education recommended or local methods;
3. Action planning including provisions for accountability, professional staff development, steps to assure a safe educational environment conducive to learning, identification of local efficiencies and resources, steps to assure all students have access to the educational opportunities needed to meet the high standards of the State and District, resource allocation and realignment strategies needed to support improvement efforts.

The District's program will be consistent with the Connecticut Department of Education requirements and reflected in school and district improvement plans.

The Board will, in striving for continuous improvement of student achievement, annually review district and individual school data on student achievement. In addition, the Board will prioritize, allocate and realign resources as necessary.

- (cf. 0000 – Mission, Goals, Objectives)
- (cf. 0100 – Mission Statement)
- (cf. 0200 – Goals for the Public Schools)
- (cf. 0210 – Goals/Objectives for Student Accomplishment)
- (cf. 0500 – Comprehensive Improvement Plans/Schedules)
- (cf. 5121 – Examination/Grading/Rating)
- (cf. 5123 – Promotion/Retention)
- (cf. 6120 – Objectives of the Instructional Program)
- (cf. 6140 – Curriculum)
- (cf. 6142 – Basic Instructional Program)
- (cf. 6143 – Curriculum Guides)
- (cf. 6146 – Graduation Requirements)
- (cf. 6146.2 – Statewide Proficiency/Mastery Examinations)
- (cf. 6150 – Instructional Arrangements)
- (cf. 6160 – Instructional Resources)
- (cf. 6170 – Curriculums Extensions)
- (cf. 6180 – Evaluation of the Instructional Program)

Instruction

Evaluation of the Instructional Program

Legal Reference: Connecticut General Statutes

10-14n State-wide mastery examination. Certification of mastery.
Limitation's on use of test results.

Leave No Child Behind Act of 2001 (H.R.1)

Policy adopted:

Recommended policy.

Instruction

Evaluation of Special Education Program

The Superintendent shall make an annual report to the Board of Education concerning the special education programs of the school district, with particular attention to the individual education programs, by program and school.

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

In addition to the annual report the Superintendent shall make interim reports whenever any phase of the program is significantly less satisfactory than was expected so that necessary adjustments may be made.

The Superintendent shall make certain that the individualized education plan of each student is reviewed periodically, or at least annually.

Legal Reference: State Board of Education Regulations

10-76d-1 - 10-76d-19 Duties and powers of Boards of Education to provide special education programs and services.

Policy adopted:

Recommended sample policy.

Instruction

Adult Continuing Education

The Board recognizes that education is a lifelong process. Therefore, the Board of Education shall establish and maintain a program of adult education classes. The adult education program shall be open to all residents over age 16, not attending any public or private elementary, middle or senior high school. A student who is under age 16 and a mother may attend adult education classes if her request is approved by the Board. The program shall offer a variety of subjects to serve civic, cultural, vocational, and avocational needs of the community. Course offerings shall be determined by response to courses previously given and by newly arising needs and interests, subject to limitations of the plant, personnel and equipment.

A student enrolled in a District public school in a full-time program of study may enroll in an adult education activity provided the student receives the approval of the Principal of the school in which he/she is enrolled in a full-time program or such student is enrolled in an adult education activity as part of an alternative educational opportunity during a period of expulsion.

Classes shall be made available at fees to be established by the Board of Education. No tuition shall be charged for residents who enroll in adult classes for elementary and high school completion, Americanization and United States citizenship and English for adults with limited English proficiency. Other courses, including adult literacy and/or parenting skills, may be given only when the number of interested adults is sufficient to form a class of proper size, and when a qualified teacher, adequate facilities and appropriate supervision can be made available.

The District shall grant an adult education diploma to those adult education program participants who have satisfactorily completed a minimum of twenty (20) adult education credits, of which not fewer than four shall be in English; not fewer than three in mathematics; not fewer than three in social studies, including one in American history; not fewer than two in science; and not fewer than one in the arts or vocational education. The requirements for an adult education diploma shall consist of satisfactory completion of a minimum of twenty adult education credits, of which not fewer than four shall be in English; not fewer than three in mathematics; not fewer than three in social studies, including one in American History and at least one-half credit course in civics and American government; not fewer than two in science; and not fewer than one in the arts or vocational education.

Adults in Day Secondary School Programs

Adults who are residents of the school district may enroll in day classes at the high school level on a space available basis. The selection of classes available to adults will be determined by the high school Principal, in consultation with the Superintendent. A registration fee will be charged and applications will be processed through the Assistant Principal or designee and Guidance Offices of the high school. Adults enrolled in day secondary classes will abide by all student rules and regulations established by the high school.

(cf. 5134 - Married/Pregnant Students)

Instruction

Adult Continuing Education

(cf. 5114 – Suspension and Expulsion/Due Process)

Legal Reference: Connecticut General Statutes

10-67 Adult education-definitions (as amended by P.A. 03-100)

10-69 (as amended by P.A. 03-100, and P.A. 11-126)

10-71 (as amended by P.A. 03-100)

10-71a State grants for adult education programs.

10-73a Adult education

10-73b Grants for adult education services of programs conforming to state plan.

10-73c Basic adult education programs.

P.A. 96-244 An Act Concerning Technical Revision to the Education Statutes.

P.A. 97-290 An Act Enhancing Choices and Opportunities

P.A. 03-102 An Act Concerning Adult Education and Workforce Development

Policy adopted:

rev 6/03

rev 7/11

CABE Policy Service

Connecticut Association of Boards of Education, Inc.

81 Wolcott Hill Road • Wethersfield, CT 06109-1242 • (860) 571-7446 • Fax (860) 571-7452

January 17, 2013



Dr. Guy F. Stella
Superintendent of Schools
Woodbridge Public Schools
40 Beecher Street South
Woodbridge, CT 06525-2006

Dear Guy:

Enclosed is the first draft of Series 6000 (Instruction) to be reviewed by the policy committee.

Series 6000 was developed by reviewing the existing Board policies, faculty, parent and student handbooks. Most of the existing policies were used. I have included a two-page handout "*Check-Off List of Required and Good Practice Policies*" for Series 6000 which will assist the committee to understand which policies and regulations are required by law or advisable to adopt. While there are fewer required policies in this section, there are a number of policies which maybe needed from a practical stand point. All policies and regulations are annotated.

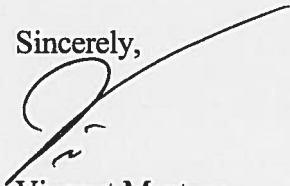
A number of sample policies are incorporated into this packet and are noted on the *CABE Policy Review of Existing Woodbridge Material* sheet. If you believe certain sample policies/regulations are not necessary, simply have them removed from the packet. The sample policies cover such topics as:

curriculum, separation of church and state, computer literacy, advance college placement, equal access and extra-class activities (sports, student publications, student organizations, student activity funds), suspension of student activity privileges, graduation requirements, grading system, statewide proficiency/mastery examinations, field trips, educational tours, homework, care of instructional materials, community resources, use of copying devices, identification of special needs and abilities, student production of services and materials, gifted children program, remedial instruction, homeschooling, homebound, summer school, career and vocational education, evaluation of instructional program, evaluation of special education program and adult/continuing education.

Dr. Guy F. Stella
January 17, 2013
Page 2

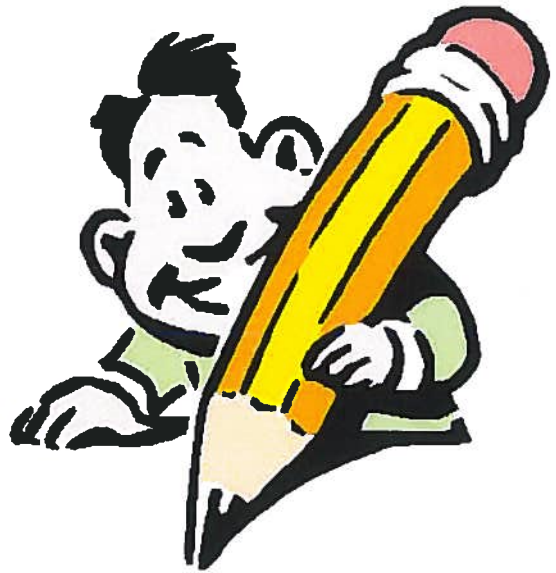
If you have any questions, please call.

Sincerely,

A handwritten signature in black ink, appearing to read 'Vincent Mustaro', with a long, sweeping flourish extending to the right.

Vincent Mustaro
Senior Staff Associate
for Policy Service

esp



JUST A REMINDER TO POLICY REVIEW COMMITTEE

Please make all changes/modifications in **RED PEN and return **THIS ENTIRE WORKING PACKET** (even rejections) back to **CABE** for processing of the second draft.**

We will return a clean copy with all modifications made by the Policy Review Committee.

Packet Return Reminder

When returning this packet back to CABE, please take a moment to be sure you've included the following:

- Is the **Table of Contents** included?
- Are the **rejections** included the packet?
- Are all the additions and revisions marked clearly in RED pen?**
- If the Board adopted this packet, did you provide an **adoption date**?

Is the entire packet (Series) complete? Yes No

If you answered "no" to the above question, how much of the packet is included (e.g., 1/2, 1/4, etc...)? _____



**THE GOVERNANCE MANUAL: What It Should
Contain for Instruction - Series 6000**

As the intermediary between the community and the schools, the Board translates the needs and wishes of the community into policies that set broad guidelines for the administration to follow in providing educational services to the students of the district. Without trespassing on the functions of the administration and teaching staff, Board members use policy to exercise influence and control on the vital area of curriculum.

Guidelines for the formulation and implementation of curriculum, including policies on curriculum guides and lesson plans, are proper responsibilities of the Board. Program evaluation is particularly important.

Policies dealing with the teaching-learning process cover homework, teaching of controversial issues, home instruction, field trips, summer schools, co-curricular activities, selection of texts, library books, reading materials, and others more far-ranging-perhaps use of community college resources in high school programs, adult education, work experience programs, and the sale of student services and products.

Connecticut Association of Boards of Education

*Guide for the Woodbridge Board of Education Policy Committee
Check-Off List of Required and Good Practice Policies*

Required Policies Related to Series 6000 - Instruction

Below is a list of the required policies and/or regulations for Series 6000. Following the topic is the state statute or federal law.

Policy Number	Policy Topic	Comments
6115	School Ceremonies; Pledge of Allegiance	Existing policy and Sample provided.
6121	Nondiscrimination	Existing policy.
6141.312	Migrant Students (P.L. 107-110 NCLB)	Existing policy.
6141.323	Internet Filtering (CIPA)	Sample provided.
6141.326	Social Networking	Sample provided
6154	Homework, Section 10-220, 10-221 <i>Each local and regional board of education shall develop, adopt and implement written policies concerning homework....</i>	Existing policy.
6146.1 or 6146.11	Re: Grading System	Sample provided.
6162.51	Surveys of Students (NCLB)	Existing policy.
6164.11	Drugs, Alcohol, Tobacco	Existing policy.
6164.12	Exemption for AIDS Instruction, Section 10-19(b) <i>Each local and regional board of education shall adopt a policy, as the board deems appropriate, concerning the exemption of students from such (acquired immune deficiency syndrome) instruction upon written request of the parent or guardian.</i>	Sample provided.
6161.3	Comparability of Services - per Title 1 requirement.	Sample provided.
6164.11	Drugs, Tobacco, Alcohol (10-221d)	Existing policy.
6172.4	Title I Parent Involvement (NCLB)	Existing policy.

Policies You May Need

Policy Number	Policy Topic	Comments
6142.1	Family Life Education	Sample provided.
6144	Controversial Issues	Existing policy.
6145	Extra-Class Activities - Student Meetings - Equal Access	Samples provided.
6145.2	Intramural Competition/Interscholastic Competition	Sample provided.
6145.5	Organizations/Associations	Sample provided.
6145.8	Activity Funds Management	Sample provided.
6153	Field Trips	Existing policy.
6161	Equipment, Books and Materials: Provision/Selection	Existing policy.
6161.2	Care of Instructional Material Section 10-221(b): <i>Boards of education may prescribe rules to impose sanctions against students who damage or fail to return textbooks, library materials or other educational materials.</i>	Existing policy.
6161.21	Overdue, Damaged or Lost Instructional Materials Section 10-221(b): <i>Said boards may charge students for such damaged or lost textbooks, library materials and may withhold grades, transcripts or report cards until the student pays or returns the textbook, library book or other educational material.</i>	Sample provided.
6162.7	Backup Copies of Computer Software	Samples provided.
6172.3	Home Instruction	Sample provided.

CABE's Policy Review of Woodbridge Existing Policy Material
Series 6000 Instruction
 Page 1

Policy Topic Title	Number	Former Number	Action Taken				Date Adopted
			Appropriate as written	Same Modified	Not Used	Sample provided Policy Regulation	
Instruction (Concept and Roles)	6000	6000	X			X	5/17/05
Provisions of Negotiated Agreements/Contracts	6000.1					X	
Goals and Objectives	6010					X	
Elementary and Secondary	6100						
Schedules	6110						
School Calendar	6111	6111	X			X	1/18/05
School Day	6112					X	
Release Time	6113						
Emergencies and Disaster Preparedness	6114	6114	X			X	4/26/05
Fire	6114.1					X	
Civil Defense	6114.2						
Bomb Threats	6114.3					X	
Natural Disasters & Emergencies	6114.4						
Civil Disorder	6114.5						
Emergency Closings	6114.6					X	
Safe Schools	6114.7						
Pandemic/Epidemic Emergencies	6114.8						
Ceremonies and Observances	6115	6115		X		X	11/18/02
Religious Observances and Displays	6115.1					X	
Graduation Exercises - Prayer	6115.11						
Graduation Exercises - Student Speeches/Participation	6115.111						
Assemblies	6115.2						
Objectives of the Instructional Program	6120					X	
*Nondiscrimination	6121	6121	X				1/18/05
Equal Educational Opportunity	6121.1					X	
Organizational Plan	6130						

CABE's Policy Review of Woodbridge Existing Policy Material
Series 6000 Instruction
 Page 2

Policy Topic Title	Number	Former Number	Action Taken				Date Adopted	
			Same		Not Used	Sample provided		
			Appropriate as written	Modified		Policy		Regulation
Curriculum	6140	6140		X		X		9/17/02
Curriculum Design/Development/Revision	6141					X		X
Experimental/Innovative Programs	6141.1							
Curriculum Research/Experimental Projects	6141.11					X		
Recognition of Religious Beliefs and Customs	6141.2					X		
Religion in the Public Schools	6141.21					X		
Religion and Religious Accommodation	6141.22					X		X
Development/Revisions/Adaptations	6141.3							
Bilingual-Bicultural Education	6141.31					X		
Programs for Limited English Proficient Students	6141.311					X		
Migrant Students	6141.312	6141.312		X		X		2/27/06
Computer Literacy	6141.32					X		
Computers: Acceptable Use of the Internet, Other	6141.321	6141.321		X				6/19/06
Computer Networks and Internet Safety								
Computers/Web Sites/Pages	6141.322	6141.322		X				7/21/05
*Internet Acceptable Use: Filtering								
Access to Electronic Networks	6141.323					X		X
Posting of Student Work/Photographs	6141.324					X		X
Use of New Web Tools (Blogging/Podcasting)	6141.325					X		X
Online Social Networking	6141.326					X		X
Electronic Resources	6141.327					X		X
Independent Study	6141.4							
Student Volunteers and Community Service	6141.42							
Advanced College Placement	6141.5							
Prohibited Studies	6141.6							
Honors Programs	6141.7							

CABE's Policy Review of Woodbridge Existing Policy Material
Series 6000 Instruction
 Page 3

Policy Topic Title	Number	Former Number	Action Taken				Date Adopted
			Same		Sample provided		
			Appropriate as written	Modified	Not Used	Policy Regulation	
School Readiness/Day-Care	6141.8						
Basic Instructional Program	6142				X		
Family Life and Sex Education	6142.1				X	X	
Health Education	6142.10				X		
Student Nutrition (Student Wellness)	6142.101	6142.101	X				7/17/06
Human Relations Education	6142.11				X		
Applied Education Program	6142.12						
Reading/Language Arts	6142.2						
Mathematics	6142.3						
Science	6142.4						
Social Studies	6142.5						
Constitution	6142.51						
Democracy Education	6142.52						
International Education	6142.53				X		
Physical Education	6142.6						
Physical Activity	6142.61						
Recess/Unstructured Break Time	6142.62						
Visual Arts Education	6142.7						
Music Education	6142.8						
World Languages Education	6142.9						
Curriculum Guides	6143				X		
Controversial Issues	6144	6144	X				3/21/05
Exemption from Instruction	6144.1	6144.1	X			X	7/21/03
Reading Assignments and Other Instructional Materials	6144.2						
Controversial Speakers	6144.3				X		
Reacting to Political Action and Issues	6144.4				X		

CABE's Policy Review of Woodbridge Existing Policy Material
Series 6000 Instruction

Policy Topic Title	Number	Former Number	Action Taken				Date Adopted
			Appropriate as written	Same Modified	Not Used	Sample provided Policy Regulation	
Extra-Class Activities	6145					X	
Co-Curricular Eligibility	6145.1						
Intramural/Interscholastic Competition	6145.2					X	
Sunday Play of Postponed Friday & Saturday Games	6145.21						
Ambulance Coverage at Home Football Games	6145.211					X	
Sportsmanship	6145.22					X	
Gender Equity	6145.23						
Attendance at Home Athletic Events	6145.26						
Publications	6145.3						
Underground Publications	6145.31						
Public Performances and Exhibitions	6145.4						
School Productions	6145.41					X	X
Organizations/Associations	6145.5					X	
National Honor Society	6145.51						
Travel and Exchange Programs	6145.6						
Social Events/Meetings	6145.7						
Use of Alcohol by Adults	6145.71						
Activity Funds Management	6145.8					X	
Student Fund-Raising Activities	6145.81					X	
Ticket Policy	6145.9						
Graduation Requirements	6146						
*Grading System	6146.1					X	
Grade Weighting/Class Ranking	6146.11						
Post-Graduate Schooling	6146.12						
Statewide Proficiency/Mastery Examinations	6146.2						
Release of Student CMT Writing Sample	6146.21					X	

CABE's Policy Review of Woodbridge Existing Policy Material
Series 6000 Instruction
 Page 5

Policy Topic Title	Number	Former Number	Action Taken				Date Adopted
			Appropriate as written	Same Modified	Not Used	Sample provided Policy Regulation	
Evaluating Student Performance	6147					X	
Instructional Arrangements	6150					X	
Classroom Appearance/Arrangement	6150.1						
Class Size	6151						
Pre-Kindergarten Class Size	6151.1						
Grouping	6152						
Field Trips	6153	6153	X			X	7/1/05
Educational Tours	6153.1	6153.1	X				7/1/05
Field Trips and Community Service	6153.11						
Student Participation in Election Process	6153.2						
*Homework/Make-Up Work	6154	5146	X				7/17/06
Use of Computers in Instruction	6156	6156	X				4/24/06
Off-Site Computer Use	6156.2						
Instructional Guidelines	6156.4						
Lesson Plans	6156.5						
Individualized Education /Special Education Program	6159					X	
Teacher Aides	6159.1					X	
Instructional Resources	6160					X	
Equipment, Books and Materials: Provision/Selection	6161	6161	X				3/15/04
Evaluation/Selection of Instructional Materials	6161.1	6161.1	X				3/20/06
Reconsideration of Materials	6161.12						
Selection of Music for Study and Performance	6161.13						
Care of Instructional Materials	6161.2	6161.2(Reg)	X				5/16/06
Damage of Instructional Materials: Fees/Fines/Charges	6161.21					X	
*Comparability of Services	6161.3					X	
Title I Program	6161.31					X	

CABE's Policy Review of Woodbridge Existing Policy Material
Series 6000 Instruction
 Page 6

Policy Topic Title	Number	Former Number	Action Taken					Date Adopted	
			Same		Not Used	Sample provided			
			Appropriate as written	Modified		Policy	Regulation		
Use of Proprietary Software Products	6161.7						X	X	
Instructional Resources for Teachers	6162								
Audiovisual Materials	6162.1								
Curriculum Consultants	6162.2								
Testing Program	6162.3						X		
Test Exclusions	6162.31						X		
Test Integrity/Test Preparation	6162.32						X		
School Volunteers	6162.4						X		X
Research; Testing	6162.5								
Surveys of Students	6162.51	5150				X			3/17/03
Use of Copying Devices	6162.6						X		
Back-Up Copies of Copyrighted Computer Software	6162.7					X			3/20/06
Instructional Resources for Students	6163						X		
Media Center (Library)	6163.1						X		X
Gifts of Library Materials	6163.11								
Challenged Library Media Materials	6163.111								
Live Animals in the Classroom	6163.3					X			7/21/03
Dissection of Animals	6163.31								
Service Animals	6163.32						X		X
Individual Services & Diagnostic Counseling	6164								
Health Services	6164.1								
*Drugs, Tobacco, Alcohol	6164.11	6164.11				X			3/21/05
* Acquired Immune Deficiency Syndrome (AIDS)	6164.12						X		X
Guidance Services	6164.2						X		
Psychological Services	6164.3						X		
Identification of Special Needs & Abilities	6164.4						X		

CABE's Policy Review of Woodbridge Existing Policy Material
Series 6000 Instruction
 Page 7

Policy Topic Title	Number	Former Number	Action Taken				Date Adopted
			Appropriate as written	Same Modified	Not Used	Sample provided Policy Regulation	
Speech, Hearing and Language Services	6164.5					X	
Social Work Services	6164.6					X	
Student Production of Services & Materials	6165						
Curriculum Extensions	6170						
Special Education	6171	6171	X			X	7/21/05
Inclusion	6171.1						
Pre-School Special Education	6171.2						
Placement of Special Education Students (Out-of-District)	6171.3						
Program Adaptations/Alternative Education Programs	6172						
Gifted/Talented Program	6172.1	6172.1	X				5/17/05
Relations with Charter Schools	6172.11						
Extraordinarily Proficient Student Tuition	6172.111						
Magnet Schools	6172.12						
Attendance at Non-Designated Public High School	6172.13						
Remedial Instruction	6172.2						
Supplementary Services	6172.21						
Home Schooling Guidelines	6172.3					X	
Title I Parent Involvement	6172.4	6172.41	X				11/17/03
Title I Program	6172.41						
Pilot Programs and Research Projects	6172.5					X	
Virtual/Online Courses	6172.6						
Mentoring Program for Students	6172.7						
Innovation Schools	6172.8						
School-Wide Pre-Referral Approaches and Interventions (SRBI)	6172.81					X	
Homebound and Hospitalized Instruction	6173	6173	X				6/18/07

CABE's Policy Review of Woodbridge Existing Policy Material
Series 6000 Instruction
 Page 8

Policy Topic Title	Number	Former Number	Action Taken				Date Adopted
			Same			Sample provided Regulation	
			Appropriate as written	Modified	Not Used		
Summer School/Evening School	6174						
Recreation	6175						
Career/Vocational Education	6176						
Agricultural Science and Technology Education	6176.1						
Produced Video Recording (Use of)	6177				X	X	
Educational TV	6177.1						
Evaluation of the Instructional Program	6180	6180	X				3/20/06
Student Achievement Program	6180.1				X		
Evaluation of Special Education Program	6181				X		
Adult/Continuing Education	6200				X		

POLICIES/ REGULATIONS LISTED IN EXISTING MANUAL BUT NOT USED:

FORMER CODING	TOPIC TITLE	ADOPTION DATE	REPLACEMENT POLICY NUMBER
•			
•			
•			
•			

WOODBRIIDGE PUBLIC SCHOOLS

INSTRUCTION

SERIES 6000

	Number	Policy or Regulation
0. Instruction (Concept and Roles).....	6000	P
A. Provisions of Negotiated Agreements/Contracts.....	6000.1	P
B. Goals and Objectives.....	6010	P
1. Elementary and Secondary		
A. Schedules.....	6110	P/R
(1) School Day	6112	P
(2) Emergencies and Disaster Preparedness.....	6114	P/R
(a) Fire.....	6114.1	P/R
(b) Bomb Threats	6114.3	P/R
(c) Emergency Closings.....	6114.6	P
(3) Ceremonies and Observances.....	6115	P/R
(a) Religious Observances and Displays.....	6115.1	P
B. Objectives of the Instructional Program	6120	P
(1) *Nondiscrimination	6121	P
(2) Equal Educational Opportunity	6121.1	P
C. Curriculum.....	6140	P
(1) Curriculum Design/Development/Revision	6141	P/R
(a) Experimental/Innovative Programs		
(i) Curriculum Research/ Experimental Projects.....	6141.11	P
(ii) Recognition of Religious Beliefs and Customs	6141.2	P
(iii) Religion in the Public Schools	6141.21	P
(iv) Religion and Religious Accommodation	6141.22	P/R
(b) Development/Revisions/Adaptations		
(i) Bilingual-Bicultural Education.....	6141.31	P
(ii) Programs for Limited English Proficient Students.....	6141.311	P
(iii) Migrant Students.....	6141.312	P
(c) Computer Literacy.....	6141.32	P
(i) Computers: Acceptable Use of the Internet, Other Computer Networks and Internet Safety.....	6141.321	P/R
(ii) Computers/Web Sites/Pages.....	6141.322	P
(iii) *Internet Acceptable Use: Filtering Access to Electronic Networks.....	6141.323	P/R
(iv) Posting of Student Work/ Photographs	6141.324	P

***Bolded line indicates policies which boards of education must have due to federal or state law**

WOODBRIIDGE PUBLIC SCHOOLS

INSTRUCTION

SERIES 6000

	Number	Policy or Regulation
(v) Use of New Web Tools (Blogging/Podcasting).....	6141.325	P/R
(vi) Online Social Networking	6141.326	P/R
(vii) Electronic Resources	6141.327	P/R
(2) Basic Instructional Program	6142	P
(a) Family Life and Sex Education	6142.1	P
(b) Health Education	6142.10	P
(c) Student Nutrition and Physical Activity (Student Wellness Policy).....	6142.101	P
(d) Human Relations Education.....	6142.11	P
(e) International Education.....	6142.53	P
(3) Curriculum Guides	6143	P
(4) Controversial Issues.....	6144	P/R
(a) Exemption from Instruction	6144.1	P/R
(b) Controversial Speakers.....	6144.3	P
(c) Reacting to Political Action and Issues	6144.4	P
(5) Extra-Class Activities.....	6145	P
(a) Intramural/Interscholastic Competition.....	6145.2	P
(i) Sportsmanship	6145.22	P
(ii) Gender Equity.....	6145.23	P
(b) Public Performances and Exhibitions		
(i) School Productions.....	6145.41	P/R
(c) Organizations/Associations	6145.5	P
(d) Activity Funds Management.....	6145.8	P
(i) Student Fund-Raising Activities.....	6145.81	P
(6) Graduation Requirements		
(a) *Grading/Assessment System	6146.1	P
(b) Release of Student CMT Writing Sample	6146.21	P
(c) Evaluating Student Performance	6147	P
D. Instructional Arrangements	6150	P
(1) Field Trips	6153	P/R
(a) Educational Tours.....	6153.1	P
(2) *Homework/Make-Up Work.....	6154	P
(3) Use of Computers in Instruction.....	6156	P
(4) Individualized Education/ Special Education Program	6159	P
(a) Teacher Aides	6159.1	P
E. Instructional Resources.....	6160	P
(1) Equipment, Books and Materials: Provision/Selection.....	6161	P

***Bolded line indicates policies which boards of education must have due to federal or state law**

WOODBRIIDGE PUBLIC SCHOOLS

INSTRUCTION

SERIES 6000

	Number	Policy or Regulation
(a) Evaluation/Selection of Instructional Materials.....	6161.1	R
(b) Care of Instructional Materials.....	6161.2	P/R
(i) Damage of Instructional Materials: Fees/Fines/Charges.....	6161.21	P/R
(c) *Comparability of Services.....	6161.3	P
(d) Title I Program.....	6161.31	P
(e) Use of Proprietary Software Products	6161.7	P/R
(2) Instructional Resources for Teachers		
(a) Testing Program	6162.3	P
(b) Test Exclusions.....	6162.31	P
(c) Test Integrity/Test Preparation	6162.32	P
(d) School Volunteers	6162.4	P/R
(e) Research; Testing		
(i) Surveys of Students.....	6162.51	P
(f) Use of Copying Devices	6162.6	P/R
(g) Back-Up Copies of Copyrighted Computer Software.....	6162.7	P/R
(3) Instructional Resources for Students	6163	P
(a) Media Center (Library).....	6163.1	P/R
(b) Live Animals in the Classroom	6163.3	P
(c) Service Animals.....	6163.32	P/R
(4) Individual Services & Diagnostic Counseling		
(a) Health Services		
(i) *Drugs, Tobacco, Alcohol	6164.11	P
(ii) *Acquired Immune Deficiency Syndrome (AIDS)	6164.12	P/R
(b) Guidance Services	6164.2	P
(c) Psychological Services	6164.3	P
(d) Identification of Special Needs and Abilities....	6164.4	P
(e) Speech, Hearing and Language Services	6164.5	P
(f) Social Work Services	6164.6	P
F. Curriculum Extensions		
(1) Special Education	6171	P
(2) Program Adaptations/Alternative Programs		
(a) Gifted/Talented Program	6172.1	P
(b) Home Schooling	6172.3	P
(c) Title I Parent Involvement.....	6172.4	P
(d) Pilot Programs and Research Projects.....	6172.5	P
(e) School-Wide Pre-Referral Approaches and Interventions (SRBI).....	6172.81	P
(3) Homebound/Hospitalized Instruction.....	6173	P

***Bolded line indicates policies which boards of education must have due to federal or state law**

WOODBRIIDGE PUBLIC SCHOOLS

INSTRUCTION

SERIES 6000

		Number	Policy or Regulation
	(4) Commercially Produced Video Recording (Use of)....	6177	P/R
	(a) Educational TV.....	6177.1	P
G.	Evaluation of the Instructional Program.....	6180	P
	(a) Educational TV.....	6180.1	P
	(1) Evaluation of Special Education Program.....	6181	P
2.	Adult/Continuing Education.....	6200	P

***Bolded line indicates policies which boards of education must have due to federal or state law**

Existing policy, number 6000 adopted 5/17/05, appropriate as written, except for addition of legal reference. A sample follows for comparison and consideration.

Instruction

Concept and Roles in Instruction

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.

Legal Reference: No Child Left Behind Act, §1116, 20 U.S.C. §6316.

105 ILCS 5/2-3.63, 5/2-3.64, 5/10-21.3a, and §5/27-1.

Another version of this policy.

Instruction

Concept and Roles in Instruction

Student Achievement

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the District. The Superintendent will ensure development and implementation of a district-wide program for student achievement improvement that engages District stakeholders in a continuous improvement planning process that provides for annual review, revision as needed and reports to the community. The District's program will be reflected in school and district improvement plans and will include, but not be limited to, the following:

- Self-evaluation of current and prior disaggregate student achievement and behavioral data, including student and community demographics, student access to and utilization of educational opportunities to meet standards, district progress toward development and implementation of improvement programs and community satisfaction.
- Data-driven goal setting utilizing methods recommended by the State Department of Education.
- Action planning including provisions for accountability, professional staff development, steps to assure a safe educational environment conducive to learning, identification of local efficiencies and resources, steps to assure all students have access to the educational opportunities needed to meet the high standards of the State and District, resource allocation and realignment strategies needed to support improvement efforts.

The District's program will be consistent with the requirements of the Connecticut Department of Education and reflected in school and district improvement plans.

The Board will, in striving for continuous improvement of student achievement, annually review District and individual school data on student achievement. In addition, the Board will prioritize, allocate and realign resources as necessary.

School Accountability

The primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the State Board of Education prepared Connecticut's Common Core of Learning. The Board of Education gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

Instruction

Concept and Roles in Instruction (continued)

Quality Assurance

The Board shall continuously monitor the quality of the District's work. The Superintendent shall supervise each school's process for continuous school improvement. Further, each District school shall establish school improvement plans that contain:

- District student learning objectives;
- Assessment systems for measuring students' progress in the fundamental learning areas; and
- Reporting systems for informing the community and the State of assessment results.

The Superintendent shall regularly report the District's progress to the Board and seek Board approval for each School Improvement Plan.

School Choice for Students Enrolled in a School Identified for Improvement Corrective Action, or Restructuring

This section applies to only those students enrolled in a school identified by the State Board of Education for school improvement, corrective action, or restructuring according to federal law. Those students may transfer to another public school within the District, which has not been identified as needing improvement. If there are no District schools available into which a student may transfer, the Superintendent or designee shall, to the extent practicable, establish a cooperative agreement with other districts in the area. A student who transfers to another school under this policy may remain at that school until the student completes the highest grade at that school. The District shall provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement or subject to corrective action or restructuring. All notices provided to parents/guardians and transfer requests are governed by federal law.

If any District school is identified for improvement, the Superintendent or designee shall identify, develop, or revise a school plan for improvement in accordance with federal law. This school plan shall be presented to the Board for approval.

Students from low-income families shall be provided supplemental educational services as provided in federal law if they attend any District school that: (1) failed to make adequate yearly progress within a year after being identified for school improvement, or (2) is subject to corrective action or restructuring.

Legal References: No Child Left Behind Act, §1116, 20 U.S.C. §6316.
105 ILCS 5/2-3.63, 5/2-3.64, 5/10-21.3a, and §5/27-1.

Policy adopted:

cps 11/02

A "good practice" policy.

Instruction

Provisions of Negotiated Agreements/Contracts

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

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

Policy adopted:

A sample policy to consider.

Instruction

Goals and Objectives

Version #1

In establishing an effective educational program as part of the students' total education, the District recognizes the importance of developing a partnership that promotes the involvement of staff, parents and the community through such means as local school committees and advisory committees.

The District is committed to a continual process of collaborative decision making and goal setting that is framed around the following characteristics:

1. Provides equal and open access and educational opportunities for all students regardless of their linguistic background, culture, race, sex, sexual orientation, capability or geographic location;
2. Assumes that all students can learn and establishes high, specific skill and knowledge expectations and recognizes individual differences at all instructional levels;
3. Provides special education, compensatory education, linguistically and culturally appropriate education and other specialized programs to all students who need those services;
4. Provides students with a solid foundation in the skills of reading, writing, problem-solving and communication;
5. Provides opportunities for students to learn, think, reason, retrieve information, use technology and work effectively alone and in groups;
6. Provides for rigorous academic content standards and instruction in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and second languages;
7. Provides students with an educational background to the end that they will function successfully in a constitutional republic, a participatory democracy and a multicultural nation and world;
8. Provides students with the knowledge and skills that will provide the opportunities to succeed in the world of work, as members of families and as citizens;
9. Provides students with the knowledge, skills and positive attitude that lead to an active, healthy lifestyle;

Instruction

Goals and Objectives

Version #1 (continued)

10. Provides students with the knowledge and skills to take responsibility for their decisions and choices;
11. Provides opportunities for students to learn through a variety of teaching strategies;
12. Emphasizes involvement of parents and community in the total education of students;
13. Transports students safely to and from school;
14. Ensures that local schools have adequate control of how funds are spent to best meet the needs of students; and
15. Provides for a safe, educational environment.

Version #2

The District, in recognition of its educational responsibilities, will develop goals for guiding the instructional program. These goals will be developed by involving staff, parents and the community through such means as local school communities and advisory committees in the decision-making and goal-setting process. Goals will be reviewed periodically and, where desirable, modified.

The District will assist each learner to develop:

1. The ability to reason and apply knowledge;
2. The basic skills of reading, writing, problem-solving and communication;
3. Strong, healthy bodies and emotional well-being;
4. A desire for lifelong learning;
5. Knowledge and understanding of the theory and practice of how our democratic society functions;
6. Respect for the dignity, the rights and worth of all individuals;
7. Skills, experience and positive attitudes and the capacity to adapt to changing conditions;

Instruction

Goals and Objectives

Version #2 (continued)

8. Attitudes and behavior necessary to develop and preserve our environment;
9. The ability to live rewarding and satisfying lives and to identify and cultivate moral and ethical values.

Legal Reference: Connecticut General Statutes

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

10-220 Duties of boards of education

Policy adopted:

cps 3/04

Existing policy, number 6111 adopted 1/18/05, appropriate as written, except for update to legal reference.

Instruction

School Calendar

The school calendar shall show the beginning and ending of school dates, legal and local holidays, orientation meeting days, number of teaching days, vacation periods, and other pertinent dates providing for at least 182 school days for students.

The Superintendent shall recommend to the Board of Education a school calendar that meets all statutory requirements.

The calendar 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 Board of Education may declare a holiday in the schools under its jurisdiction when good reason exists.

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

Legal Reference: Connecticut General Statutes
 1-4 Days designated as legal holidays
 10-15 Towns to maintain schools
 10-16 Length of school day
 10-29a Certain days to be proclaimed by Governor.
 Distribution and number of proclamations.
 10-261 Definitions.
 10-161 Establishment of graduation date.
 10-233j Student possession and use of telecommunication devices.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

An optional sample regulation to consider/modify.

Instruction

School Calendar

In developing a student calendar for submission to the Board of Education, the Superintendent shall consider the following objectives:

- Begin school during the last week of August;
- Provide for staff and student orientation days before the start of school;
- Review calendars of the regional program providers and coordinate the District calendar to the degree practical to facilitate student participation in regional programs;
- Avoid holding school on the optional State holidays (Columbus Day, Veterans' Day, and Presidents' Day) in addition to Election Day and the first full day of Rosh Hashanah and Yom Kippur;
- On the eve of Rosh Hashánah and Yom Kippur there will be no after school or evening activities;
- Avoid holding school on Christmas Eve and schedule a half day of instruction on the Wednesday before Thanksgiving;
- Reopen schools after the December recess as close to January 1st as legally and practically permitted;
- Provide an academic break in February and April that avoids State test administration periods;
- Provide early release days for parent / teacher conferences in the fall and spring;
- In setting the February and April break maintain comparable periods of instruction between the break periods; and
- Provide make-up dates for a minimum of three (3) school-closing days before make-up days are removed from the April academic break. If a day must be removed from the April academic break to make-up for school closings, the day will be removed from the beginning of the break week.

Regulation approved:

cps 6/10

A sample policy to consider.

Instruction

School Day

Grades 1-6

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. In an early school closing or delayed opening because of weather, the district will still provide a minimum of 900 hours of actual school work by the conclusion of the school year.
4. Should it be necessary to consider alternative scheduling in any single school year, because of unusual circumstances which could interfere with fulfilling the 180 day school year requirement, the Superintendent shall recommend to the Board a plan for alternative scheduling to be transmitted to the State Board of Education for its consideration and possible approval.

In complying with statutory requirements for a minimum of 900 hours per year, the Superintendent shall exclude from the definition of actual school work that time provided for student lunch periods and non-instructional recesses at the elementary schools and students' lunch and passing time in the middle schools and the senior high school.

Note: *A Board of Education for a school that has been designated as a low achieving school pursuant to subdivision (1) of subsection (c) of C.G.S. 10-223e may increase the number of actual school sessions during each year, and may increase the number of hours of actual school work per session in order to improve student performance and remove the school from the list of schools designated as a low achieving school maintained by the State Board of Education.*

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.

Instruction

School Day

Kindergarten (continued)

4. In the event of an early closing because of weather, the kindergarten session shall count as a school day, regardless of its length.
5. Should it be necessary to consider alternative scheduling in any single school year, because of unusual circumstances which could interfere with meeting the 180 day school year requirement, the Superintendent shall recommend, and the Board review and act upon a plan for alternative scheduling to be transmitted to the State Board of Education for its consideration and possible approval.

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

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools. (as amended by PA 11-85, An Act Concerning the Achievement Gap.)

10-16 Length of school day (as amended by PA 95-182) An Act Concerning Reduction of Education Mandates).

10-16b Prescribed courses of study.

10-220 Duties of boards of education.

Policy adopted:

rev 7/11

Existing policy, number 6114 adopted 4/26/05, appropriate as written.

Instruction

Emergencies and Disaster Preparedness

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

The Superintendent shall develop system wide emergency procedures and shall require building principals to maintain specific building regulations and procedures.

First Aid

At least one person at each school site should be trained in first aid.

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

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Instruction

Emergencies and Disaster Preparedness

District Response to Homeland Security Codes

The following threat response actions correlate to each threat code condition. The threat response actions correlate to the Districts Crisis Management Plan. These protective measures may have been or may be put in place by the District in cooperation with the local, state and federal authorities. Response actions are flexible to accommodate the differing circumstances of various critical events.

1. Code Green (Low risk of terrorist attack)

Potential response measures:

- Update district wide, school and community crisis plans, specifically the emergency and disaster response procedures.
- Coordinate emergency plans with city/town, state and federal plans.
- Instruct employees and students to report suspicious activities or persons to the administrative office.
- Conduct crisis management and communications training for employees at all levels.
- Implement visitor control procedures.
- Maintain current emergency communication lists.
- Review current emergency communication lists.
- Inventory emergency supplies and equipment.
- Disseminate emergency communications methods and resources (i.e. where to get information) to employees, parents and community.

2. Code Blue (Guarded condition when there is a general risk of terrorist attack)

Potential response measures:

- Same measures as Code Green

3. Code Yellow (Elevated condition when there is a significant risk of terrorist attack)

Potential response measures, in addition to the measures listed above:

- Assess increased risk with public safety officials.
- Review crisis response plans with district managers, principals and building and office staffs.
- Reassess facility security measures, e.g., lock exterior doors.
- Review field trip decisions.
- Update employee emergency call lists and review callback process with employees.
- Limit visitor access to school.
- Test parent/guardian notification procedures.
- Increase communication with parents and community via web site and e-mail distribution. (test alternative communication capabilities)

Instruction

Emergencies and Disaster Preparedness

District Response to Homeland Security Codes (continued)

4. Code Orange (High condition when there is a high risk of terroristic attack)

Potential response measures in addition to the measures listed previously:

- Take additional precautions at public events, e.g., hiring additional security staff, restricting public access, or canceling the event.
- Assess increased risk with public safety officials.
- Review crisis response plans with district managers, principals and building and office staffs. (Place school and district crisis response teams on standby alert status)
- Address student fears concerning possible terroristic attacks.
- Reassess facility security measures.
- Assign staff to monitor entrances at all times.
- Review field trip decisions.
- Update employee emergency call lists and review callback procedures with employees.
- Test alternative communication capabilities.
- Designate an alternative communication center located off school property.
- Increase communication with parents/guardians and community via web site and e-mail distribution.
- Inventory emergency supplies and equipment.
- Inform parents/guardians of procedures to reunite children with parents/guardians should schools close early.

5. Code Red (Severe condition when there is a severe risk of terrorist attack)

Potential response measures in addition to the responses listed previously:

- Assess threat circumstances to determine status of school openings and closings.
- Address critical emergency needs under the direction of public safety officials and in accordance with school crisis plans and the town/city crisis management plan.
- Follow local and/or federal government instructions (listen to radio/TV).
- Provide mental health services to anxious students and staff.
- Provide representative staff members to the local emergency operations center.
- Review and communicate parent-child reunification process.
- Increase building security throughout the school system.
- If schools are open:
 - Cancel outside activities and field trips.
 - Curtail extracurricular bus service.
 - Prohibit/restrict visitor access.
 - Request police department to increase patrols around the schools.
 - Limit/prohibit parking near buildings.

Instruction

Emergencies and Disaster Preparedness

District Response to Homeland Security Codes (continued)

Dissemination of Threat Advisory Information:

Following notification of a change in the threat condition from the Homeland Security Center, Federal Emergency Management Administration's (FEMA) Federal Operations Center will broadcast threat condition notification over the National Warning System (NAWAS) to all states.

The State of Connecticut will disseminate threat advisory messages. The Superintendent of Schools will disseminate the threat condition, upon notification, to all departments and schools.

Each director, principal, or department head will be responsible for disseminating the threat advisory to their faculty, staff, students and parents/guardians as appropriate.

Regulation approved:

*This sample letter contains some issues on which parents/guardians are deeply concerned.
The purpose of this sample letter is to generate ideas for a similar letter designed to meet a
district's specific circumstances and plans.*

Letter to Parents Regarding Student Safety

_____ **PUBLIC SCHOOLS**
_____, Connecticut

Date

Re: Student Safety

Dear Parents:

The District's top priority is student safety. In addition to physical safety, the District is concerned with the emotional well-being of students and will help students cope with an emergency or disaster and its aftermath. Our emergency and disaster response plans are as follows:

Safety Plans

The District has plans for the four phases of emergency and disaster management:

1. **Preparedness** – planning for an emergency or disaster event;
2. **Response** – planned response to an emergency or disaster event;
3. **Recovery** – the process of returning to normal operations; and
4. **Mitigation** – steps taken to minimize the effects of an emergency or disaster.

These plans are covered in each school's site-based safety plan. In addition, the District has a Safety Program Coordinator. Each school also has a Crisis Management Team.

Communications

The District monitors the Homeland Security Office and other emergency preparedness resources. The District will disseminate emergency information via its website, information hotline, through the media and by telephone contact.

Emergency Responses

Emergency responses will depend on the circumstances and may include evacuation or lockdown. For evacuations purposes, each school has at least one off-campus site where students and staff assemble. If the threat is chemical or biological in nature, to avoid contamination, we ask that no one enter or leave the building until it is safe to do so.

In the event your child's school is evacuated, the school will attempt to notify you as soon as possible at the home and/or emergency numbers provided previously to the school. The news media will also be notified.

All students at _____ School will go to _____. You may pick-up your child at this location after notifying the school official in charge. Additional instructions will be given in the event of an evacuation, including alternative methods to return your child home.

Cooperation and Assistance Request

During any emergency or potential disaster and for the safety of all students and staff, we request that you follow the instructions of the District's Safety Program Coordinator as well as the Building Principal. These instructions will be widely disseminated.

Defamatory or disruptive behavior will only lessen our response effectiveness.

If you have any questions, please feel free to contact the District office or your child's Principal.

Thank you for your understanding, cooperation and support.

Website Address: _____

Information Hotline Number: _____

Sincerely,

Superintendent of Schools

A sample optional policy to consider.

Instruction

Fire Emergency (Drills)

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

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

Principals shall keep a record of all fire and crisis response drills held in their schools, stating the date the drill was held and the time required for evacuation of the building. They shall furnish such reports to the Superintendent or his designate as may from time to time be required.

Legal Reference: Connecticut General Statutes

10-231 Fire drills. (as amended by PA 00-220 and PA 09-131)

Policy adopted:

rev. 6/00

rev 7/09

CABE's suggested regulation.

Instruction

Fire Emergency (Drills)

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

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

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

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

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

Legal Reference: Connecticut General Statutes

10-231 Fire drills (as amended by PA 00-220 and PA 09-131)

Regulation approved:

rev 6/00

rev 7/09

A new policy to consider.

Instruction

Bomb Threats

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

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

A. Conduct Prohibited

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

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

B. Definitions

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

Instruction

Bomb Threats (continued)

C. Development of Bomb Threat Procedures

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

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

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

D. Reporting of Bomb Threats

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

An employee of the school unit who learns of a bomb threat shall immediately inform the building administrator. The building administrator shall immediately take appropriate steps to protect the safety of students and staff in accordance with the District's bomb threat procedure, as developed under Section C, and inform the Superintendent of the threat.

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

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

Instruction

Bomb Threats (continued)

E. Student Discipline Consequences

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

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

F. Aiding Other Students in Making Bomb Threats

A student who knowingly encourages, causes, aids or assists another student in making or communicating a bomb threat shall be subject to the disciplinary consequences described in Section E of this policy.

G. Failure to Report a Bomb Threat

A student who fails to report information or knowledge of a bomb threat or the existence of a bomb or other destructive device in a school building or on school property may be subject to disciplinary consequences, which may include suspension and/or expulsion.

H. Staff Discipline Consequences

A school system employee who makes or communicates a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with collective bargaining agreements, other employment agreements and Board policies.

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

I. Civil Liability

The District reserves the right to bring suit against any individual responsible for a violation of this policy and to seek restitution and other damages as permitted by law.

Instruction

Bomb Threats (continued)

J. Lost Instructional Time

Instructional time lost as a result of a bomb threat will be rescheduled at the earliest appropriate opportunity as determined by the Superintendent within parameters set by the Board.

Time lost may be rescheduled on a vacation day, or after what would normally be the last day of the school year, except on days when schools must be closed as required by law.

K. Notification Through Student Handbook

All student handbooks shall address the District's bomb threat policy and procedures and explain the educational consequences of bomb threats. In addition, student handbooks shall notify students and parents that bomb threats violate Board policy and civil and criminal law.

A succinct, short version:

The Superintendent or his/her designee shall develop procedures to promote the safety of students and personnel in the event of a bomb threat.

- (cf. 5114 – Suspension/Expulsion)
- (cf. 5131.7 – Weapons and Dangerous Instruments)
- (cf. 5141.6 – Crisis Prevention/Response)
- (cf. 5142 – Student Safety; Procedures for Plan During Crisis)
- (cf. 6114 – Emergencies and Disaster Preparedness)
- (cf. 6144.1 – Fire Emergencies/Drills)
- (cf. 6114.6 – Emergency Closings)
- (cf. 6114.7 – Safe Schools)

Legal References: Connecticut General Statutes
 53-80a – Manufacture of bombs
 53a-61aa – Threatening in the first degree: Class D felony
 18U.S.C.§§921;8921

Policy adopted:

A sample regulation to consider/modify to district needs.

Instruction

Bomb Threats

It is the goal of the Board to provide a process by which the school system can respond quickly and effectively to any threat to the safety of its students and staff. School personnel are, therefore, required to follow Board policy, and these implementing regulations in preparing for, responding to and following up on the communication of any threat that an explosive device has been or will be placed on school grounds.

The Principal or his/her designee shall develop a local safe school plan. Each plan shall include a component that addresses how bomb threats will be handled at the Principal's school. The bomb threat component shall address the following items:

A. Anticipating a Bomb Threat

1. Communication and Coordination with Law Enforcement

Each school principal shall establish and maintain a process for ongoing communication and coordination among school staff and all appropriate public safety authorities for purposes of planning for, training for, and responding to any bomb threat. The Principal shall establish a bomb threat response team consisting of the Principal, the Superintendent, and persons representing teachers, custodians, office staff, transportation providers, and parents. The Principal shall also request participation by persons representing local law enforcement and fire/rescue agencies.

2. Training of School Personnel

The Principal shall arrange for the training of all staff in responding to threats and in searching for potential explosive devices. This training shall include at least one drill annually for the school staff and others involved in responding to bomb threats.

a. Full Staff Training

The Principal shall ensure that all staff are trained about their responsibilities in the event of a bomb threat regarding proper evacuation procedures, assuring the safety of student and staff, noting the absence of any students, conducting quick but complete visual scans of their workplace and the requirements for reporting specific information. Substitute teachers and other substitute school personnel shall be made aware of this policy and the obligations of staff, including their own specific obligations, during a bomb threat.

Instruction

Bomb Threats

2. Training of School Personnel (continued)

b. Telephone Operators Training

The Principal shall ensure that all staff whose regular duties include answering incoming telephone calls are trained in the protocol to use when confronted by a telephone bomb threat.

c. Training for Staff Participating in a Search

The Principal shall ensure that all staff participating in a search for explosive devices are first trained by appropriate public safety personnel regarding the potential danger and the proper sequence and technique involved.

3. Instruction of Students

The Principal shall ensure that all students are instructed about proper conduct during a bomb threat, the potential criminal and civil penalties and school discipline associated with making a bomb threat and the disruption and costs to the educational process stemming from a bomb threat.

4. Drills

The Principal shall conduct no fewer than two bomb threat drills for the bomb threat response team and staff during the course of the school year.

5. Pre-arranged signal

The Principal shall establish a signal for announcing a bomb threat and train staff to recognize and respond to the signal.

6. Precautions

The Principal shall take all reasonable precautions to protect the school environment in the event of a bomb threat.

a. Call Tracing Capacity

The Principal shall assess the feasibility of caller ID or other call-tracing capacity on telephones and, if appropriate, recommend the addition of such a service.

Instruction

Bomb Threats

6. Precautions (continued)

b. Locking Work Areas

The Principal shall ensure that school employees with access to lockable workspaces, such as closets and cabinets, keep them locked when not in use.

c. Trash

The Principal shall direct school personnel not to allow the accumulation of trash, boxes and other such articles inside or next to the building.

d. Parking

The Principal shall ensure that parking spaces are not located close to the school building or that parking spaces close to the building are designated for staff use only. The Principal also shall ensure parking restrictions are strictly enforced.

e. Evacuation Sites

The Principal shall identify and designate evacuation gathering places, that are specific locations to which all students and staff members shall go during an evacuation. The designated location shall be away from heavily traveled roadways.

B. Reacting to a Bomb Threat

1. Notification

a. Duty of School Personnel

School personnel are required to notify the Principal immediately of all bomb threats by telephone or other means. School personnel also shall notify the Principal immediately of any suspicious devices on school property.

Instruction

Bomb Threats

1. Notification (continued)

b. Telephone Answering

All personnel who regularly answer telephone calls from outside sources shall be provided a bomb threat card and report form to be placed within easy reach of their telephones. The card shall have printed upon it information to ask for and information to listen for in the event a caller makes a bomb threat. Whoever receives the call shall attempt to transfer it to the Principal or, if that cannot be done, shall ask the caller as many of the questions on the bomb threat card as he or she can, carefully noting all wording and other information. Any information received from the caller shall be passed on to the Principal as soon as possible.

c. Duty of Principal

Upon learning of the threat, the Principal shall alert the appropriate officials, including local public safety agencies, utility companies and the Superintendent.

2. Assessment

Upon learning of the threat, the Principal shall consult with local public safety officials and the Superintendent, to the extent time permits. The Principal is responsible for evaluating the credibility of the threat, deciding whether to direct a search of the building, and deciding whether and when to evacuate the building.

3. Evacuation

a. Extent of Evacuation

The Principal, in consultation with the bomb threat response team (as possible under the circumstances), shall decide on the extent to which the building will be evacuated and/or the extent to which students will be assembled in one or several locations within the building. When students are evacuated they should be taken to a particular site no less than 300 feet from the building to avoid any potential of damage from explosions.

b. Signaling

Through the use of the prearranged signal, the Principal shall inform the staff immediately of the decision to evacuate the school.

Instruction

Bomb Threats

3. Evacuation (continued)

c. Adjusting evacuation route and sites

The Principal shall direct personnel to adjust their usual evacuation routes and evacuation sites if necessary to avoid any suspected explosive device or other potential danger.

d. Staff obligations

In the event of an ordered evacuation, staff shall:

- 1) Scan their rooms or other work areas for signs of any unusual object or person and report any suspicious object or person to the Principal or law enforcement authorities;
- 2) Ensure that windows and doors are locked;
- 3) Make sure that any students in their charge are guided to safety and remain with students in their charge; and
- 4) Take attendance books, check attendance once the evacuation is accomplished and report names of any missing students to the Principal.

e. Student Conduct

All students are required to obey all directions and maintain an orderly and quiet demeanor.

f. Utilities

The Principal shall decide whether the gas, electric and telephone should be turned off and, if so, make the appropriate arrangements.

g. Traffic

The Principal shall ensure that there is a safe and efficient method for access to the building by public safety vehicles and for departure of students and staff.

Instruction

Bomb Threats

3. Evacuation (continued)

h. Searches

The Principal shall work with local law enforcement to determine who shall be included in a search team. Under no circumstances shall students be included. All search team members shall be trained with respect to the dangers involved, precautions to observe and the techniques to follow. If any suspicious object is discovered, no school personnel should touch it. The presence of any suspicious object or person shall be reported immediately to the Principal and/or the public safety official in charge. If there is an explosion, the principal shall yield to the decisions of public safety officials.

Legal References: Connecticut General Statutes

53-80a – Manufacture of bombs

53a-61aa – Threatening in the first degree: Class D felony

18U.S.C.§§921;8921

Regulation approved:

cps 11/04
rev 5/05

A sample policy to consider.

Instruction

Emergency Closings

The Board authorizes the Superintendent to close the schools, delay their opening, and/or to dismiss them early in the event of hazardous weather or other emergencies which threaten the safety or health of students or staff members.

It is understood that the Superintendent will take such action only after consultation with transportation, police, appropriate town maintenance personnel, and weather authorities.

The public will be informed early in each school year of emergency closing, delayed opening, and early dismissal procedures.

Another version to consider:

Every attempt will be made to keep schools open according to the calendar approved by the Board of Education. However, there are times when emergency closing of schools is necessary.

Closing of schools, late opening, or early dismissal for inclement weather or emergency conditions will be decided by the Superintendent of Schools or designee based upon the best possible information available.

The Superintendent or designee will notify the Building Principals, the Bus Company, and the Maintenance Department/Head Custodian as soon as a decision is reached. They will be responsible for informing their staff.

In the case of closing the schools for weather or emergencies, administrators and non-certified personnel should make every effort to reach their assigned duties as soon as roads are passable or the emergency condition is deemed safe by school administrators.

Emergency or discretionary leave may be used for those unable to reach a building unless the Superintendent or designee feels conditions are severe enough that all employees are dismissed from attending work.

Every effort will be made to notify employees of the status of opening, either by phone by posting on the District web site, or through television and radio broadcasts.

(cf. 6111 - School Year/School Calendar)

Legal Reference: Connecticut General Statutes
10-15 Towns to maintain schools.

Policy adopted:

rev 6/10

Existing policy, number 6115 adopted 11/18/02, modified.

Instruction

School Ceremonies and Observances

The Board directs that the administration provide students and staff with appropriate direction and guidance regarding school ceremonies and observances.

United States Flag

The American Flag shall be raised above Beecher Road School during all school sessions, weather permitting. The Flag shall be raised before the opening of school and taken down at its close every day.

The American Flag shall be displayed in each classroom each day school is in session.

Pledge of Allegiance

The Board further directs that an opportunity to say the Pledge of Allegiance shall be provided each school day, preferably during the time of morning opening exercises.

In accordance with Connecticut Statute the intent of this policy shall not be construed to require any person to recite the "Pledge of Allegiance". If because of family belief or personal philosophy a parent(s) or guardian has made the decision not to salute the flag or participate in similar such activities of this nature, a student will be permitted to remain silent. Students may wish to use this period of time to reflect on personal belief or to remember loved ones.

In any event, we must all be courteous and respectful of the beliefs of others.

Silent Meditation

The Board directs that the administration shall provide for students and teachers the opportunity to observe an appropriate period of time for silent meditation at the beginning of each school day.

Legal Reference: Connecticut General Statutes
 10-16a Silent meditation
 10-29a Certain days to be proclaimed by governor. Distribution and number of proclamations
 10-230 Flags for schoolrooms and schools
 PA 02-119, An act concerning bullying behavior in schools and concerning the pledge of allegiance
 No Child Left Behind Act

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

A revised sample regulation to consider.

Instruction

Ceremonies and Observances

Separation of Church and State

Salute to the Flag and the Star Spangled Banner

Time shall be provided daily, preferably during the morning opening exercises, to provide the opportunity for students to recite the Pledge of Allegiance. Permissive language rather than mandatory language shall be used to introduce the recitation of the Pledge, such as, "You may now stand to recite the Pledge, or, You are invited to participate in the recitation of the Pledge."

If, because of some personal philosophy or belief, a student has made the personal, serious decision not to salute the Flag or stand for the "Star Spangled Banner," he/she may choose to remain seated and silent. Students may wish to use this time to reflect on their belief or remember loved ones. In any event, all students must be courteous and respectful of the beliefs of others.

Jewish Holy Days

The Principal is responsible for making sure that teachers refrain from administering tests and quizzes when Rosh Hashanah and Yom Kippur fall on school days. If possible, major school functions should not be scheduled on Friday evenings prior to Jewish holy days. Students of the Jewish faith will be excused without penalty on Jewish holy days.

Recognition of Religious Holidays

The recognition of holidays of different religions presents a natural and convenient opportunity for providing learning experiences to develop understanding, appreciation and respect for religious diversity.

1. The holidays to be recognized must be representative of the diverse religions of the world, not just Christianity and Judaism, and must be of historical and cultural significance to the religions they represent.
2. All religions must be treated with equal dignity, in a context based upon the premise that the time and resources devoted to the recognition of religious holidays be a very small part of that devoted to the total educational program.
3. All religions whose holidays are recognized must be afforded equal respect; none, as well as the right to disbelieve, shall be advanced or disparaged.
4. Recognition of religious holidays must be a secular education experience directed solely to enhancing tolerance of and respect for religious diversity and must be developmentally and age-appropriate, accurate in content, and objective in presentation.

Instruction

Ceremonies and Observances

Separation of Church and State

Salute to the Flag and the Star Spangled Banner (continued)

5. All programs and materials used for recognizing religious holidays must support curriculum objectives.
6. All programs and materials used must neither promote nor inhibit any ethnic, religious, or racial views.
7. All programs and materials used for recognizing religious holidays must be sensitive to the needs of the various backgrounds of the students.
8. Decorations that are a part of the custom and folklore of a religious holiday, that have no direct religious meaning or bearing (e.g., menorah, Christmas tree) may be displayed. Christmas trees must be secularly decorated and may be displayed.
9. Performance in the arts that recognize religious holidays must be for artistic reasons, not religious. The design and total effect of a performance must adhere to this purpose. How this will be accomplished should be explained prior to the performance taking place.
10. Musical concerts may include sacred music and traditional music of a religious holiday provided they are balanced with solutions that reflect the customs and folklore as well as festive and seasonal characteristics associated with the holiday. Religious music must not predominate although this may not be possible where major works are programmed at the high school.
11. Parents shall have the right to have their children excluded from any classroom or school program involving the recognition of religious holidays. This request must be made in writing to the Building Principal.

It is also necessary to be mindful of the Constitutional requirement of the separation of church and state. However, if a display conveys a secular recognition of different traditions for celebrating the winter holiday season, it may be appropriate (e.g., a creche alone is unconstitutional, but a multi-tradition display combining a creche, tree, menorah, etc., with information about the items displayed, without promoting them, may be constitutional). In short, the displays must involve an educational purpose.

Instruction

Ceremonies and Observances

Separation of Church and State

Federally Required Guidelines

Students have the following rights pursuant to federal law:

- To engage in private, non-disruptive activity such as prayer or bible reading while at school;
- Participation in before or after school events that have a religious content;
- To study about religion when appropriate to the curriculum;
- To produce written expressions of religious beliefs in homework, art work, and other assignments;
- To distribute in a non-disruptive manner, subject to reasonable restrictions as to time, place, and manner, religious literature;
- To be excused for religious reasons from participation in school programs or activities;
- To be granted release time to attend religious events;
- To wear clothing that includes a non disruptive religious theme or message;
- To be given access to school media to announce religious events in the same manner as other organizations;

To be granted access to school facilities for religious activities in the same manner as other organizations.

Regulation approved:

Rev 6/02

Rev 5/03

CABE's policy on this topic to consider.

Instruction

Religious Observances and Displays

It is the policy of the Board of Education that no religious belief or non-belief will be promoted by the District or its employees and none will be disparaged. The District will encourage all students and staff members to appreciate and be tolerant of each other's religious views. The District will use all opportunities to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious beliefs. Students and staff members shall be excused from participating in practices that are contrary to their religious beliefs unless there are clear issues of overriding concern that would prevent it. There will be no benedictions or invocations or other form of group prayer at any school functions or exercises.

The District recognizes that one of its educational goals is to advance the student's knowledge and appreciation of the role that our religious heritage has played in the social, cultural and historical development of civilization.

Therefore, the practices of the District will be:

- The several holidays throughout the year which have a religious and a secular basis may be observed in the schools.
- The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.
- Music, art, literature and drama having religious themes or basis are permitted as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.
- The use of religious symbols such as a Cross, Menorah, Crescent, Star of David, creche, symbols of Native American religions or other symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. Among these holidays are included Christmas, Easter, Passover, Hanukkah, St. Valentine's Day, St. Patrick's Day, Thanksgiving and Halloween.
- The District's calendar should be prepared to minimize conflicts with major religious holidays of all faiths.

It is also the policy of the Board that religious literature, music, drama, and the arts will be included in the curriculum and in school activities provided that it is intrinsic to the learning experience in the various fields of study and is presented objectively.

Instruction

Religious Observances and Displays (continued)

The emphasis on religious themes in the arts, literature and history will only be as extensive as necessary for a balanced and comprehensive study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.

Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme will be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.

It is further the policy of the Board that dedication ceremonies shall recognize the religious pluralism of the community and be appropriate to those who use the facility.

The Board also believes that a baccalaureate service is traditionally religious in nature. Therefore such services must be sponsored by agencies separate from the district.

(cf. 6115 - Separation of Church and State)
(cf. 9030.1 - Religious Guidelines)

Legal Reference: Connecticut General Statutes

10-16a Silent meditation

10-29a Certain days to be proclaimed by governor. Distribution and number of proclamations

10-230 Flags for schoolrooms and schools

Policy adopted:

A version of this policy, developed by Wilton.

Instruction

Objectives of the Instructional Program

Fundamental Purpose

The fundamental purpose of the Wilton Public Schools is to set the highest standards of educational excellence and within this context enable each student to:

- achieve his/her personal best;
- demonstrate character values to function responsibly within our system of self-government;
- develop intellectual curiosity;
- exhibit skills and build a foundation for lifelong learning.

Mission of the Schools

All students will acquire the knowledge, skills and attitudes that enable them to:

- enjoy lifelong learning
- build meaning and purpose into their lives
- become involved, productive and fulfilled members of society within a framework of shared values

Specifically, each student should achieve the following goals within the context of their age and ability:

Goal 1 Master fundamental skills and acquire advanced knowledge in a variety of academic areas.

- a. Demonstrate mastery in reading, writing, speaking, and mathematics.
- b. Learn to think and communicate clearly, analytically, creatively and logically.
- c. Engage in imaginative and creative problem solving, cooperatively as well as independently.
- d. Demonstrate skills necessary to use and analyze a variety of sources of information and data, respond to the unexpected and forecast consequences.
- e. Appreciate the basic connections and key ideas across disciplines and grade levels.

Instruction

Objectives of the Instructional Program (continued)

Goal 2 Acquire the skills and desire to continue learning through a lifetime in order to understand the demands, opportunities and values of a changing world.

- a. Develop intellectual curiosity.
- b. Acquire effective study skills, attitudes, and habits leading to responsible management of time.
- c. Develop a positive attitude toward continuous learning and improvement.
- d. Develop an awareness of, and the skills and ability to adjust to, a changing world and its problems and demands.

Goal 3 Achieve an understanding of and appreciation for the arts, humanities, social sciences and natural sciences at a level which enables individuals to participate in a complex world.

- a. Achieve an understanding of our American heritage; the political economic and legal systems at the national, state and local levels; and their interdependence in a democratic society.
- b. Develop an understanding of the natural and physical sciences.
- c. Develop abilities of self-expression, discrimination, and interpretation in the creative, visual and performing arts.
- d. Achieve an understanding of other people, their history and culture through a study of world history and foreign language(s).
- e. Achieve an understanding of the basic methods of inquiry in each major field of study.
- f. Develop the ability to integrate knowledge in an interdisciplinary manner and to focus such knowledge on the solution of problems.

The Board of Education recognizes that the school, the family and the community share responsibility for the total development of Wilton students. The school system will therefore assist students to achieve the following additional goals in cooperation with parents and the larger community.

Goal 4 Acquire an understanding of the processes of effective and responsible citizenship in order to participate constructively in our society and contribute to its government.

- a. Acquire an understanding of the values inherent in our system of self-government, including but not limited to self-respect, respect for the rights of others, tolerance, acceptance of social responsibility, trust and civility.

Instruction

Objectives of the Instructional Program (continued)

Goal 4 (continued)

- b. Develop an awareness of the attitudes, obligations, responsibilities and privileges required for productive citizenship.
- c. Demonstrate the ability to undertake the responsibilities of citizenship and leadership in their schools, in their communities, in the state, in the nation and the world.
- d. Develop respect for personal and public property.
- e. Acquire an understanding of economic principles and responsibilities.

Goal 5 Acquire an understanding of the conditions and behaviors which promote balanced mental, physical and emotional well-being.

- a. Accept individual responsibility.
- b. Be responsible members of the school and community.
- c. Develop self understanding, self awareness, self confidence and self reliance.
- d. Recognize and practice good interpersonal skills, sound habits of personal health and fitness, and apply the basic elements of proper nutrition.
- e. Understand human growth and development, including human sexuality.
- f. Develop pride in accomplishment and a feeling of self worth.
- g. Seek help from appropriate and knowledgeable people.

Goal 6 Acquire the fundamental knowledge and develop the motivation to become educated at higher levels about career options.

- a. Explore and refine options for occupational interests and abilities.
- b. Develop an awareness of information and counseling services, opportunities and requirements related to various fields of work.
- c. Develop the ability to work successfully both independently and collaboratively and to appreciate good workmanship.
- d. Upon completion of a secondary-level program, demonstrate the skills, knowledge and competence required for success in meaningful employment and be qualified to enter post-secondary education.

Instruction

Objectives of the Instructional Program (continued)

Goal 7 Develop and demonstrate an appreciation, understanding and respect for the worth and dignity of the individual and humanity as a whole.

- a. Respect and appreciate diversity through understanding and compassion.
- b. Believe in and value the need for cooperation among different people and cultures in an increasingly interrelated world.
- c. Acquire an understanding of the diversity of opinion in our society and understand the inherent strengths in a pluralistic society.
- d. Develop an understanding of their relationship to the natural, economic and social environment.

Goal 8 Develop and exhibit personal attitudes that enhance individual dignity and a humane civilization.

- a. Demonstrate intelligence, responsibility, and compassion
- b. Understand the responsibility of family membership and parenthood.
- c. Acquire and exhibit sound decision-making skills.
- d. Make ethical decisions.
- e. Understand and respond to the vital need for order under law.
- f. Understand international issues which affect the world and demonstrate skills needed to participate in a global society.

Process Goals

Acknowledging the academic program to be its immediate and continuing responsibility, the Board of Education believes that academic excellence can best be realized by combining the following elements:

- teaching that inspires, challenges, informs and constantly searches for methods of improvement.
- a classroom, school, and district climate that recognizes the value of encouragement and a positive approach to education.
- planning, implementation, and evaluation that has continuous improvement as the goal.
- evaluation techniques that focus on institutional and student performance and reflect a student's cumulative growth and complete development, as well as his/her academic achievement.
- funding that is adequate to support a diverse and rich curriculum.

Instruction

Objectives of the Instructional Program

Process Goals (continued)

As a Board, we dedicate our efforts to achieving the student goals we have defined. To this end we believe that:

- It is the responsibility of the Board of Education to define clearly the direction of the educational program, in consultation with the professional staff through written policy statements and to see that these policies are adhered to through planned evaluation activities.
- The policies of the Board can be most clearly translated into an educational program if its policies are communicated to the administrative staff, and through this leadership, to the total staff. In support of this we encourage the staff to identify and implement ways to improve student accomplishment of learning objectives.
- Planning, study and communication among the total educational community - professional staff, students, parents and citizens - is important to enhance the quality of sound educational decisions.
- It is the responsibility of the schools to provide education for children at all ability levels through instructional content and processes that are compatible with the student's maturity, functional level, emotional condition, learning style and intellectual capacity.
- Students with disabilities are to be educated in the least restrictive environment and integrated with their non-disabled peers in all aspects of school life, whenever possible, using appropriate supports as necessary to facilitate scholastic achievement, social interactions and physical and emotional growth. For those students with disabilities who may require some temporary services outside the regular classroom, the physical location of those services will facilitate maximum opportunities for interaction between students with and without disabilities.
- Instruction will be provided in the least restrictive environment for those students whose individualized educational plan (IEP) indicates that an out-of-district placement is the most appropriate way for them to derive the full benefits of their educational program.
- Supportive services are of value to the achievement of the student goals. Thus, the school system offers such services to the extent that they directly assist the student in the attainment of his or her educational goals.
- Since all experiences of the learner have educational potential, instruction need not be confined to the formal curriculum. The school program will encompass extracurricular activities which support the goals of the formal curriculum and address the needs of the students
- The quality of the instructional program is enhanced through a continuing process of evaluation, research, program development and in-service education activities.

Instruction

Objectives of the Instructional Program

Process Goals (continued)

- School facilities should be planned, constructed and maintained with as much care as any other tool used in the educational program.
- The educational process is ongoing and not reserved for youth alone. Therefore, while the school system is primarily concerned with its responsibilities to the school-age youth, facilities of the district are offered to serve all age groups in the community in the most responsive and responsible way possible.

Policy adopted:

WILTON PUBLIC SCHOOLS
Wilton, Connecticut

cps 12/06

Existing policy, number 6121 adopted 1/18/05, appropriate as written.

Instruction

Affirmative Action: Instruction Program

The school district pledges itself to avoid any discriminatory actions, and instead seeks to foster good human and educational relations which will help to attain:

1. Equal rights and opportunities for students and staff members in the school community.
2. Equal opportunity for all students to participate in the total program of the school.
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; and (3) a safe school setting.

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

Legal Reference: Connecticut General Statutes
 10-15 Towns to Maintain Schools.
 10-15c Discrimination in Public School Prohibited.
 10-18a Contents of Textbooks and other General Instructional Materials.
 10-226a Pupils of Racial Minorities.
 10-145a(b) Certificates of Qualification for Teachers; Intergroup Relations Programs.
 10-220 Duties of Boards of Education, As Amended by PA 97-290,
 An Act Enhancing Educational Choices and Opportunities.
 Title IX of the Education Amendments of 1972
 Section 504, U.S. Rehabilitation Act. 1973, 29 U.S.C. 791

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

An optional policy to consider.

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, 2011 and biennially thereafter, to the Commissioner of Education on district programs and activities undertaken to reduce racial, ethnic and economic isolation, including information on the number and duration of such programs, the number of students and staff involved and evidence of the progress over time in the reduction of racial, ethnic and economic isolation. Such information shall, through 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 Programs and methods to reduce racial, ethnic, and economic isolation (as amended by P.A. 11-179)

Policy adopted:

rev 11/11

Existing policy, number 6140 adopted 9/17/02, modified with update to legal reference, CABE's version follows for comparison.

Instruction

Curriculum

The curricula of our schools shall be in compliance with the Board of Education's adopted goals and legal requirements.

Curriculum development by the certified staff shall be guided by the requirements of the Board:

1. To ensure that the district has a clearly identifiable curriculum that is well coordinated from Kindergarten through Grade 6; and with receiving Junior High Schools of the Regional District.
2. To ensure that the District offers an instructional program that is consistent with its education and curriculum philosophy and communicated to parents and staff.
3. To establish and follow procedures for a five (5) year cycle of review to maintain curriculum that is current, and that addresses the latest research recommendations, national studies of best practice, and state expectations as described in the Connecticut Curriculum Frameworks.
4. To identify and provide for staff training needs, curriculum materials, instructional resources and other necessary support conditions to assist teachers in the successful implementation of program.
5. To continually update curriculum materials on a cycle that prevents school system resources from becoming outdated and that supports budgeting for new instructional materials in a timely manner.
6. To evaluate student learning both quantitatively and qualitatively.
7. To evaluate the potential needs for curriculum or program changes to improve learning on an annual basis.

Curriculum development will be guided by actual studies and information concerning the needs of Woodbridge students reflecting:

1. Programs to address the range of abilities, aptitudes and interests of children.
2. Multicultural and global perspectives of the world in which we live.

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

Instruction

Curriculum (continued)

The Board of Education expects that the administration and staff will coordinate courses of study and syllabi effectively to avoid unnecessary duplication of work among various grade levels.

Procedures for the collection and management of student achievement data as a source of information about student performance will be implemented and maintained.

The Board of Education will receive curriculum status reports on a regular basis. It reserves the responsibility for establishing and approving all curricula for the school district prior to implementation. Teachers will teach within the approved curricula.

Legal Reference: Connecticut General Statutes
10-15 Towns to Maintain Schools. Prescribed courses of study.
10-15c Discrimination in public schools prohibited.
10-16b Prescribed courses of study.
10-18 Courses in United States History, Government and Duties and Responsibilities of Citizenship.
10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught.
10-220 Duties of boards of education as amended by PA 08-153.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Sample policy to consider.

Instruction

Curriculum

The curricula of the schools shall be in harmony with the Board of Education's adopted goals and legal requirements.

Curriculum development by the certified staff shall be guided by such factors as the following:

1. Actual studies and information concerning the needs of students in this school district.
2. The range of abilities, aptitudes and interests of the students.
3. Aspirations of residents of the school district for the students.
4. The mobility of the population, making it necessary to provide education for the students useful anywhere in the world.
5. Avoidance of discrimination.

The Board of Education desires that unnecessary duplication of work among the various school levels be eliminated, and that courses of study and syllabi be coordinated effectively.

The Board of Education favors providing opportunities for faculty to consult and assist in curriculum development through such devices as workshops, study groups, assistance from outside consultants, and an extended school year to allow teachers to devote summertime to the effort. The curriculum development/revision process will be conducted by a District Curriculum Committee that has the responsibility to recommend, develop, review, and approve all curriculum for the District and said curriculum shall be subject to the approval of the Board of Education.

The Board of Education reserves the responsibility for establishing and approving curricula for the school district. Teachers shall teach within the approved curricula. (*Alternative language:* The Board of Education has responsibility and authority for the district's curriculum, subject to any limits specified by the State.)

(cf. 6121 – Non-discrimination in Instructional Program)

(cf. 6141 – Curriculum Development/Revision)

Legal Reference: Connecticut General Statutes
10-15 Towns to maintain schools.
10-15c Discrimination in public schools prohibited.
10-16b Prescribed courses of study.
10-18 Courses in United States history, government and duties and responsibilities of citizenship.
10-18a Contents of textbooks and other general instructional materials.
10-19 Effect of alcohol, nicotine, or tobacco and drugs to be taught.
10-220 Duties of boards of education as amended by PA 08-153.
10-221a High School graduation requirements.

Policy adopted:

rev 7/08

A version, from Wilton, to consider.

Instruction

Curriculum Design/Modification/Approval

The Board of Education expects on-going curriculum review and development in order to maintain programs consistent with current and future-oriented quality standards and with comprehensive K-12 continuity. In keeping with its responsibility to govern the substance and assure the quality and relevance of the instructional program, the Board of Education will review and take formal action on all recommendations for entirely new activities, services or program offerings and all program deletions. Such recommendations will come from the District Curriculum Committee which oversees the curriculum development/revision process and which has the statutory responsibility to recommend, develop, review, and approve all curriculums for the District, subject to Board of Education approval. The Board will also review and take formal action on all modifications which represent a significant change in the direction for a given course, program or subject area; which will have an impact on the continuity or coordination of another program or subject area; which will require a substantial increase in resources, either immediately or in the predictable future; or which will have high visibility and interest in the public eye.

The Board will concern itself with the general content and the purposes which the new offering or modification seeks to achieve, the desirability of making the change for purposes of the overall curriculum, and the availability of resources to support the change.

Proposals for curriculum change and modification shall be presented to the Board in a common format specified by the Superintendent for that purpose and outlining the reasons for the change, the scope and substance of the change, its financial impact, its effect on staffing, its impact on other courses and programs, and methods for evaluating the effect of the change.

Responsibility for the specific content, sequence and organizational framework within which the program or activity is presented shall rest with the Superintendent and his/her delegated agent(s) on the staff.

Building principals and staff members in positions of curriculum leadership shall be responsible for keeping the Superintendent, and through him/her the Board of Education, informed of less significant changes as they take place.

To inform the Board of the ongoing program, the Superintendent shall be responsible for scheduling periodic curriculum reports which will cover all program and subject areas over a period of time.

Instruction

Curriculum Design/Modification/Approval

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

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

10-17 English language to be medium of instruction.

10-17 et seq. re Bilingual instruction.

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

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

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

10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught. Training of personnel. Evaluation of programs by alcohol and drug abuse commission and department of education.

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

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

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

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

10-221a High School graduation requirements.

Policy adopted:

WILTON PUBLIC SCHOOLS
Wilton, Connecticut

cps 6/04
rev 6/08

*Wilton's regulation.***Instruction****Curriculum Design/Modification/Approval**

Proposals for program modification and the addition of entirely new programs, courses, activities or services shall be systematically analyzed at the building, central office, or Board level, depending on the nature of the proposal, to ensure that all foreseeable implications have been considered. (See Policy 6141 for a definition of modifications which must be reviewed at the district and/or Board level.)

The following general format, represented by the following headings, shall be used at the Board and district level for this systematic analysis and presentation. The more specific questions or directions under each heading may be taken as being illustrative in nature and indicative of the kinds of questions which must be raised. These questions and directions may thus be adapted to fit a particular situation or proposal, provided the basic intent of the general format is observed.

For purposes of seeking preliminary central office and/or Board approval on a proposed modification or program addition, this format may be simplified by dropping Sections VIII-XI and limiting the statement under Sections I-VII to a general outline of what would normally be presented. Before any proposal is presented for final review to the individuals and groups listed in Section XI, a detailed proposal shall be completed.

I. BASIC DATA

- A. Title:** The title should describe the new or modified program, course, activity or service in a comprehensive way.
- B. Resume:** Summarize the proposal in no more than 5 - 10 typewritten lines. This summary statement will be reproduced in the regular report submitted to the Board of Education. It will also be used as the basis for press releases on curriculum development in the school system.
- C. Submission Date:** Indicate the date of original submission by the author.
- D. Author:** Identify the author(s).
- E. Requested Implementation Date:** State the date when you would like to see this proposal implemented.

II. GENERAL BACKGROUND: Give the rationale for the proposal, including its relationship to past, current and future developments in the school system.

Instruction

Curriculum Design/Modification/Approval (continued)

- III. **OBJECTIVES:** The purpose(s) of the new or modified program, course, activity or service should be stated here. What is it that the program, course, activity or service seeks to help students achieve? What are the student outcomes expected at the end of given period of time? What additional outcomes are being sought which cannot be defined in behavioral terms? What are relevant long-term program targets such as student participation rates and evaluation criteria?
- IV. **SCOPE AND SUBSTANCE:** This section should deal in considerable detail with the subject matter, content or substance of the proposal. What topics, units or factual material will be used to meet the objectives given in detail in the previous section? Is there a standard textbook? Will multiple materials be used? Will technological tools be used? What kinds of activities or services will be offered?
- V. **METHODS:** This section should discuss the strategy(ies) that will be used in teaching the proposed course or carrying out the program. Will large group, small group and independent study approaches be used? Will lecturing predominate in the classroom? Will laboratory experiences constitute most of the time allocated? How much structure is going to be given to students in the teaching/learning process? Finally, state what the minimum class size, activity group or student-to-staff ratio is likely to be and what the maximum size, group or ratio could be.
- VI. **IMPACT DATA:**
- A. **Impact on Individualization of Instruction:** What specific improvements will this proposal make as far as student learning and motivation is concerned? For example, if the proposal enables a student to pursue an individual interest in greater depth, say so.
- B. **Impact at Elementary Level:**
1. What impact - positive or negative - will this proposal have upon the program at this grade level in your building?
 2. What impact - positive or negative - will this proposal have upon the program at this grade level in other buildings?
 3. What impact - positive or negative - will this program have upon the program at other grade levels in your building? In other buildings?

Instruction**Curriculum Design/Modification/Approval (continued)****C. Impact on Other Courses/Programs Within the Department:**

1. What impact - positive or negative - will this proposal have upon other courses/programs offered within the subject area in your building? For example, will the addition of this course reduce the number of students in other courses in the department? Would such an occurrence improve the overall program? In short, how would this proposal enhance or detract from the present program which is offered in this subject area in your building?
2. What impact - positive or negative- will this proposal have on other courses/programs offered in other buildings? For example, would this proposal cause adjustments to be necessary in feeder programs or follow-up programs?

D. Impact on Other Courses/Programs Outside the Department: What impact - positive or negative - will this proposal have upon courses/programs offered in other subject areas? For example, would this proposal reduce the number of students in other departments and thus cause adjustments (in teacher assignments, etc.) to be necessary? What impact would this proposal have on the Library/Media Center?

E. Impact on Scheduling: Will this proposal make the mechanics of scheduling easier or more difficult? Elaborate, either way.

F. Impact on Staffing: Would adoption of this proposal require staff adjustments, e.g., employing new staff, retraining veteran staff, assigning staff to minor fields of preparation, etc.? If yes, show the number of positions involved the first year, compared to past, and project this figure for each of the five successive years.

VII. RESOURCES:

A. Developmental Funds: Will a writing team be necessary to prepare curriculum guides, etc.? If so, please provide the following data:

1. Duration of project (in working days) _____ days
2. Number of different staff members _____
3. Estimated total salaries:
 - a. if during summer @ \$/day \$ _____
 - b. if during school year with use of substitutes @ \$/day \$ _____

Instruction**Curriculum Design/Modification/Approval (continued)****VII. RESOURCES: (continued)**

- | | | |
|-------------------------------------|--|----------|
| 4. Resources: | | |
| a. Supplies | | \$ _____ |
| b. Equipment | | \$ _____ |
| c. Resource Literature | | \$ _____ |
| 5. Consultant Help: | | |
| a. Days _____ | | _____ |
| b. Cost per day | | \$ _____ |
| c. Total cost of consultant | | \$ _____ |
| 6. Secretarial help @ \$/day | | \$ _____ |
| TOTAL COST ESTIMATE | | \$ _____ |

- B. Instructional Materials Expenses:** Can this proposal be implemented within normal budget allocations for the school and program area, that is, will normal budget allocations for this subject area absorb the expenses involved in the proposal, e.g., new textbooks, technological tools, additional library/media resources, etc.? If the answer is negative, provide a budgetary breakdown below, showing line items and approximate costs for the first year of operation and for each of five successive years of operation.
- C. Professional Development Expenses:** Will special attention have to be given to the course/program/activity/service in terms of implementation, e.g., will the professional development training of staff be required? Will such professional development training come through use of consultants, attendance at professional meetings, released time for visitations, etc.? If there will be professional development costs associated with this course/program/activity/service, outline these expenses for the first year and for each of five successive years.

VIII. COMPARATIVE DATA: In this section, include data which will provide the reader with a knowledgeable perspective on the merits of the proposal.

- A. Comparable Programs:** What are best practices at the local, state and/or national levels? Are there relevant models from international sources?
- B. Review of the Literature:** What research has been conducted in the area addressed by this course/program/activity/service? Review it, and indicate the relationship to the matter under consideration.
- C. Trends:** Please indicate trends, if any, in practices in other schools, university training or state department guidelines.

Instruction**Curriculum Design/Modification/Approval (continued)****IX. EVALUATION:****A. How will the proposal be evaluated?**

1. What evidence will be used to determine whether or not the objectives for individual students have been reached?
2. What evidence will be used to determine whether or not the overall proposal objectives have been met?

B. When will this evaluation occur? (Include this information in Section X below.)**X. SCHEDULE:** Present a schedule or flow-chart showing development of the project and various planning deadlines, beginning with submission of the proposal and ending with completion of the evaluation phase.**XI. ENDORSEMENTS AND /OR ACKNOWLEDGEMENTS:**

- A.** The proposal will be reviewed by appropriate building-level Instructional Leaders. The building Principal and Administrator for Elementary Curriculum/Administrator for Secondary Curriculum will review and approve the proposal before presentation to the Superintendent.
- B.** The proposal will generally be reviewed by the Central Curriculum Council and/or Administrative Team for reaction and feedback before presentation to the Superintendent.

Regulation approved:

WILTON PUBLIC SCHOOLS
Wilton, Connecticut

recommended 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.

Instruction

Curriculum Research/Experimental Projects (continued)

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.

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:

Sample policy to consider.

Instruction

Separation of Church and State

Since religious institutions and diverse beliefs have been a force in shaping human experience, past and present, awareness of these significant forces is part of a complete education. It is essential that the teaching about -- not of -- religion be conducted in a factual, objective and respectful manner.

Therefore, the practice of the schools will be to:

1. Emphasize that religious themes in the arts, literature, and history, both in curriculum and school activities, be only as extensive as necessary for a balanced and comprehensive study of these areas. The curriculum should address a diversity of religions, using materials reflecting secular educational values. Studies should never foster any particular religious tenets or demean any religious or non-religious beliefs;
2. Recognize the age and developmental difference of students and accommodate these variances in instructional approach;
3. Ensure that the expenditure of school time, money, and materials for this area of the curriculum be kept to a minimum;
4. Provide training for teachers in both the substantive content to be taught and in methods of teaching to ensure the transmission of accurate information, a sensitive approach, and consistency throughout the district;
5. Ensure that teachers preview any material presented in their classroom for compliance with these guidelines;
6. Provide a process for students to be excused from this instruction if their parents so desire. Students of appropriate maturity should be able to excuse themselves. A student who is excused should be given reasonable alternative accommodations and materials to work on that are of educational benefit. To the degree possible, alternative studies should deal with the subject of pluralism and diversity. The curriculum, however, should be such as to minimize the need for such requests.
7. Provide training for administration and teachers in dealing with excuses and absences for religious reasons.
8. Provide an instructional atmosphere which would not require students to reveal their personal beliefs but which would allow them to express those beliefs of their own volition.

Instruction

Separation of Church and State (continued)

Since holiday recognition is an opportunity to expand learning opportunities about the diversity and variety of religious traditions, it will further be the practice of public schools to:

1. Ensure that recognition of religious holidays be a valid objective educational experience and comply with curriculum guidelines.
2. Ensure that classroom discussions and other activities concerning religious holidays are accurate in content, objectively presented to foster understanding and respect, and carefully limited so as to avoid the excessive or unproductive use of school time.
3. Ensure that religious holiday themes and symbols not be utilized as the instructional content in unrelated curriculum areas.
4. Prepare the district's calendar so as to minimize conflicts with religious holidays of all faiths. Examinations or important school events will not be scheduled on days when students may be absent for religious observances.

Legal Reference: First Amendment, The United States Constitution
Engel v. Vitale, 370 U.S. 421 (1962)
Lenon v. Kurtzman, 403 U.S. 602 (1971)
Lee v. Weisman, 505 U.S. 577 (!992)
Lamb's Chapel v. Center Moriches Union Free School District, 508 U.S. 384 (1993)

Policy adopted:

A sample policy to consider.

Instruction

Religion in the Public Schools

Separation of Church and State

It is the policy of this Board that the public schools will, at all times and in all ways, be neutral in matters of religion.

This policy shall be understood in light of the public schools' responsibility to educate students to be tolerant and respectful of religious diversity. This policy shall also be understood in light of the public schools' responsibility to advance students' knowledge and appreciation of the role that religion has played in the social, cultural and historical development of civilization.

The building Principal is responsible for monitoring compliance with this policy. Pertinent information may be included in the student, parent and staff handbooks.

Holiday Programs

Programs that recognize religious holidays should be inclusive and primarily have an artistic, cultural or seasonal nature.

Students with written permission from parents and/or guardians and staff may elect to be excused from participating in holiday programs that are contrary to their religious beliefs unless the public interest compels such participation. The request to be excused from such participation should be sent to the Principal in advance of such program.

Absences for Religious Observances

Reasonable student absences for religious observances shall be excused. Furthermore, such absences shall neither prohibit receipt of attendance-related awards nor impact student grades or participation in school events.

Legal Reference: Connecticut General Statutes

10-16a Silent Meditation

10-29a Certain days to be proclaimed by governor. Distribution and number of proclamations

Policy adopted:

An optional sample policy to consider.

Students

Religion and Religious Accommodation

The District is dedicated to the academic achievement of each of our students. Part of an excellent educational experience is a learning environment where each person is respected and encouraged. The School District should encourage all students and staff members to appreciate and be knowledgeable about each other's religious and cultural views. The School District should utilize its opportunity to foster understanding and mutual respect among staff, students and families, acknowledging our rich diversity in terms of race, culture, sexual orientation, economic background, and religious beliefs.

It is the policy of the Board of Education that no religious belief or non-belief should be promoted by the School District or its employees, and none should be disparaged.

The District recognizes that one of its educational goals is to advance student knowledge and appreciation of the role that our religious heritage has played in the social, cultural, and historical development of civilization.

The District also recognizes that it is important to accommodate the desires of its students and staff members to exercise their religious beliefs in a manner that does not substantially disrupt the school and work environment or impinge upon the rights of others. As such, the District will make reasonable accommodations for students and staff members who have particular religious needs. Schools are not required to accommodate a religious request if granting such a request would place an undue burden on the school, or in the case of requests made by staff members, would fundamentally alter the job duties of the requesting staff member.

Some optional language to consider if more specificity is desired:

Dietary Requirements: The Board of Education recognizes the multicultural and multi-religious composition of the District's population. Some children because of religious restrictions are prohibited from eating certain foods. If an alternate entrée is not available, the children will be unable to benefit from all food components of the meals served at school. Therefore, an alternative entrée shall be offered when such foods are served for meals.

or

Nothing in this policy is meant to require schools to operate special diet kitchens. Usually there is no difficulty acquiring substitute items. However, if the authorized substitute foods are not normally kept in inventory or are not generally available, the parent/guardian should provide the substitute food items.

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

Students

Religion and Religious Accommodation (continued)

Religious Student Clubs: Student-initiated, non-curriculum-related student groups shall be permitted to conduct voluntary meetings on school grounds during non-instructional time when other non-curriculum groups are permitted to meet, regardless of the size of the group or the religious, political, philosophical, or other content of the speech at the meetings, provided that the meetings do not materially or substantially interfere with the orderly conduct of the educational activities of the school. Such meetings shall be open to all students without regard to race, color, religion or national origin.

Student Prayer: Under the Establishment Clause of the First Amendment, school districts may not sponsor prayer in schools. Individual students may pray providing it does not disrupt school activities.

(cf. 0521.2 – Religious Neutrality)

(cf. 6115.1 – Religious Observances and Displays)

(cf. 6141.2 – Separation of Church and State)

(cf. 6141.21 – Religion in the Public Schools)

(cf. 6144.1 – Exemption from Instruction)

(cf. 6145 – Extra-Class Activities)

(cf. 6162.51 – Student Surveys)

(cf. 6145.3 – Distribution of Printed Matter, Freedom of School Press; Publications)

(cf. 9030.1 – Religious Guidelines)

Legal Reference: Connecticut General Statutes
 10-16a Silent meditation.
 10-15c Discrimination in public schools prohibited.
Lee v. Weisman, 112 S. Ct. 2649 (1992).
Jones v. Clear Creek Independent School District, 977 F. 2d 963 (5th Cir. 1992).
Harris v. Joint School District, 41 F.3d 447 (9th Cir., 1994).
American Civil Liberties Union of NJ v. Black Horse Pike Regional Board of Education, 84 F.3d 1471 (3rd Cir., 1996).
 20 U.S.C. 7904 (No Child Left Behind Act of 2001).
 U.S. Constitution, Amendment 1.
Tinker v. Des Moines School District, 393 U.S. 503 (1969).
Lemon v. Kurtzman, 403 U.S. 602 (1971).
 Equal Access Act, 20U.S.C. Secs. 4071-74.

Policy adopted:

An administrative regulation to consider.

Students

Religion and Religious Accommodation

Instruction Related to Religion

Factual and objective teaching about religion, the impact of religion, and religious-based ideas and ideals may be included in classroom instruction in relation to the District's educational goals and student learning objectives. It is inherent to the teaching of history, literature, social studies, intercultural education, human relations, art, and music to include the contributions of religions and religious movements to this field.

Factual and objective teaching about religion is to be distinguished from the teaching or promotion of religion. Consequently, the legitimate teaching about religion can be conducted but shall not:

1. Utilize instructional materials that promote or encourage non-religion, religion, religious viewpoints, religious groups, or religious activities.
2. Include assemblies and/or programs that promote or encourage religion or non-religion.
3. Take the form of religious instruction, worship, exercise, or persuasion.
4. Attack or promulgate religion or the absence of religion or any particular belief system.
5. Question the religious belief or absence of religious belief of any student.
6. Require a student to declare a religious preference.

The teaching about religion should be done with sensitivity to the feelings and beliefs of all students. The teaching about religion should be consistent with the District's educational program and with student learning objectives.

Displays and Music

Classroom displays and decorations pertaining to religion or religious symbol(s) or holiday(s) should relate to instruction that is based solely upon the objective study of that subject. No public school funds, property, or facilities shall be used for a decorational display of religious symbols. This procedure shall not infringe upon the rights of students to wear religious symbols in a manner that is not materially and substantially disruptive to the educational process.

Students

Religion and Religious Accommodation

Displays and Music (continued)

Religious musical selections may be included on the basis of their particular musical and educational value and/or traditional secular usage and be presented in concert with other musical works, which are non-religious in nature. Musical pieces should be selected and performed as works of art, not as acts of veneration. Program notes or oral narration shall be provided. These notes should establish an objective context for the performance by giving such information as historical data, identification of the particular groups for which the number has significance, and technical characteristics worthy of note.

Religious Accommodations – Students

In order for students to be granted a religious accommodation, the student's parent/guardian must submit a written request to the principal of the student's school. Such requests should be submitted well enough in advance to allow the school to make appropriate arrangements and scheduling adjustments. If the request is for an excused absence for a religious event, that request must be made at least three days in advance of the start of the planned absence in accordance with the District's Attendance Procedure. The written request must state:

- 1) the specific accommodation requested;
- 2) why the accommodation is needed; and
- 3) the amount of time, duration, and frequency of the accommodation.

School personnel shall make a good faith effort to accommodate such requests in a reasonable amount of time, with due consideration given to the law, the responsibility and policies of the District, and the educational program of the school and of the individual student. The primary factors to be considered in determining if a request is to be granted are: the amount of time, duration, and frequency of the accommodation being requested as well as if any disruption to the learning of others will result by granting the request. Parents/guardians have a correlative duty to cooperate in reaching an agreement on a reasonable accommodation. To the extent possible, students are encouraged to fulfill their religious obligations during lunch or a free period.

The District also desires to cooperate with those parents/guardians who wish to provide for religious instruction for their children but also recognizes its responsibility to enforce the attendance requirements of Connecticut. Where reasonable and educationally feasible, individual student schedules may be adjusted to accommodate religious instruction outside the school building.

Students who are excused from class as a religious accommodation must have an opportunity to make up any work, assignment or test missed as a result of the absence. If the school personnel anticipate denying a request for a religious accommodation for a student, they should consult with the Superintendent or his/her designee, in order to provide for legal counsel, prior to communicating that denial.

Students

Religion and Religious Accommodation (continued)

Religious Accommodations – Staff

The District can accommodate requests that do not impose an undue hardship upon the District or that do not fundamentally alter the job duties of the requesting staff member. For example, the District would not be able to accommodate a FTE teacher's request to have every Friday off to participate in a religious observance, as presence during the entire school week is a fundamental job duty of a FTE teacher.

Staff should address requests for a religious accommodation to their immediate supervisor or to the Superintendent's Office.

(cf. 0521.2 – Religious Neutrality)

(cf. 6115.1 – Religious Observances and Displays)

(cf. 6141.2 – Separation of Church and State)

(cf. 6141.21 – Religion in the Public Schools)

(cf. 6144.1 – Exemption from Instruction)

(cf. 6145 – Extra-Class Activities)

(cf. 6162.51 – Student Surveys)

(cf. 6145.3 – Distribution of Printed Matter, Freedom of School Press; Publications)

(cf. 9030.1 – Religious Guidelines)

Legal Reference:

Connecticut General Statutes

10-16a Silent meditation.

10-15c Discrimination in public schools prohibited.

Lee v. Weisman, 112 S. Ct. 2649 (1992).

Jones v. Clear Creek Independent School District, 977 F. 2d 963 (5th Cir. 1992).

Harris v. Joint School District, 41 F.3d 447 (9th Cir., 1994).

American Civil Liberties Union of NJ v. Black Horse Pike Regional Board of Education, 84 F.3d 1471 (3rd Cir., 1996).

20 U.S.C. 7904 (No Child Left Behind Act of 2001).

U.S. Constitution, Amendment 1.

Tinker v. Des Moines School District, 393 U.S. 503 (1969).

Lemon v. Kurtzman, 403 U.S. 602 (1971).

Regulation approved:

A policy to consider.

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 Nutmeg 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 la - 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, English as a second language program, sheltered English programs, English Immersion programs, summer school, after-school assistance, homework assistance and tutoring. Transition services offered to students who have not mastered English after thirty months in a bilingual program may not include bilingual education. 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.

Students who are in their first year of enrollment in a U.S. school and participating in the bilingual education program or English as a Second Language program for a period of ten (10) months or less may be exempted from participation in the Connecticut Mastery Test (CMT) or Connecticut Academic Performance Test (CAPT) programs. This exemption applies to the areas of reading, writing and science but not to mathematics. The mathematics test may be taken with accommodation if necessary.

Any limited English proficient student who has been enrolled from ten to twenty months and who scores below standard on the English mastery test administered in the month prior to the administration of the statewide mastery examinations may be exempted from participation in the Connecticut Mastery Test (CMT) or Connecticut Academic Performance Test (CAPT) programs.

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

The District, when required to provide a bilingual education program, shall also investigate the feasibility of instituting two-way language programs starting in kindergarten.

(cf. 6141.311 – Limited English Proficiency Program)
 (cf. 6146.2 - Statewide Proficiency/Mastery Examinations)
 (cf. 6162.31 - Test Exclusion)

Legal Reference: Connecticut General Statutes

- 10-14q 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.

Instruction

Bilingual-Bicultural Education

Legal Reference: Connecticut General Statutes (continued)

10-17e Definitions.

10-17f Required bilingual education. (as amended by PA 98-168 & PA 01-205 and PA 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. Title VII of the Improving America's Schools Act of 1994, P.L. 103-382

34 CFR, Part 200, Federal Regulations appearing in Federal Register, Wednesday, September 13, 2006.

Policy adopted:

rev 5/98

rev 6/99

rev 7/99

rev 7/01

rev 1/03

rev 7/03

rev 3/05

rev. 7/05

A revised, sample policy to consider.

Instruction

Programs for Limited English Proficient Students

Option #1

The Board of Education recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English excludes a student from effective participation in the District's educational programs, the District shall take appropriate action to rectify the English language deficiency in order to provide the student with equal access to its programs. Students in a language minority (LM) or who have limited English Proficiency (LEP) will be identified, assessed and provided appropriate services. No child will be admitted to or excluded from any program based solely on surname or LM status.

The Superintendent or his/her designee is directed to develop and implement procedures which:

- Appropriately identify and evaluate students with limited English proficiency (LEP.)*
- Appropriately identify language minority students.
- Determine the appropriate instructional environment for LEP students.
- Annually assess the English proficiency of LEP students and monitor the progress of students receiving English as a Second Language (ESOL) or bilingual instruction in order to determine their readiness for the mainstream classroom environment.
- Where possible, the District may provide support for the student's use of the native language while developing English language skills.
- Provide parents with notice of and information regarding the instructional program as required by law and encourage parental appraisal of their child's program.

Definitions:

Language Minority (LM) refers to a student whose linguistic background, such as country of birth or home environment, includes languages other than English. Language minority is based solely on the student's background and not on proficiency.

Limited English Proficiency (LEP) refers to an LM student whose proficiency in reading, writing, listening or speaking English is below that of grade and age-level peers. Limited English proficiency is based on the assessment of a student's English language proficiency.

English for Speakers of Other Languages (ESOL) refers to an instructional approach that can include structured ESOL immersion, content-based ESOL and pull-out ESOL instruction.

Bilingual Education refers to an instructional approach that explicitly included the student's native language in instruction. This approach requires an instructor fluent in the student's native language and proficient in content areas and is often used where many LEP students share the same language and where qualified bilingual teachers are available.

Instruction

Programs for Limited English Proficient Students (continued)

Option #2

Students whose primary languages are languages other than English will be provided special assistance, in conformity with applicable Federal and State statutes and regulations, until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their child will be provided with written, verbal or signed communication in a language they can understand.

Option #3

The Board shall provide Programs for Limited English Proficient/Language Minority Students and/or bilingual programs of instruction for students who do not speak English and need instruction toward mastery of the English language or for students who speak a language other than English and are more capable of performing schoolwork in that language, and need their basic instructional program taught in that language.

The Superintendent of Schools or his/her designee shall develop procedures in accordance with Federal and State statutes to determine which students would benefit from ESOL and/or bilingual programs and to involve school staff, parents/guardians/and community members in reviewing programs to determine which would best meet the needs of these students.

The goal of the ESOL program is to assist students to achieve fluency, including listening, comprehension, speaking, reading, and writing, in English. The goal of the bilingual program is to permit students to learn subject matter in their primary language while developing English language skills.

Parents/guardians of students of limited English speaking ability shall be notified by mail that their child is eligible for enrollment in a bilingual, ESOL or English language services education program. The written notice shall include the information that the parents may choose to enroll their child into the program.

Communications with parent/guardians of students in these programs shall be in writing, in both English and their primary speaking language.

Optional language to include in this policy, also covered in policy #6162.31 and # 6146.2.

Instruction

Programs for Limited English Proficient Students

Limited English proficient (LEP) students, including those also identified as requiring special education, who are in their first year of enrollment in a U.S. school and have been in attendance for one school year or less may be permitted to be exempt from one administration of the reading/language arts portion of the Connecticut Mastery Test (CMT) and the Connecticut Academic Progress Test (CAPT). These students must take the Language Assessment Scales (LSS-Links). No such exemption is permitted, based on federal guidelines, from the mathematics and science assessments of the CMT and CAPT. Accommodations, as provided in classroom instruction may be used.

Limited English proficient students eligible for special education due to significant cognitive impairment must be tested on the CMT/CAPT Skills Checklist, regardless of the one school year exemption option.

(cf. 6141.31 – Bilingual-Bicultural Education)
(cf. 6146.2 – Statewide Proficiency/Mastery Examinations)
(cf. 6162.31 – Test Exclusion)

Legal Reference: Connecticut General Statutes
10-17 English language to be medium of instruction. Exception.
10-17a Establishment of bilingual and bicultural program.
10-17d Application for and receipt of federal funds.
10-17e Definitions.
10-17f Required bilingual education. (as amended by PA 98-168 & PA 01-205)
10-17g Application for grant. Annual evaluation report.
10-76e Definitions.
10-146f Waiver of certification requirements for bilingual teachers.
P.A. 99-211 An Act Improving Bilingual Education.
State Board of Education Regulations
10-17h-1 to 10-17h-15. Programs of bilingual education.
Title VI, Civil Rights Act of 1964
Equal Education Opportunities Act as an amendment to the Education Amendments of 1974
Bilingual Education Act. 20 U.S.C. §§7401 *et seq.* as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act. Title III, Sections 3001-3304 of HR1, No Child Left Behind Act of 2001, P.L. 107-110.
34 CFR, Part 200 Regulations appearing in Federal Register, 9/13/06.

Policy adopted:

cps 2/02

rev 10/02

rev 1/07

Programs For Limited English Proficiency Programs

(Parental Notification for Children Identified as Limited English Proficient)

Your child, _____, has been identified as needing additional instruction to achieve English proficiency. The basis for this identification is _____

Using *(list assessment instruments and methods here)* _____

Your child was identified at (describe level of proficiency) _____

Additionally, your child's current academic achievement is *(describe GPA, standardized test scores, reading level etc.)* _____

The _____ School district uses the following method(s) of language instruction *(list and explain the methods offered and how they compare with each other)*

We have chosen to place your child in a program using a _____ method. We believe this is the best method for improving your child's English proficiency because _____

This/Those method(s) will benefit your child academically and will help your child achieve at an age-appropriate level because/by _____

Your child will be exited from this program upon *(state exit criteria such as test scores, reading level, verbal ability, etc.)* _____

We anticipate that your child will transition from this course of study by *(describe anticipated time line)* _____

You have the right to remove your child from the program.

You have the right to choose among the various programs offered by the District. *(Only include if more than one option is available.)*

Programs For Limited English Proficiency Programs

(Parental Notification for Children Identified as Limited English Proficient)

You have the right to assistance by a District representative. The District representative will assist you in choosing a program and monitoring your child's progress within the program.

(If the child is also on an IEP) this program will assist your child in meeting the following IEP objectives (list objective and way in which the program will assist in meeting that objective) _____

If you should have questions or require other assistance contact:

- a. Name: _____
- b. Building Location: _____
- c. Other Contact Information: _____

PROGRAMS FOR LIMITED ENGLISH PROFICIENCY PROGRAMS

Dear Parent/Guardian:

Your child, _____, has been identified as needing help to learn English. We have placed him/her in a (insert name of program) to help improve his/her English skills. He/she has been identified as a "Limited English Proficient/English Language Learner" student, and in need of help to learn English, because: (insert main reason).

Specifically, your child has the following levels of English language skills: (describe). We determined those levels in the following ways: (describe). The status of your child's academic achievement is: (describe).

Please see the attached page(s) for more specific information on the program we have chosen to improve your child's English skills.

(Use the following paragraph only if the district offers more than one LEP program.)

The District offers another program of English instruction. The attached pages explain how the other program is different from your child's program. If this other program is available, you have the right to request that your child be removed from his/her current program immediately and be placed in the other one. If you want to do this, we will assist you in selecting a program for your child.

We encourage you to become involved in your child's education. You can help him/her to learn English, achieve in his/her other academic classes and meet the same standards that all students are expected to meet.

The District will hold regular meetings at least twice a year for parents/guardians of English Learners, which we encourage you to attend. At those meetings we will help you understand the goals of your child's program and assist you in ways to help your children. We are always ready to listen and respond to any questions and recommendations.

Please read the attached pages carefully. If you have any questions about your child's program, or if you would like to change your child's program, we would like you to speak with _____. All of us in the District are excited about improving your child's English and overall academic skills.

Sincerely,

Building Principal

Existing policy, number 6141.312 adopted 2/27/06, appropriate as written, except for update to legal reference. A sample follows for comparison and consideration.

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

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.

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

Federal Register – July 29, 2008 – final Rule 34 C.F.R. Part 2000

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

*This policy is mandatory for districts that receive Title I funds.
The No Child Left Behind Act amended ESEA and imposed requirements on state agencies dispersing funds for Title I programs. Most of the requirements are directed to state agencies. However, local districts receiving money for these programs will be held to many of the same requirements by the State.*

Instruction

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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. Move or Moved** means a change from one residence to another residence that occurs due to economic necessity.
- 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: No Child Left Behind Act of 2001, §1301 et seq., 20 U.S.C. §6391 et seq.,
34 C.F.R. §200.40 - 200.45.

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

Policy adopted:

cps 1/03

rev 8/08

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

A sample policy to consider.

Instruction

Computer Literacy

Technology Competencies

The Board of Education believes that the effective use and integration of educational technology is a key factor in improving student achievement, achieving equity, and in producing a competent and technologically literate work force to promote economic growth. Therefore, as stated in Connecticut's Common Core of Learning, the desired result of the District's technology education program is that "By the end of grade 12, students will know about the nature, power, influence and effects of technology, and will be able to design and develop products, systems and environments to solve problems." Connecticut's "Technology Education Curriculum Framework" and its accompanying "Program Goals" and "K-12 Content Standards" shall be the basis of the District's technology curriculum.

Every potential graduate of the District must demonstrate proficiency in the use of technology to find, organize, and communicate information. This necessitates the need for all students to participate in a planned, sequential and on-going program of instructional activities designed to enable them to master the skills and content pertaining to the technology curriculum/competencies. Whenever possible, such skills and content shall be taught and applied in the context of the general curriculum, supplemented in the resource/media center of each school. Statewide CMT and CAPT assessment programs are expected to incorporate the uses of technology which will provide an assessment of student ability to use technology as an educational tool for accessing information, problem-solving and other purposes.

Students will be expected to achieve the kindergarten to grade twelve, inclusive, computer technology competency standards adopted by the State Board of Education. The District will report on the status of student competency to the Commissioner of Education in a manner and at a time as required.

(cf. 5123 – Promotion/Acceleration/Retention)

(cf. 6140 – Curriculum)

(cf. 6141.32 – Computer Literacy)

(cf. 6142.12 – Applied Education Program)

(cf. 6146 – Graduation Requirements)

Legal Reference: Connecticut General Statutes
 10-221a High school graduation requirements
 10-221(b) Boards of education to prescribe rules

Policy adopted:

cps 4/09

Existing policy, number 6141.321 adopted 6/19/06, appropriate as written.

Instruction

Internet Acceptable Use

Introduction

It is the policy of the Woodbridge School District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Woodbridge School District online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of the Woodbridge School District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

Instruction

Internet Acceptable Use

Supervision and Monitoring (continued)

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent or his/her designee.

Telecommunications/Internet - Acceptable Use

The school district believes in the educational value of communications, the Internet, and electronic information services, and recognizes their potential to support its educational program, the curriculum and student learning. Resource sharing, communications, and innovation capabilities for both students and teachers have been increased with access to telecommunications and to the Internet. The district will make every effort to protect students and teachers from any misuses or abuses as a result of experience with an electronic information service. It is, therefore, imperative that members of the school community conduct themselves in a responsible, decent, ethical, and polite manner while using any network. Further, they must abide by all local, state and federal laws.

Guidelines for General Use

It is important to recognize that with increased access to computers and people all over the world also comes the availability of controversial material that may not be considered of educational value in the context of the school setting. Further, the school district recognizes the importance of each individual's judgment regarding appropriate conduct in maintaining a quality resource system. While this policy does not attempt to articulate all required or proscribed behavior, it does seek to assist in such judgment by providing the following guidelines.

1. All use of the Internet, electronic services or any telecommunications network must be in support of educational objectives or research.
2. Any electronic accounts shall be used only by the authorized owner of the account. Account owners are ultimately responsible for all activity under their account.
3. All users should respect the privacy of communications and information belonging to other individuals.
4. Any use of the district's computing resources or networks for illegal or inappropriate purposes, accessing materials that are objectionable in a public school environment, or supporting such activities, is prohibited. Language that is deemed to be vulgar is also prohibited. Illegal activities shall be defined as a violation of the law. Inappropriate use shall be defined as a violation of the intended use of the service or network. Objectionable is defined as materials that are identified as such by the rules and policies of the Board of Education that relate to curriculum materials and textbook adoption.

Instruction

Internet Acceptable Use

Guidelines for General Use (continued)

5. Any use of telecommunication opportunities for commercial purposes financial gain, product advertisement, political lobbying, or attempt to disrupt the use of the services by others, is prohibited.
6. The Board of Education has no control of the information on the Internet. Other sites accessible via the Internet may contain material that is illegal, defamatory, inaccurate, or potentially offensive to some people.
7. Violations of the provisions stated in this policy may result in suspension or revocation of access privileges to the Internet, electronic services or district networks and any other appropriate disciplinary action. All use must be consistent with other Woodbridge Board of Education policies such as Communications - 1002; - Political Activities - 1311; Distribution of Information - 1325; Community Relations - 1330; 5148 - Electronic Information/Technology Media and 6141.322 District/School/Staff/Student Web Sites and Pages as well as all applicable laws.

The Superintendent shall identify an administrator(s) as the “District Internet Administrator(s)” who will have responsibility for implementing this policy, establishing procedures and supervising access privileges.

Guidelines for Student Use

Student use of electronic services is considered to be a privilege. Students at the elementary level may use telecommunications or the Internet only when supervised by a teacher or teacher aide. Guidelines for the use of electronic services by students through Grade 3 will be developed by the Principal(s).

Students in Grades 4-6 who wish to use electronic services and networks that are available to them may do so provided that they:

1. Read, agree to, and sign the Acceptable Use Policy.
2. Obtain the signature of one parent/guardian on the Acceptable Use Policy form.
3. Have the classroom teacher sign the Acceptable Use Policy form.
4. Submit the completed form to the classroom teacher.
5. Any parent or student who wishes to appeal any decision relative to the Acceptable Use Policy should contact the Principal.

Instruction

Internet Acceptable Use (continued)

Filtering

The Woodbridge School District is fortunate to have access to the Internet. This access provides increased opportunities for students and staff to conduct research and to communicate locally, nationally, and internationally.

The Board of Education provides computers, computer systems, software, electronic access 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 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 provided exclusively for school related use. The system may be used for personal communications only to a limited extent, which does not interfere with statutes and/or other policies governing employment of the district.

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, 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. In compliance with this policy, a system to filter out Internet sites.

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 inappropriate material. Filtering should be used in conjunction with:

- a. Educating students to be safe and responsible users of electronic communications and resources.
- b. Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material.
- c. Using "Acceptable Use Policy Agreements."
- d. Appropriate supervision, both in person and electronically.

Instruction

Internet Acceptable Use

Filtering (continued)

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 may be utilized to (1) block pre-selected sites, (2) block by content, (3) block entire categories like chat and newsgroups and (4) allow a pre-selected list of approved sites.

(cf. 5148 – Electronic Information/Technology/Media)

(cf. 6141.321 – Acceptable Use of the Internet)

(cf. 6141.322 – Websites/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.
HR 4577, Fiscal 2001 Appropriations Law (contains Children's Internet Protection Act).
Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.
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:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing regulation, number 6141.321 approved 6/19/06, appropriate as written, except for addition of legal reference.

Instruction

Internet Acceptable Use

Filtering – Regulations

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:
 - a. Whether the average person, applying contemporary community standards, would find the work, taken as whole, appeals to the prurient interest.
 - b. Whether the work depicts sexual conduct in a patently offensive way.
 - c. Whether the work, taken as a whole, lacks serious literary, artistic, political, or scientific value.
2. 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:
 - a. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
 - b. Such visual depiction is, or appears to be, of a minor engaging in sexually explicit conduct;
 - c. Such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct; or
 - d. 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.
3. Material “Harmful to Minors” is any picture, graphic image file or other visual depiction that:
 - a. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;

Instruction

Internet Acceptable Use

Filtering (continued)

- b. 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
- c. Taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.

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.

1. Nudity/Pornography

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

2. Sexuality

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

3. Violence

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

4. Crime

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

5. Drug Use

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

Instruction

Internet Acceptable Use

Criteria for Filtering of Objectionable Sites (continued)

6. Tastelessness

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

7. Language/Profanity

- a. Passages/Words too coarse to be softened by the word filter
- b. Profanity within images/sounds/multimedia files
- c. 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.

8. Discrimination/Intolerance

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

9. Interactive Mail/Chat

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

10. Gambling

- a. Sites which allow or promote online gambling

11. Weapons

- a. Sites which promote illegal weapons
- b. Sites which promote the use of illegal weapons

12. Other Inappropriate Material

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

13. Judgment Calls

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

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.

Instruction

Internet Acceptable Use

Disabling Blocking/Filtering Devices

The technology protection measures used to block or filter a site may be disabled during use by an adult to enable access to bona fide research or other lawful purpose.

Legal Reference: Connecticut General Statutes
1-210(b)(11), (17) Access to public records. Exempt records.
10-15b Access of parent or guardians to student's records.
46b-56 (e) Access to Records of Minors.
Office of the Public Records Administrator, Retention Schedule M8-
Education Records Revised 2/2005, available at
<http://www.cslib.org/rettschedules.htm>.
Federal Law
Federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C.
1231g.).
USA Patriot Act of 2001, Pub.L. 107-56.
No Child Left Behind Act of 2001, Pub.L.No. 107-110.
34CFR 99.11-99.67 (as amended)
34 CFR 300.560-300.576.
Children's Internet Protection Act of 2000 (HR 4577, P.L. 106-554).
Communications Act of 1934, as amended (47 U.S.C. 254[h],[l]).
Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et.seq.

WOODBIDGE SCHOOL DISTRICT

Dear Parent/Guardian:

The Woodbridge School District 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 Beecher Road School, the Internet is being used only for educational purposes. Student use of the Internet will be under the supervision of Woodbridge School District 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 used 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 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 opportunity for Beecher Road School students.

Sincerely,

Principal

**CODE OF CONDUCT FOR INTERNET AND OTHER
COMPUTER NETWORK ACCESS**

The purpose of providing Internet and other computer network access in this district is to promote the exchange of information and ideas with the global community. The following represents a guide to the acceptable use of the technology provided by this district. All network use must be consistent with the policies and goals of this school district. Inappropriate use of district technology will result in the loss of technology use, disciplinary action, and/or referral to legal authorities.

All Internet and other computer network users will be expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Messages should not be abusive to others.
2. Take pride in communications. Check spelling and grammar.
3. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language, symbols, or pictures.
4. Protect password confidentiality. Passwords are not to be shared with others. Using another user's account or password or allowing such access by another may be permitted only with the approval of the supervising teacher or system administrator.
5. Do not reveal your personal address or telephone number or those of other persons. No student information protected by FERPA should be electronically transmitted or otherwise disseminated through the network.
6. Do not disguise the point or origin or transmission of electronic mail.
7. Do not send messages that contain false, malicious, or misleading information which may be injurious to a person or a person's property.
8. Illegal activities are strictly prohibited.
9. The district technology is not to be used for playing multi-user or other network intensive games, commercial ventures, Internet relay chat lines, or downloading excessively large files.
10. No charges for services, products, or information are to be incurred without appropriate permission.
11. Do not use the network in such a way that you disrupt the use of the network by other users.
12. Users shall respect the privacy of others and not read the mail or files of others without their permission. Copyright and licensing laws will not be intentionally violated.

**CODE OF CONDUCT FOR INTERNET AND OTHER
COMPUTER NETWORK ACCESS**

13. Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy hardware, data of another user, Internet, or any other agencies or other networks which may be accessed. This includes, but is not limited to, the uploading or creation of computer viruses.
14. Report security problems to the supervising teacher or system administrator.
15. Violators of this policy shall hold the district, including its employees and agents, harmless against any and all causes of action, damages, or other liability resulting from the willful or negligent violation of this policy.

INTERNET ACCESS CONDUCT AGREEMENT

Every student, regardless of age, must read and sign below:

I have read, understand, and agree to abide by the terms of the foregoing Acceptable Use and Internet Safety Policy. Should I commit any violation or in any way misuse my access to the school district's computer network and the Internet, I understand and agree that my access privilege may be revoked and school disciplinary action may be taken against me.

User's Name (print clearly): _____ Home Phone: _____

User's Signature: _____ Date: _____

Address: _____

Status: Student _____ Staff _____ Patron _____ I am 18 or older _____ I am under 18 _____

If I am signing this policy when I am under 18, I understand that when I turn 18, this policy will continue to be in full force and effect and agree to abide by this policy.

Parent or Guardian: (If applicant is under 18 years of age, a parent or guardian must also read and sign this agreement.) As the parent or legal guardian of the above student, I have read, understand and agree that my child or ward shall comply with the terms of the school district's Acceptable Use and Internet Safety Policy for the student's access to the school district's computer network and the Internet. I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for the school to restrict access to all offensive and controversial materials and understand my child's or ward's responsibility for abiding by the policy. I am, therefore, signing this policy and agree to indemnify and hold harmless the school, the school district, and the Data Acquisition Site that provides the opportunity to the school district for computer network and Internet access against all claims, damages, losses, and costs, of whatever kind that may result from my child's or ward's use of his or her access to such networks or his or her violation of the foregoing policy. Further, I accept full responsibility for supervision of my child's or ward's use of his or her access account if and when such access is not in the school setting. I hereby give permission for my child or ward to use the building-approved account to access the school district's computer network and the Internet.

Parent or Guardian (please print): _____ Home Phone _____

Signature: _____ Date: _____

Address: _____

This agreement is valid for the _____ school year only.

Existing policy, number 6141.322 adopted 7/21/05, appropriate as written.

Instruction

District/School/Staff/Student Web Sites and Pages

To enhance communication with students, parents/guardians, staff, community members, the public at-large and to foster creativity, the Board of Education encourages the development and ongoing maintenance of district and school web sites on the Internet. Web sites shall support the educational vision of the district and shall be consistent with the District's plans for communications and media relations.

The Board of Education encourages the administration and staff to create and maintain World Wide Web sites for the district and individual schools for educational purposes. The web sites shall serve as avenues for educating the community, providing information about our schools and communicating with the extended school community. District and individual school web sites shall be used to share information relating to the schools and the district mission. Web sites may also provide instructional resources for staff and students. Materials displayed on web sites are published on the Internet. Therefore, the content should be of professional quality and consistent with the educational mission of the school system.

The Superintendent shall develop guidelines regarding the content of district and school web sites, which shall include standards for the ethical and responsible use of information and technology. These guidelines shall be consistent with law, Board policy and administrative regulations. All web pages must comply with these guidelines.

Failure to comply with this policy and applicable administrative regulations will result in discipline, including suspension of district Internet privileges and/or referral to law enforcement, if appropriate.

District Web Site

The district's web site provides a resource for obtaining information about the district and for informing patrons about instructional program, activities and Board policies. Requests for publication of information on the district web site should be directed to the Building Principal and/or Superintendent. District administrators may publish web pages as part of the district's web site. Personal information, not related to education, will not be permitted.

School Web Site

A school web site provides unique and ever-changing ways to interact with the community and improve student learning. School web sites:

1. Allow an individual school to provide current and complete information to its community at large.

Instruction

District/School/Staff/Student Web Sites and Pages (continued)

School Web Site (continued)

2. Give the community a means to communicate effectively with students and personnel.
3. Create expanded means for student expression.
4. Provide new avenues for teachers to help students meet high standards of performance.

All school web sites shall conform to this policy and its accompanying regulations. The primary purpose of a school's web site is to communicate effectively with its community. The Principal or designee shall ensure that the site is maintained in such a way that the community receives reasonably current and accurate information. A school may elect to have its web site serve additional purposes related to its educational mission.

When a school allows student publications on its web site, the purpose of including such publications shall be clearly identified in that section of the site. These publications shall be consistent with the mission, goals, policies, programs and activities of the district. All publications shall meet established district and school requirements related to student publications and in accordance with state and federal law related to student expression.

Staff Web Pages

Staff may create web pages to implement curriculum goals, to provide instructional resources for other staff members and to serve as an informational resource about classroom activities. Staff web pages must reflect the educational goals and objectives of the district. Staff may not utilize the Woodbridge Public Schools' web site or web pages sponsored or supported by the Woodbridge Board of Education for personal use or for proprietary gain.

By choosing to create a web page for educational purposes through the Woodbridge Public Schools' web site, staff members are required to comply with all rules and regulations promulgated by the school administration. Any violation of this policy or regulations may result in disciplinary action, up to and including termination. Illegal uses of computers may also result in referral to law enforcement authorities.

Instruction

District/School/Staff/Student Web Sites and Pages (continued)

Content

The Superintendent or designee shall ensure that web site content protects the privacy rights of students, parents/guardians, Board members and other individuals. The Superintendent or designee shall ensure that copyright laws are not violated in the use of material on district or school web sites. The Superintendent or designee may establish standards for the design of the district and school web sites in order to maintain a consistent identity, professional appearance and ease of use.

No personal information about students or their parents/guardians, including telephone numbers, home addresses or e-mail addresses shall be published on a district or school web page. Student directory information shall not be published on school or district websites.

Student work may be published with parent permission, only if related to a class project or other school activity. Such work shall not reveal personally identifiable information or prohibited directory information.

District and school web sites shall not include content which is obscene, libelous or slanderous or which creates a clear and present danger of inciting students to commit unlawful acts on school premises, violating school rules or substantially disrupting the school's orderly operation.

The Superintendent or his/her designee shall develop and implement regulations which set forth that the web site may only be used for educational and noncommercial purposes, and that the Board of Education has no responsibility or liability for any damages resulting from the use of the web site.

- (cf. 0000 - Mission, Goals Objectives)
- (cf. 0200 - District Goals)
- (cf. 1110 - Communications with the Public)
- (cf. 1112 - News Media Relationships)
- (cf. 5125 - Student Records)
- (cf. 5141 - Safe Schools)
- (cf. 5148 - Electronic Information/Technology/Media)
- (cf. 6141.322 - Posting of Student Work/Photographs)
- (cf. 6145.3 - Publications)
- (cf. 6161.1 - Guidelines for Evaluation/Selection of Instructional Materials)

Instruction

District/School/Staff/Student Web Sites and Pages (continued)

Legal Reference: Connecticut General Statutes
1-19(b)(11) Access to Public Records. Exempt records.
10-15b Access of parent or guardians to student's records.
10-209 Records not to be public.
11-8a Retention, destruction and transfer of documents
11-8b Transfer or disposal of public records. State Library Board to adopt regulations.
46b-56 (e) Access to Records of Minors.
Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.)
Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.
Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et.seq.
Electronic communications Privacy Act, 18 U.S.C. 2510-2522.

Existing regulation, number 6141.322 approved 7/21/05, appropriate as written.

Instruction

District/School/Staff/Student Web Sites and Pages – Regulations

Staff and/or students may submit materials for web site publication to the building Principal who shall ensure that the content adheres to district guidelines and policies. All material to be published must have educational value, relate to curriculum and instruction, school-authorized activities and/or support the district's guidelines, goals and policies.

All work should be free of any spelling or grammatical errors.

Prohibited Uses, include but are not limited to:

1. Advertising for commercial purposes and/or products.
2. Campaigning related to issues, individuals and/or groups.
3. Documents that violate an individual's right to privacy or access the materials, information or files of another individual or organization without permission.
4. Documents containing objectionable material, point directly to objectionable material or violate district policy. Objectionable material may be determined on a case-by-case basis by the building administrator.
5. Spreading computer viruses or deliberately attempting to vandalize, damage, disable or disrupt the property of the district, another individual, organization or the network or any effort to locate, receive, transmit, store or print files or messages that are profane, obscene, sexually explicit or use language that is offensive or degrading to others.
6. Violating copyright laws.

The district's web server is the property of the district and all work published thereon must adhere to district policy. The Woodbridge School District reserves the right to remove any web pages that violate district policy.

Requests to link outside sites to the district server must be approved by the Superintendent or designee. Staff may not use the district's web pages to provide access to their personal pages on other servers or online services.

Instruction

District/School/Staff/Student Web Sites and Pages - Regulations (continued)

The following language will be included on each school web site:

The Woodbridge Board of Education maintains this web site to provide relevant information concerning the Woodbridge Public Schools. The Woodbridge Board of Education is not liable for any direct, incidental, consequential, indirect or punitive damages arising out of access to or use of this site. The Woodbridge Board of Education also assumes no responsibility and shall not be held liable for any damages to or viruses that may infect computer equipment or other property as a result of using, browsing or downloading any materials, data, images or text from this site or any websites linked to this web site.

Pages on this site may provide hyperlinks to other sites that may not be maintained by the Woodbridge Board of Education. The Woodbridge Board of Education does not make any warranty, express or implied, with respect to the use of the links provided or guarantee the accuracy, completeness, usefulness or adequacy of any resources, information, apparatus, product or process available at or from this site. Accordingly, the Woodbridge Board of Education is not responsible for the contents of any off-site pages or any other sites linked from this site. Linking to off-site pages or sites is at your own risk.

Copyright Guidelines

As an educational institution, we should be aware of the necessity of conforming to all laws, regardless of how they may be perceived on the Internet. The copyright law and the courts have provided exceptions to the rules that govern the behavior of teachers, students and schools. In general terms, teachers, students and schools are allowed to make "fair use" of materials for instructional purposes. "Fair use" has been interpreted to include those limited uses which are not likely to deprive a publisher or author from income.

"Fair use" of Internet resources by teachers, students, schools or district personnel should parallel the use of printed resources. Teachers and students might make limited use of some text and graphics within their own classrooms. They should not "publish" those same materials across other classrooms within the building by posting on the World Wide Web.

Teachers, students and district personnel may not make use of others' materials (graphics, text, etc.) when they publish on the Web unless they have requested and received formal written permission from the author. This would include downloading another web site's material on the school server. Unless there is a clear statement that art, photos and text are "public domain" and available for free use one should assume that they are copyrighted.

Instruction

District/School/Staff/Student Web Sites and Pages (continued)

Posting of Student Work/Photographs

The District has an obligation to protect student safety and to balance this with the need for open communications when using the Internet. It is clear that there are significant risks, as well as significant advantages, involved with allowing students to be identified on the internet. Therefore, students should not be easily identifiable from materials they might publish on the Internet. No directory information should be posted on school or district web sites.

Guidelines:

1. Only first names be used in published student work.
2. Pictures that are a part of student publishing should not include identifying information.
3. Under no circumstances should a student's home address or phone number be included.
4. If replies to published student work are appropriate, the sponsoring teacher's school email address should be the e-mail address displayed, not the student's.
5. In special circumstances with parent-signed release, identifying information can be added.

These regulations provide general guidelines and examples of prohibited use and development of web sites, for illustrative purposes but do not attempt to state all required or prohibited activities by users. Employees who have questions regarding whether a particular activity or use is acceptable should seek further guidance from their building administrator.

Failure to comply with Board policy and/or regulations governing web site use and development may result in disciplinary action, up to and including, termination. Illegal uses of computers may also result in referral to law enforcement authorities.

Regulation approved:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Woodbridge School District
Parent/Guardian Permission to Publish
Student Work, Photographs, Video Film, Intellectual
Property on the World Wide Web (WWW)

Dear Parent/Guardian:

The Woodbridge Public Schools would like to publish an original work, photograph, video or film created by your child (or of your child) on the World Wide Web (WWW), a part of the internet. It will be available to a global audience. Some examples of student work published on the WWW are, but not limited to, literary and artistic works, multi-media and computer programs.

The Board of Education will not permit a student's full name, home address, telephone number or email address to appear on a school or district web site. This precautionary measure attempts to protect your student from possible rude, insulting or exploitative internet users.

Name of Staff Member Requesting Permission

BRS Primary
District

BRS Intermediate

Item(s) to be included:

Please check

We the Parent/Guardian DO grant permission

We the Parent/Guardian DO NOT grant permission

Signature of Parent/Guardian Date

DATE

PUBLIC SCHOOLS
Web Page Development Contract

PRINCIPAL/DISTRICT SUPERVISOR

I understand that I am responsible for all material published on my school/sites's Web Page. I have reviewed the Web Page Development Guidelines with school/site's Web Master. All signed contracts will remain on file at my school/site.

Principal/Site Supervisor _____
(please print)

Signature: _____

Date: _____

WEBMASTER

I understand any violation of the Web Page Development Guidelines may result in disciplinary and/or legal action. I agree to report any misuse of the electronic information resources to my Principal or site supervisor. I realize that I am also accountable to the guidelines within the Acceptable Use Policy.

Webmaster Name: _____
(please print)

Signature: _____

Date: _____

SPONSORING TEACHER

As the sponsoring teacher, I agree to instruct the student on district guidelines governing the development of a school webpage. I also agree to report any misuse of electronic information resources to my school Principal or district supervisor.

Sponsoring Teacher Name: _____
(please print)

Signature: _____

Date: _____

STUDENT/DISTRICT EMPLOYEE

I agree to support and follow the Acceptable Use Policy and the Web Page Development Contract. I understand any violation of the said contracts will result in the loss of my user account and may result in further disciplinary and/or legal action. I agree to report any misuse of the electronic information resources to an administrator.

Student/District Employee Name: _____

Signature: _____

Date: _____

PUBLIC SCHOOLS
Web Page Development Contract

PARENT/GUARDIAN

As the parent or guardian of this student, I have read this contract and understand that access to electronic information resources is designed for educational purposes. I agree to allow to have my student's work* and/or photograph** to be published on the school web page. I understand that it is impossible for the District to restrict access to all controversial materials and I will not hold the District responsible for controversial materials my child acquires on the District's Wide Area Network.

I accept full responsibility for supervision if and when my child's use of electronic information resources is not in a school setting. I hereby give my permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian Name _____
(please print)

Signature _____

Name of Student _____

Date _____

*I do not give permission for my student's work to be published on the school web page.

**I do not give permission for my student's photograph to be published on the school web page.

PUBLIC SCHOOLS

Web Publishing Copyright

Copyright law and district policy do not allow the re-publishing of text or graphics found on the Web, on district Web sites or file servers without explicit written permission.

- For each re-publishing (on a Web site or file server) of a graphic or a text file which 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. In many cases, that notice should also include the URL (Web address) of the original source.
- Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions to file before the Web pages are actually published. In the case of “public domain” documents, printed evidence must be provided to document the status of the materials.
- The failure of a site to display a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. If the materials have been improperly and illegally displayed by a Web site, the manager of the Web site may not be considered a source of permission.
- The “fair use” rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- Student work may only be published if there is written permission from both parent and student.

Staff members and students with questions regarding these guidelines are advised to check with the library media specialist in their building before proceeding with the collection of images and text.

Source: Bellingham Public Schools

Standards for District and Schools
WWW Sites

A. School Administrator

1. The school Principal should have personal knowledge of any web site at their school and should have granted their permission for the web site to exist. No web site should exist at the school without the explicit permission of the Principal. The Principal is ultimately responsible to see that standards for the web site are met.
2. The Principal should make the web site known to the District Technology Committee detailing its IP address and the staff member supervising the administration of the web site.

B. Web Site Host Computer

1. Physical security of the web site host computer is important: it should be in a lockable room generally away from normal student access.
2. Normally the host computer will remain online 24 hours a day.
3. The computer should have password controlled access, i.e., no one should be able to access system level controls or make changes to the web site content without a master access password.
4. Access passwords should be kept secure and should be known by only a few key people – the teacher in charge of the web site, the Principal, the school secretary, and the school Technology Coordinator. As passwords can be forgotten, they should be written down and kept in the school safe as a precaution against loss.
5. Student web site “administration” may be given the password only if they are trusted and have been indoctrinated with security concerns and procedures.
6. Password should be changed periodically or when any threat of a security breach occurs. In a high school, passwords should be changed monthly. At lower grades, passwords should be changed at least annually.
7. Student login access to the web site host computer should be kept to a minimum.
8. If electronic mail is provided for students on the same computer as the web site, then general student access to the machine should be limited to e-mail only.

Standards for District and Schools
WWW Sites (continued)

C. Publication Process

1. Material should be produced or assembled on school computers under teacher supervision. If parent or community volunteers are supervising site production, a staff designee of the Principal should review the site periodically with the volunteer and should administer standards for the site.
2. All materials should pass through an editorial stage of production. Editors should examine materials and make corrections for the following:
 - Spelling
 - Grammar
 - Content (See Internet Acceptable use Policy for prohibitions)
3. All materials should be viewed by the web site supervisor prior to actually publishing any new content on the Internet.
4. Only the web site supervisor should move new materials to the site for publications.

D. Safety Concerns

1. Personal information about students, including photographs with associated names, addresses, telephone numbers, etc. should generally not be published.
2. If personal information such as photographs are to be published, parental permission to do so should be obtained in advance of publication.

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:

cps 7/01

A shortened version to consider.

Instruction

Internet Acceptable Use: Filtering

The Board of Education has:

- a responsibility to enable students to utilize the Internet and participate in the increasingly information-based society of today;
- a responsibility to enable students to cope with the wide-range and volume of material available through the Internet; and
- a duty of care to protect their students from excessively inappropriate material on the Internet for the students' age group.

Therefore, the Board directs the Superintendent to implement a system designed to filter out Internet sites containing 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, at all times, of such filtering devices. This filtering system shall be in addition to all other efforts utilized to help ensure student access to approved educational materials.

(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).

Instruction

Internet Acceptable Use: Filtering

Legal Reference (continued)

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 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.

Public Law 106-554 Fiscal 2001 Appropriations Law containing the “Children’s Internet Protection 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

A sample policy to consider.

Instruction

Posting of Student Work/Photographs

The District has an obligation to protect student safety and to balance this with the need for open communications when using the Internet. Therefore, the Board established these guidelines to fulfill this obligation.

Alternative language:

It is clear that there are significant risks, as well as significant advantages, involved with allowing students to be identified on the Internet. Therefore, students should not be easily identifiable from materials they might publish on the Internet. No directory information should be posted on the Web for students whose parents have indicated, in writing, that such information not be released.

The purposes of these guidelines are to:

1. inform school staff of the possible dangers of allowing students to publish identifying information on the Internet;
2. recognize that there are potential advantages of allowing students to publish identifying information on the Internet; and
3. provide to schools a recommended set of guidelines governing how student identifying information should be allowed in publishing on the Internet.

Guidelines:

- Only first names be used in published student work.
- Pictures that are a part of student publishing should not include identifying information.
- Under no circumstances should a student's home address or phone number be included.
- If replies to published student work are appropriate, the sponsoring teacher's address should be the e-mail address displayed, not the student's.
- In special circumstances with parent-signed release, identifying information can be added.
- Directory information will not be posted on the web for students who have requested, in writing, that such information not be released.

It is recognized by the Board that there may be circumstances where it might be appropriate for high school students to provide identifying information along with work published on the Internet. An example of such an appropriate circumstance might be college entrance or employment opportunities that may be enhanced by viewing a student's work on the Internet.

Instruction

Posting of Student Work/Photographs (continued)

In making this determination, the high school student and the supervisory staff member must weigh the potential for risk against the perceived advantage of posting this identifying information. Parental approval, in addition to that of school staff, is required where there is uncertainty regarding the posting of identifying information for high school students.

Students shall retain all rights to work they create using the District's electronic communication system.

Alternative language:

The Superintendent or his/her designee shall ensure that website content protects the privacy rights of students, parents/guardians, Board members and other individuals.

No personal information about students or their parents/guardians, including phone numbers, home addresses or e-mail addresses shall be published on a District or school web page. Student directory information shall not be published if parents/guardians have requested that it be withheld.

Photographs of students shall be used only with permission from the student's parents/guardians. (unless photographs are included in District's definition of directory information)

Staff and/or students may submit materials for web site publication to the District or school webmaster who shall ensure that the content adheres to District guidelines and policies.

(cf. 1110 - Communication with the Public)
(cf. 5125 - Student Records)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6141.321 - Internet Use)
(cf. 6141.322 - District/School/Staff/Student Web Sites and Web Pages)
(cf. 6145.3 - Publications)
(cf. 6162.6 - Use of Copy Devises, Copyrights)

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.

Instruction

Posting of Student Work/Photographs (continued)

Legal Reference: (continued)

11-8a Retention, destruction and transfer of documents

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

46b-56 (e) Access to Records of Minors.

Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g.).

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.

Policy adopted:

_____ Public Schools
_____, Connecticut

Parent/Guardian and Student Permission to Publish Intellectual Property on the WWW

Dear Parent/Guardian and Student (if 18 years of age or older):

The _____ Public Schools would like to publish an original work created by your child on the World Wide Web (WWW), a part of the Internet. It will be available to a global audience. Some examples of student work published on the WWW are, but not limited to, literary and artistic works, multi media and computer programs.

The Board of Education will not permit a student's full name, home address, telephone number, or e-mail address to appear on a school or district-level web site. This precautionary measure attempts to protect your student from possible rude, insulting or exploitative Internet users. In addition, the published work will appear with a copyright notice which prohibits the copying of your child's work without the express written permission by the parent/guardian or student age 18 or older. Requests received by the District to use your child's work, other than the sponsoring school or office listed below, will be forwarded to you.

Description of Student's Work

Publishing and Sponsoring Information:

Sponsoring School or Office: _____ Telephone # _____

Name of Employee Requesting Permission: _____

Name of Web Site: _____ URL: http:// _____

Please check one:

- We the parent/guardian and student **DO** grant permission
- We the parent/guardian and student **DO NOT** grant permission

- I am a student of 18 years or older and **DO** grant permission
- I am a student of 18 years or older and **DO NOT** grant permission

Signature of Parent/Guardian
Date

Name (Please Print)

Signature of Student (18 or older)
Date

Name (Please Print)

Please return signed form to the employee at the sponsoring school or office

_____ Public Schools
_____, Connecticut

Parent Permission Form for World Wide Web Publishing of Student Work

Name of Student _____

School _____ Name of Parent _____

We understand that our daughter or son's artwork or writing is under consideration for publication on the World Wide Web, a part of the Internet. We further understand that the work will appear with a copyright notice prohibiting the copying of such work without express written permission. In the event anyone requests such permission, those requests will be forwarded to us as parents. No home address or telephone number will appear with such work.

We grant permission for the World Wide Web publishing as described above until _____. A copy of all such publishing will be printed out and brought home for us to see.

Signature _____ Date _____

Signature _____ Date _____

I, the student, also give my permission for such publishing.

Name _____ Date _____

An optional policy to consider. It is recommended that the final version of this policy be developed with input from staff members who blog.

Instruction Personnel – Certified/Non-Certified

Use of New Web Tools (Blogging/Podcasting)

Online communication is critical to our students' learning of 21st Century Skills and to the communication efforts of the staff. Tools such as blogging and podcasting offer authentic, real-world vehicles for student and staff expression. As educators, our primary responsibility to students is their safety. Hence, expectations for classroom blogs, student/staff protected e-mails, podcasts, or other Web interactive use must follow all established Internet safety guidelines.

Blogging/Podcasting Terms and Conditions

- The use of blogs, podcasts or other Web 2.0 tools is considered an extension of the classroom. Therefore, any speech that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, podcasts, or other Web 2.0 tools. This includes, but is not limited to, profanity and racist, sexist or discriminatory remarks.
- Teachers must monitor all communication on blogs, podcasts, or other Web 2.0 tools that are used by students in the classroom.
- Students and staff using blogs, podcasts or other web tools are expected to act safely by keeping all personal information out of their posts.
- A student should never post personal information on the web (including, but not limited to, last names, personal details including addresses or phone numbers, or photographs). Do not, under any circumstances, agree to meet someone you have met over the Internet.
- Any personal blog a student creates in class is directly linked to the class blog which is typically linked to the student profile, and, therefore, must follow these blogging guidelines. In addition to following the information above about not sharing too much personal information (in the profile or in any posts/comments made), students need to realize that anywhere they use their blog login it links back to the class blog. Therefore, anywhere that login is used (posting to a separate personal blog, commenting on someone else's blog, etc.), the account should be treated the same as a school blog and should follow district blogging guidelines. Comments made on blogs should be monitored and – if they are inappropriate – deleted.
- Never create a link to web sites from your blog or blog comment without reading the entire article to make sure it is appropriate for a school setting.
- Students using such tools agree to not share their user name or password with anyone besides their teachers and parents and to treat blogspaces as classroom spaces. Speech that is inappropriate for class is also inappropriate for a blog.
- Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or be subject to consequences appropriate to misuse.

Instruction Personnel – Certified/Non-Certified

Use of New Web Tools (Blogging/Podcasting) (continued)

- The use of school mascots, symbols, logos or other district trademarks is prohibited.
- Blogging is prohibited during the school day unless it is a part of a classroom/instructional activity.
- The use of school district property for personal blogs is prohibited.
- Employees shall not develop any classroom or work-related websites, blogs forums, or similar online communications representing the District or using District equipment or resources without permission of the Superintendent or his/her designee. Such sites shall be subject to rules and guidelines established for District online publishing activities including, but not limited to, copyright laws, privacy rights, and prohibitions against obscene, libelous, and slanderous content. Due to the unfiltered nature of blogs, any such site shall include a disclaimer that the District is not responsible for the content of the messages. The District reserves the right to delete material on any such online communications.

Employees and students who create a blog may not violate the privacy rights of employees and students, may not use District personal and private information/data, images and copyrighted material in their blog, and may not disrupt the District.

Administrators may visit the blogs at any time.

Students or staff engaging in gross disobedience and misconduct may be disciplined for creating and/or distributing written or electronic material, including Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

- (cf. 4118.4/4218.4 - E-Mail (Electronic Monitoring) (staff))
- (cf. 4118.5/4218.5 - Staff Acceptable Computer Network Use)
- (cf. 5131.913 - Cyberbullying)
- (cf. 6141.321- Student Acceptable Use of the Internet)
- (cf. 6141.322 - Websites/Pages)
- (cf. 6141.323 - Internet Safety Policy/Filtering)

Instruction Personnel – Certified/Non-Certified

Use of New Web Tools (Blogging/Podcasting) (continued)

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.

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HR 4577, Fiscal 2001 Appropriations Law (contains Children's Internet Protection Act)

Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.

20 U.S.C. Section 6777 No Child Left Behind

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 1/09

An administrative regulation to consider.

Instruction Personnel – Certified/Non-Certified

Use of New Web Tools (Blogging/Podcasting)

This is a set of general guidelines for the use of web blogs (“blogs”) in the District. Blogs are considered an extension of the classroom and therefore are subject to these guidelines as well as the rules and regulations of the District. The use of school computers is limited to assigned schoolwork; personal blogs that do not pertain to classwork in District schools should not be accessed from school computers. These guidelines are not meant to be exhaustive nor do they cover every contingency. If students are ever in doubt about the appropriateness of an item, a parent or teacher should be consulted. Staff members unsure of the appropriateness of an item should consult with the administration.

Safe and Responsible Blogging

The most basic guideline to remember when blogging is that the blog is an extension of the classroom. Students/staff should not write anything on a blog that one would not say or write in the classroom. Common sense should be used, but when in doubt a teacher, parent or administrator should be consulted whether or not what one is considering posting is appropriate. Here are some specific items to consider:

1. The use of blogs is considered an extension of the classroom. Therefore, any speech that is considered inappropriate in the classroom is inappropriate on a blog. This includes, but is not limited to, profanity; racist, sexist or discriminatory remarks; personal attacks.
2. Blogs are used primarily as learning tools, either as extensions of conversations and thinking outside of regular class time, or as the basis for beginning new classroom discussions. Either way, be sure to follow all rules and suggestions that are offered by teachers/administrators regarding appropriate posting in your class.
3. Blogs are about ideas – therefore, agree or disagree with the idea, not the person. Freedom of speech does not give an individual the right to be uncivil. Use constructive criticism and use evidence to support your position. Read others’ posts carefully – often in the heat of the moment you may think that a person is saying one thing, when really they are not.
4. Try not to generalize. Sentences that start with words like “All” (e.g., “All teachers,” “All administrators,” “All liberals,” “All conservatives”) are typically going to be too general.
5. Blogs are public. Whatever is posted on a blog can be read by anyone and everyone on the Internet. Even if a post or comment is deleted, it has often already been archived elsewhere on the web. Students and or staff should not post anything that they wouldn’t want parents, friends, enemies, or a future employer to read.

Instruction Personnel – Certified/Non-Certified

Use of New Web Tools (Blogging/Podcasting)

Safe and Responsible Blogging (continued)

6. Blog safely. NEVER post personal information on the web (including, but not limited to, last names, personal details including address or phone numbers, or photographs). (Note: *The advice to not use a last name is for the individual's protection. Teachers may choose to use their last names for their posts/comments. Do not, under any circumstances, agree to meet someone met over the Internet.*)
7. Because a login to the blogging site (e.g., Blogger) is typically linked to a person's profile, any personal blog created in class is directly linked to a class blog and must follow these blogging guidelines. In addition to following the information above about not sharing too much personal information (in a profile or in any posts/comments made), students need to realize that anywhere they use that login links back to their class blog. Therefore, **anywhere** that you use that login (posting to a separate personal blog, commenting on someone else's blog, etc.), they need to treat the same as a school blog and follow these guidelines. Students and staff should also monitor any comments received on their personal blogs and, if they are inappropriate, delete them. If students would like to post or comment somewhere and not follow these guidelines, they need to create a separate login to the blogging site so that it does not connect back to their class blog. They may **not** use that login from school computers. The District still recommends the students follow the portion of these guidelines that address their personal safety (e.g., not posting personal information, etc.)
8. Linking to web sites from a student or staff member's blog or blog comments in support of an argument is an excellent idea. They should never link to something without reading the entire article to make sure it is appropriate for a school setting.
9. Use of quotations in a blog is acceptable. The proper formatting and citing the source of the quote is to be followed.
10. Pictures may be inserted into a blog. The image must be appropriate for use in a school document and copyright laws shall be followed. Images that can identify a student or others shall not be posted.

Successful Bloggers

The following are some traits of successful bloggers:

1. Their posts (or comments) are well written. This includes not only good content, but – because these are school-related blogs – also follows writing conventions including spelling, grammar and punctuation.

Instruction, Personnel Certified/Non-Certified

Use of New Web Tools (Blogging/Podcasting)

Successful Bloggers (continued)

2. Their posts (or comments) are responsive. They respond to other people's ideas – whether it is a post by a teacher, a comment by a student, or an idea elsewhere on the Internet. The power of blogs is in their connectedness – they are connected to a larger community of ideas. Participate in that community.
3. Their posts (or comments) include textual references to support their opinions. Adding quotes or links to other works strengthens their response.
4. They participate frequently. To be part of the dialogue, you have to participate fully and consistently.
5. They are respectful of others. It's okay to disagree; it's not okay to be disagreeable. Be respectful of others and their opinions, and be civil when you disagree.

(cf. 4118.4/4218.4 - E-Mail (Electronic Monitoring) (staff))
(cf. 4118.5/4218.5 - Staff Acceptable Computer Network Use)
(cf. 5131.913 - Cyberbullying)
(cf. 6141.321- Student Acceptable Use of the Internet)
(cf. 6141.322 - Websites/Pages)
(cf. 6141.323 - Internet Safety Policy/Filtering)

Regulation approved:

STUDENTS AND SOCIAL NETWORKING SITES

(Background information for Policy Review Committee)

Student Use of Social Networking Sites

In July 2007, the National School Board Association (NSBA) published a study, *Creating & Connecting-Research and Guidelines on Online Social and Educational Networking*, conducted by Grunwald Associates, regarding social networking. Three surveys were a part of the study which included 9 to 17 year olds, parents and school district leaders in charge of Internet policy. It was no surprise that the results indicated that 52 percent of all districts interviewed prohibited any use of social networking sites in school. However, an interesting result, with implications for schools, was that “almost 60 percent of students who use social networking talk about education topics online and surprisingly more than 50 percent talk specifically about schoolwork.”

“College or college planning; learning outside of school; news; careers; jobs; politics; ideas; religion or morals; and schoolwork” were among the topics listed. The study contends that “online social networking is now so deeply embedded in the lifestyles of tweens and teens that it rivals television for their attention.” However, unlike television, tweens and teens are interacting in a dynamic environment where they can discuss ideas and develop new media skills. Regarding the safety of such use of social networking sites, the study informed us that, “Only .08% of all students say they’ve actually met someone in person from an online encounter without their parents’ permission.”

NSBA still recognizes the need for a safety policy and to teach students “responsible expression,” but they also recommended that school districts:

- Explore social networking sites;
- Consider using social networking for staff communications and professional development;
- Find ways to harness the educational value of social networking;
- Ensure equitable access;
- Pay attention to the nonconformist students who are highly engaged and skilled leaders in social networking;
- Reexamine social networking policies; and
- Encourage social networking companies to increase educational value.

The NSBA study can be accessed at <http://www.nsba.org/site/docs/41400/41340.pdf>. This study found that schools and especially parents have strong expectations about the positive roles that social networking could play in students’ lives and both are interested in social networking as a tool.

However, in order to ensure students’ online safety, social networking has not been leveraged to a greater degree in school systems. Also, according to NSBA, before district leaders would buy into social networking for school use, there would need to be a strong emphasis on collaborative and planned activities, strong tools for students to express themselves and an emphasis on bringing different kinds of students together, all with adult monitoring. Further, the accountability system associated with NCLB to measure student achievement may also be a barrier to the promoting of social networking activities in schools.

STUDENTS AND SOCIAL NETWORKING SITES

(Background information for Policy Review Committee) (continued)

Facebook, My Space, Twitter, and others share one thing in common: they are all social networking sites. However, that is where the similarities seem to end. There is a legal distinction between sites that allow children and those that don't. There are also legal differences on website use between children of age 13 and those of age 16.

Impact of Federal Legislation

Federal legislation makes it difficult to understand what is permissible regarding social networking. Social networking restrictions are based on federal laws such as the **Children's Internet Protection Act (CIPA)** and the **Children's Online Privacy Protection Act (COPPA)**. These laws regulate policies and restrict access to certain networking sites based on content and collection of information.

Most social networking sites, including Facebook, are restricted to allow children only if they are over the age of 13. Children under that age do not fully understand the importance, significance and consequences of posting content online. Profiles and content posted on social networking sites are not private. Education is recommended to those who join social networking sites.

CIPA is intended to address concerns over children being exposed to inappropriate content. This law only applies to schools who are recipients of monies from the E-rate program. Inappropriate content in this law is defined as pictures that are (a) obscene (b) child pornography, or (c) harmful to minors. In addition, schools are required to implement technology to block or filter access to such pictures. Schools are also required to have an Internet Safety policy which includes the education of minors about appropriate on-line behavior including cyberbullying awareness and response and interacting with other individuals on social networking sites and in chat rooms. This legislation has probably contributed to many decisions by school districts to block access to parts of the Internet, including social networking sites, because of the perception that not doing so may create both a violation of CIPA and the appearance of negligence on the school district's part if a child is exposed to inappropriate content.

COPPA is intended to insure that website operators fully disclose their intended use of information they collect about users of their web services who are children under the age of 13. The website operator must also give parents the chance to prevent the disclosure of any such information to any party without the parent's approval. The website operator is also required to give parents access to anything collected by the operator about their child. In complying with this law school districts, through their computer acceptable use policy, educate parents and students about in school Internet use. Therefore, as previously recommended, schools are considered to be acting in a diligent manner by adopting and disseminating an Acceptable Use Policy and obtaining the acceptance of such by their parents.

Schools are grappling with issues where students are capturing video, photos, and audio via cell phones and iPods at school and then posting these captures of other students and/or teachers to social networking sites while at home. Yet, there is controversy among educators regarding the educational potential of social networking services, especially in light of the NSBA study previously discussed. Educators are trying to balance the protection of the rights and privacy of students and staff while seeking to prevent the unacceptable uses mentioned.

STUDENTS AND SOCIAL NETWORKING SITES

(Background information for Policy Review Committee)(continued)

Educational Use of Social Networking Sites

A recent national report by several industry groups on social networking and content-sharing tools revealed that educators who already joined a social networking site were more positive and receptive to their educational value, but even these educators want the capacity to separate their personal and professional online communications when using social networking sites.

Often called “educational networking sites,” a growing number of these sites, such as *Elgg* and *Ning in Education* have been developed specifically for the education community while simultaneously addressing safety concerns expressed by school officials. Educational networking sites provide educators and their students with the benefits of social networking technologies while recognizing legitimate concerns relating to the protection of student privacy and safety.

Elgg can be installed on a school or district server; both social networking site access and content can be controlled and monitored. The level of control over the online content of social networking sites is an important consideration for school leaders as they consider whether to allow social networking sites in the schools.

Educational networking sites provide a safe environment controlled by the school district that enables students, parents and educators to actively participate in the use of 21st century social networking technologies.

There clearly are those who don't see how using personal Web sites advances learning in the classroom, nor see such social networking sites as a necessary research tool. Others support the NSBA study's recommendation that school boards find ways to “harness the educational values of social networking.” Currently, a strong argument against such use of social networking sites in the school setting is the fact that social networking sites such as MySpace and Facebook are commercially based sites. These sites are increasingly being used by advertisers and markets to reach children. They are also used by tobacco and alcohol companies. Some are concerned that the advertising is leading to a corporate and commercial takeover of childhood and adolescence.

Obviously, the answer to such concerns would be non-commercial social networking sites through which students could reach out to their counterparts around the world.

Another concern of education officials pertains to student use of technology at home or elsewhere off school grounds to interact with each other on social networking sites. Dealing with online threats of violence poses no great legal issues when it's clear that we're dealing with a true threat and not merely insulting commentary or satire that may be disrespectful, but is protected by the First Amendment. Consequences for off-campus behavior can be imposed for off-campus behavior that impacts and disrupts the school environment.

Policy Implications:

A new policy, #6141.326, “Online Social Networking,” has been developed pertaining to this subject. This policy is considered optional, for inclusion in the district's manual. A district's Computer Acceptable Use Policy, # 6141.321, may be modified to include language pertaining to social networking sites.

An optional policy to consider.

Instruction

Internet/Computer Networks Use

Online Social Networking

The Internet and electronic communications have vast potential to support curriculum and student learning. The Board of Education (Board) believes they should be used in school as a learning resource both in developing student literacy and providing on-going professional staff development activities. The Board realizes that existing and emerging smart technologies present new challenges to the educational community.

The purpose of this policy is to set forth policies and guidelines for access to the District's computer system and acceptable and safe use of Internet social networking tools/sites.

Electronic information research skills are fundamental to preparation of citizens and future employees. Access to the District's computer system and the Internet enables students and staff to explore global resources while exchanging messages with people around the world. The District's computer system has a limited educational purpose, which includes its use for classroom activities, educational research and professional or career development activities. Users are expected to use Internet access through the District system to further educational and personal goals consistent with the District's mission and school policies. The District's computer network is considered a limited forum enabling the restriction of speech for valid educational reasons. For safety purposes, the District employs both Internet filters and firewalls.

Students may not access social media sites using District equipment, while on District property or at District-sponsored activities unless the posting is approved by a District representative/teacher/staff member. Social media websites are websites such as, but not limited to, Facebook, MySpace, You Tube, Flickr and Twitter.

The District will not be liable for information/comments posted by students on social media websites when the student is not engaged in District activities and not using District equipment.

The School District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such materials.

Instruction

Internet/Computer Networks Use

Online Social Networking (continued)

Among the uses that are considered unacceptable and which constitute a violation of this policy are the following:

1. Uses that violate the law or encourage others to violate the law. This includes the transmittal of offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by District policy; viewing, transmitting or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.
2. Uses that cause harm to others or damage to their property. This includes defamation (harming another's reputation by lies); employment of another's password or some other user identifier that misleads message recipients into believing that someone else is communicating or otherwise using his/her access to the network or the Internet; uploading a worm, virus, "trojan horse," "time bomb" or other harmful form of programming or vandalism; participation in "hacking" activities or any form of unauthorized access to other computers, networks, or information systems.
3. Uses that jeopardize the security of student access and of the computer network or other networks on the Internet. For example disclosure or sharing personal passwords with others; impersonation of another user.
4. Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. Private information shall not be shared.

(cf. 6141.321 – Computer Acceptable Use Policy)

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

Instruction

Internet/Computer Networks Use

Online Social Networking

Legal Reference: Connecticut General Statutes (continued)

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

46b-56 (e) Access to Records of Minors.

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 93568, 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.

Children's Internet Protection Act of 2000 (HR 4577, P.L.106-554)

Communications Act of 1934, as amended (47 U.S.C. 254[h],[I])

Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6801 et seq., Part F)

Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.

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:

An optional regulation to consider.

Instruction

Internet/Computer Networks Use

Online Social Networking

The use of permitted social networking sites by students on District computers shall be in conformity with the following guidelines.

1. The search for illegal, crude, crass and inappropriate things is not acceptable and should be avoided.
2. The computers and accessing social networking sites should be used for research and school projects or to connect with other students in a positive manner.
3. The social networking site shall not be used to harass other students.
4. It is necessary to be mindful of copyright infringement, plagiarism and illegal downloading.
5. Utilize teachers and administrators to determine if the site to be used is appropriate.
6. Leave an inappropriate site immediately when accessing such a site in error.
7. Do not visit a personal blog during the educational time period.
8. Assignments involving the use of social networking tools on the Internet are like any other school assignment subject to the policies and procedures in the student handbook.
9. Online social networking and the increasing use of Internet sites which contain personal information also increases the opportunity for unwelcome and unsolicited written material, pictures or videos. Harassment in any form, including electronically posted comments, is unacceptable.

Regulation approved:

An optional policy to consider.

Instruction

Electronic Resources

The _____ Board of Education 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 to succeed in a digital world.

Therefore, the _____ 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 in schools 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.

The Board directs the Superintendent or his/her 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.

- (cf. 6162.6 – Copyrights)
- (cf. 4118.4/4218.4 – E-Mail (Electronic Monitoring) (staff))
- (cf. 4118.5/4218.5 – Staff Acceptable Computer Network Use)
- (cf. 5125 – Student Records)
- (cf. 5131.911 – Bullying)
- (cf. 5131.913 – Cyberbullying)
- (cf. 6141 – Curriculum Design/Development/Revision)
- (cf. 6141.32 – Computer Literacy)
- (cf. 6141.321 – Student Acceptable Use of the Internet)
- (cf. 6141.322 – Websites/Pages)
- (cf. 6141.323 – Internet Safety Policy/Filtering)

- 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

Electronic Resources

Legal Reference: Connecticut General Statutes (continued)
53a-182b Harassment in the first degree: Class D felony. (as amended by PA 95-143)
Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).
18 USC § 25 10-2522 Electronic Communication Privacy Act
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
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.

Policy adopted:

cps 1/09

A very comprehensive administrative regulation to consider.

Instruction

Electronic Resources

K-12 Network Acceptable Use Guidelines/Internet Safety Requirements

These procedures are written to support the Electronic Resources Policy of the Board of Education and to promote positive and effective digital citizenship among students and staff. Digital citizenship represents more than technology literacy. Successful, technologically fluent digital citizens live safely and with civility in an increasingly digital world. They recognize that information posted on the Internet is public and permanent and can have a long-term impact on an individual's life and career. Expectations for student and staff behavior online are no different than face-to-face interactions.

Network

The District network includes wired and wireless computers and peripheral equipment, files and storage, e-mail and Internet content (blogs, web sites, web mail, groups, wikis, etc.). The District reserves the right to prioritize the use of, and access to, the network.

All use of the network must support education and research and be consistent with the mission of the District.

Acceptable network use by District students and staff includes:

- Creation of files, projects, videos, web pages and podcasts using network resources in support of educational research;
- Participation in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, e-mail and web pages that support educational research;
- With parental permission, the online publication of original educational material, curriculum related materials and student work. Sources outside the classroom or school must be cited appropriately;
- Staff use of the network for incidental personal use in accordance with all district policies and guidelines;
- Connection of staff personal laptops to the District network after checking with (insert title of position, i.e., technology director, IT director, assistant superintendent) to confirm that the laptop is equipped with up-to-date virus software, compatible network card and is configured properly. Connection of any personal electronic device is subject to all guidelines in this document.

Instruction

Electronic Resources

K-12 Network Acceptable Use Guidelines/Internet Safety Requirements

Network (continued)

Unacceptable network use by district students and staff includes but is not limited to:

- Personal gain, commercial solicitation and compensation of any kind;
- Liability or cost incurred by the district;
- Downloading, installation and use of games, audio files, video files or other applications (including shareware or freeware) without permission or approval from the (insert title of position);
- Support or opposition for ballot measures, candidates and any other political activity;
- Hacking, cracking, vandalizing, the introduction of viruses, worms, Trojan horses, time bombs and changes to hardware, software and monitoring tools;
- Unauthorized access to other district computers, networks and information systems;
- Cyberbullying, hate mail, defamation, harassment of any kind, discriminatory jokes and remarks;
- Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacturing);
- Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material; and
- Attaching unauthorized equipment to the district network. Any such equipment will be confiscated and destroyed.

The District will not be responsible for any damages suffered by any user, including but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by its own negligence or any other errors or omissions. The District will not be responsible for unauthorized financial obligations resulting from the use of, or access to, the District's computer network or the Internet.

Internet Safety

Personal Information and Inappropriate Content:

- Students and staff should not reveal personal information, including a home address and phone number, on web sites, blogs, podcasts, videos, wikis, e-mail or as content on any other electronic medium.
- Students and staff should not reveal personal information about another individual on any electronic medium.

Instruction

Electronic Resources

K-12 Network Acceptable Use Guidelines/Internet Safety Requirements

Internet Safety

Personal Information and Inappropriate Content: (continued)

- No student pictures or names can be published on any class, school or district web site unless the appropriate permission has been verified according to district policy.
- If students encounter dangerous or inappropriate information or messages, they should notify the appropriate school authority.

Filtering and Monitoring

Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children's Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes "other objectionable" material is a local decision.

- Filtering software is not 100% effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his or her use of the network and Internet and avoid objectionable sites;
- Any attempts to defeat or bypass the District's Internet filter or conceal Internet activity are prohibited: proxies, https, special ports, modifications to District browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content;
- E-mail inconsistent with the educational and research mission of the District will be considered SPAM and blocked from entering district e-mail boxes;
- The District will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to District computers;
- Staff members who supervise students, control electronic equipment or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the district; and
- Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct and assist effectively.

Instruction

Electronic Resources

K-12 Network Acceptable Use Guidelines/Internet Safety Requirements (continued)

Copyright

Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes are permitted when such duplication and distribution fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.

All student work is copyrighted. Permission to publish any student work requires permission from the parent or guardian.

Network Security and Privacy

Network Security

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account for authorized district purposes. Students and staff are responsible for all activity on their account and must not share their account password.

The following procedures are designed to safeguard network user accounts:

- Change passwords according to District policy;
- Do not use another user's account;
- Do not insert passwords into e-mail or other communications;
- If you write down your user account password, keep it in a secure location;
- Do not store passwords in a file without encryption;
- Do not use the "remember password" feature of Internet browsers; and
- Lock the screen, or log off, if leaving the computer.

Student Data is Confidential

District staff must maintain the confidentiality of student data in accordance with the Family Educational Rights and Privacy Act (FERPA).

Instruction

Electronic Resources

K-12 Network Acceptable Use Guidelines/Internet Safety Requirements (continued)

No Expectation of Privacy

The District provides the network system, e-mail and Internet access as a tool for education and research in support of the District's mission. The District reserves the right to monitor, inspect, copy, review and store, without prior notice, information about the content and usage of:

- The network;
- User files and disk space utilization;
- User applications and bandwidth utilization;
- User document files, folders and electronic communications;
- E-mail;
- Internet access; and
- Any and all information transmitted or received in connection with network and e-mail use.

No student or staff user should have any expectation of privacy when using the District's network. The District reserves the right to disclose any electronic messages to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of Connecticut.

Disciplinary Action

All users of the District's electronic resources are required to comply with the District's policy and procedures [and agree to abide by the provisions set forth in the District's user agreement].

Violation of any of the conditions of use explained in the (District's user agreement), Electronic Resources Policy or in these procedures could be cause for disciplinary action, including suspension or expulsion from school and suspension or revocation of network and computer access privileges.

- (cf. 6162.6 – Copyrights)
- (cf. 4118.4/4218.4 – E-Mail (Electronic Monitoring) (staff))
- (cf. 4118.5/4218.5 – Staff Acceptable Computer Network Use)
- (cf. 5125 – Student Records)
- (cf. 5131.911 – Bullying)
- (cf. 5131.913 – Cyberbullying)
- (cf. 6141 – Curriculum Design/Development/Revision)
- (cf. 6141.32 – Computer Literacy)
- (cf. 6141.321 – Student Acceptable Use of the Internet)
- (cf. 6141.322 – Websites/Pages)
- (cf. 6141.323 – Internet Safety Policy/Filtering)

Instruction

Electronic Resources

K-12 Network Acceptable Use Guidelines/Internet Safety Requirements (continued)

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.
- 53a-182b. Harassment in the first degree: Class D felony. (as amended by PA 95-143)
- Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).
- 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.
- 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.

Regulation approved:

cps 1/09

A sample 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.

World languages shall include American Sign Language provided such subject matter is taught by a qualified instructor under the supervision of a certified teacher.

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.

Optional:
(District choice) *Holocaust and genocide education and awareness, the historical events surrounding the Great Famine in Ireland, African-American History, Puerto Rican History, Native American History, and Personal Financial Management shall also be provided as part of the district's program of instruction.*

Instruction

Basic Instructional Program

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:

rev 7/08

rev 7/11

Policy to consider.

Instruction

Family Life and Sex Education

The Board of Education recognizes that the purpose of family life education is to help students acquire factual knowledge, attitudes and values which will contribute to the well-being of the individual, the family and society. Among other things, family life education provides instruction directed toward enabling students to discuss effectively problems with family members. Such communication shall include the willingness and ability to listen, accept criticism and respond with openness, frankness and honesty, thus demonstrating a mutual respect and love for other members of the family.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the primary responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in the areas of family life and sex education by offering students factual information and opportunities to discuss concerns, issues and attitudes inherent in family life and sexual behavior, including traditional moral values.

To comply with the provisions of the No Child Left Behind Act, the Superintendent will, in writing, notify the professional staff of the federal requirements concerning sex education and the prohibitions and restrictions concerning distribution of contraceptives or materials that encourage sexual activities. The District will comply with federal guidelines concerning age appropriate sex education.

A family life and sex education committee shall be established to plan, develop and monitor the family life and sex education program. It will also serve as a resource for evaluation and ensuing recommendations. The committee shall be responsible to the Board of Education and shall work in cooperation with the Superintendent and any other auxiliary committees the Board may appoint for this program.

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

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

Policy adopted:

rev 5/03

A sample regulation to consider/modify.

Instruction

Family Life and Sex Education

1. Instruction dealing with family life and sex education will be offered in the upper elementary and secondary grades.
2. Instructional materials to be used in family life and sex education will be available for inspection by the parent or guardian prior to the commencement of the instructional program.
3. The parent or guardian of all students assigned to the program shall be notified in writing of the assignment and that attendance in it is not mandatory.
4. Parents or guardians who have objections to the material being taught in the program may withdraw their children from it.
5. The District Health Curriculum Committee shall plan and develop the family life and sex education programs.
6. The District P.T.O. Council shall serve as a resource to the District in evaluating and recommending program and material changes to the Board.

Regulation approved:

A sample policy to consider.

Instruction

Health Education Program

Version #1:

The Board recognizes that student health and success in school are interrelated. Schools cannot achieve their primary mission of education if students are not healthy and fit physically, mentally and socially. In order to play a proactive role in preventing disabling chronic health conditions, unnecessary injury and disease, to help students learn to take responsibility for their own health and to adopt health-enhancing attitudes and behaviors, the District shall adopt a comprehensive health education program consistent with the requirements of state and federal law.

The District's program will be developed in cooperation with staff, parents, members of the community and state and local agency representatives, as appropriate, and adopted by the Board.

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

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

Contributing to the fulfillment of the above-stated goals and in conformity with state statute, the Board requires that in all District schools, full-time students shall be provided a daily lunch program of not less than twenty (20) minutes. In addition, all students enrolled in grades kindergarten through five, inclusive, shall have included in the regular school day, time devoted to physical exercise, of not less than twenty minutes in total, except that this requirement may be altered by a Planning and Placement Team (PPT) for a child requiring special education and related services according to state and federal law, as may be amended from time to time.

Note: the new legislation requiring the daily period of physical activity for students in grades K through 5 does not spell out types of activity. It can be a combination of planned physical education classes, recess, and/or teacher-directed classroom activities.

Instruction

Health Education Program (continued)

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

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

Version #2:

The Board recognizes that health and student success in school are interrelated. Schools cannot achieve their primary mission of education if students and staff are not healthy and fit physically, mentally and socially. Consequently, the District shall develop, adopt and implement a coordinated, comprehensive school health program.

It is the intent of the Board that the District's program be designed in response to demonstrated community needs; be based on models that demonstrate evidence of effectiveness; emphasize a positive youth development approach; and respond to District families' needs and preferences.

The school health program shall be designed to incorporate the following:

1. A school environment that is safe; that is physically, socially and psychologically healthful; and that promotes health-enhancing behaviors;
2. A sequential, age-appropriate health education, physical education and nutrition instruction curriculum provided in pre-kindergarten through grade 12 and that is designed to motivate and help students maintain and improve their health, prevent disease and avoid health-related risk behaviors;
3. Food services activities that are coordinated with the District's nutrition education curriculum;
4. School health services activities that are designed to ensure access and/or referral to primary health care services, foster appropriate use of health care services, prevent and control communicable disease and other health problems, and provide emergency care for illness or injury;
5. Counseling, psychological and social services activities that are designed to ensure access and/or referral to assessments, interventions and other services for students' mental, emotional and social health; and

Instruction

Health Education Program (continued)

Version 2 (continued)

6. Integrated family and community involvement activities that are designed to engage families as active participants in their student's education, that support the ability of families to support student's school achievement, and that encourage collaboration with community resources and services to respond more effectively to the health-related needs of students; and opportunities for school staff to improve their health status through activities such as health assessments, health education, health-related fitness and similar activities.

In conformity with state statute, the Board requires that in all District schools full-time students shall be provided a daily lunch program of not less than twenty (20) minutes. In addition, all students enrolled in grades kindergarten through five, inclusive, shall have included in the regular school day, time devoted to physical exercise, of not less than twenty minutes in total, except that this requirement may be altered by a Planning and Placement Team (PPT) for a child requiring special education and related services according to state and federal law, as may be amended from time to time.

Note: the new legislation requiring the daily period of physical activity for students in grades K through 5 does not spell out types of activity. It can be a combination of planned physical education classes, recess, and/or teacher-directed classroom activities.

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

The Superintendent will develop administrative regulations as necessary to implement this policy, including specific provisions for the responsibilities of staff under the District's program and for evaluation of each component of the school's health program on an [annual] [regular] basis.

(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. 6141.61 – Physical Activity)

(cf. 6142.101 – Wellness)

(cf. 6142.6 – Physical Education)

Instruction

Health Education Program (continued)

Legal Reference: Connecticut General Statutes

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

10-215a Non-public school participation in feeding program.

10-215b Duties of state board of education re feeding programs.

10-216 Payment of expenses.

10-215b-1 State board of education regulation

10-221o Lunch periods. Recess (as amended by P.A. 12-116, An Act Concerning Educational Reform)

Policy adopted:

cps 3/04

rev. 6/04

rev. 5/12

A sample policy to consider.

Instruction

Human Relations Education

The Board of Education desires to create the safest and most productive learning environment for all students. The Board recognizes its role as partners with parents/guardians to teach respect and responsibility to children. Family and parental involvement in concert with district programs is crucial in the development of a child's sense of personal responsibility to others.

The Board desires the creation of a school climate that promotes the education of the whole child in which the social, emotional, ethical, civic, and intellectual dimensions of learning are fostered. School climate, in this context, refers to the quality and character of school life. School climate is based on patterns of students', parents', and school personnel's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

The Board further recognizes that one of the most important functions of schools is to reflect and reinforce character and civic values of our society within the schools. Values such as honesty, integrity, responsibility, hard work and respect for others reflect the principles upon which the survival and vitality of our society and all individuals depend.

Therefore, the Board shall ensure that its policies and procedures embody these community values and reflect the principles of fairness and justice necessary for their equitable application. The Board further directs the Superintendent of Schools to ensure that school practices are in accord with these values.

Board members, administrators and staff serve as role models for the students and, as such, are expected to exemplify and consistently enforce high standards of respect and responsibility.

The Superintendent shall ensure that values are emphasized throughout the school environment. The teaching of civic values shall be incorporated and taught as part of the overall curriculum, especially in the instructional areas of civics, literature, and social sciences. Moreover, these values should be exemplified in the conduct of all curricular and extracurricular activities and sports.

Policy adopted:

cps 1/01

cps 1/12

Existing policy, number 6142.101 adopted 7/17/06, appropriate as written.

Instruction

Wellness/Nutrition

Research clearly shows that nutrition and physical activity are directly linked to academic achievement. Children who eat well and are physically active learn better, while poorly nourished and sedentary children tend to have weaker academic performance and score lower on standardized achievement tests. Student fitness levels have been correlated with academic achievement, including improved math, reading, and writing scores.

The Woodbridge School District recognizes the importance of the school's role in promoting good student/staff nutrition, physical fitness, and a healthful school environment. The Board authorizes the administration to develop integrated nutrition and physical activity programs to provide students/staff with the skills and support to adopt healthful lifestyles.

The district shall take the appropriate measures to implement a comprehensive nutrition/health curriculum, promote healthful student eating through the provision of a well-balanced and nutritionally sound school lunch program, promote the consumption of appropriate portions of healthful foods and beverages at designated times in classrooms, and encourage increased physical activity for students before, during, and after the school day, where appropriate.

The Woodbridge Board of Education is committed to creating a healthful environment for students and staff. Through collaboration of all stakeholders, we will educate our community to make healthful and positive choices regarding physical activity and nutrition.

District-wide School Wellness Team

The Woodbridge School District has established a district-wide School Wellness Team.

Team membership may include, but will not be limited to:

1. District food services manager
2. Dietitian
3. Local health practitioner
4. School nurse representative
5. School psychologist
6. Parent representative
7. Student representative
8. Staff representative
9. School board member
10. Physical education teacher (co-chair)
11. Health education teacher (co-chair)
12. Family and consumer sciences teacher
13. District administrative representative (co-chair)
14. Local community member

Instruction

Wellness/Nutrition (continued)

Guidelines for Team:

1. Developing guidance to explicate this policy
2. Monitoring the implementation of this policy
3. Evaluating the policy progress
4. Revising policy as necessary

Responsibilities of the School Wellness Team:

1. To implement the District Nutrition and Physical Activity Standards
2. To integrate nutrition and physical activity in the overall curriculum
3. To assure that staff professional development includes nutrition and physical activity issues
4. To serve as a resource to school sites (e.g. providing lists of healthful incentives and snacks, ideas for birthday celebrations, etc.)
5. To assure that students receive nutrition education and engage in rigorous physical activity
6. To pursue contracts with outside vendors that encourage healthful eating and reduction of school/district dependence on profits from foods of minimal nutritional value
7. To encourage healthful choices among all school venues that involve the sale of food

The School Wellness Team will prepare an Annual Report by June 15 of each year that includes, but is not limited to, the following information:

1. Monthly district menus and meal counts
2. Listing of all a la carte, vending, and competitive foods sold by school food service
3. Listing of all other sales of foods throughout the district including vending machines, school stores, culinary and special education programs, in-school and in-class fundraisers, etc.
4. Listing of physical activity programs and opportunities for students throughout the school year
5. Any state or federal assessments

Physical Activity

The Woodbridge School District intends that every student be physically educated - that is, shall develop the knowledge and skills necessary to perform a variety of physical activities, understand the short- and long-term benefits of physical activity, and value and enjoy physical activity as an ongoing part of a healthful lifestyle.

Instruction

Wellness/Nutrition (continued)

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1. Developing guidance to explicate this policy
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Physical Activity

The Woodbridge School District intends that every student be physically educated - that is, shall develop the knowledge and skills necessary to perform a variety of physical activities, understand the short- and long-term benefits of physical activity, and value and enjoy physical activity as an ongoing part of a healthful lifestyle.

Every student will participate in physical education for the entire school year.

Instruction

Wellness/Nutrition (continued)

Physical Activity Opportunities

1. Physical education classes and physical activity opportunities will be available for all students.
2. Physical activity opportunities shall be offered daily before school, during school (recess), and/or after school.
3. Supervised recess (outside) time should be provided within each school day for PK-6 students. Active play and socialization should be encouraged. Staff members shall not deny participation in recess or other physical activity opportunities as a form of discipline or punishment*, nor shall it be taken for instructional purposes.

*Unless the safety of students is in question.

Physical Education Instruction

As recommended by the National Association for Sport and Physical Education (NASPE), highly qualified certified physical education staff and school leaders of physical activity shall guide students through a process that will enable them to achieve and maintain a high level of personal fitness. Staff will:

1. Expose youngsters to a wide variety of physical activities
2. Teach physical skills to help maintain a lifetime of health and fitness
3. Encourage self-monitoring so youngsters can see how active they are and set their own goals
4. Begin fitness or activity logging in elementary school
5. Individualize intensity of activities
6. Focus feedback on process of doing your best rather than on product
7. Be active role models
8. Introduce developmentally appropriate components of a health-related fitness assessment (Connecticut Physical Fitness Assessment) to the students at an early age to prepare them for future assessments.
9. Collect and analyze fitness and physical activity data over time
10. Assist students in interpreting the data

Physical Activity Guidelines

NASPE recommendations for physical education are 150 minutes per week for elementary students.

Instruction

Wellness/Nutrition

Physical Activity Guidelines (continued)

2004 NASPE Guidelines recommendations:

1. Children should accumulate at least 60 minutes, and up to several hours, of age-appropriate physical activity on all, or most, days of the week.
2. Children should participate in several bouts of physical activity lasting 15 minutes or more each day.
3. Children should participate each day in variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness, and performance benefits.
4. Extended periods (periods of two hours or more) of inactivity are discouraged for children, especially during the daytime hours.

Nutrition

The Woodbridge School District intends that all students possess the knowledge and skills necessary to make nutritious and enjoyable food choices for a lifetime.

School Lunch Meal Planning

All menus will be written in accordance with the National School Lunch Program (NSLP) guidelines. These guidelines follow a traditional food-based meal pattern. This pattern meets specific food components including meat/meat alternate, vegetables/fruits, grains/breads, and milk. For each food item the meal patterns specify a minimum number and size of servings. All of these food components will be made available each day for all students.

A La Carte Food Sale Program

The snacks sold at the K-6 level should follow an established standard minimizing the content of fat, sodium, and sugar. These standards are as follows and are sold at a limitation of one snack per child per day.

1. Fat <9g
2. Sodium <250 mg
3. Sugar <12g

Foods of Minimal Nutritional Value

Foods defined as having minimal nutritional value will not be sold in the cafeterias or anywhere on school premises.

1. Soda
2. Water ice
3. Chewing gum and candy
4. Fried snacks

Instruction

Wellness/Nutrition (continued)

Other Food-Related Events

All foods provided by the school during instructional hours will meet the dietary and snack guidelines stated above. It will be strongly encouraged that all food-related events which take place in the classroom, during fundraising activities, PTO events, etc., will meet the same snack standard as defined by the present a la carte program at the K-6 level. Whether foods served at special events (ethnic fairs, etc.) meet this guideline is left to the discretion of the building Principal.

Nutrition Education

Science-based, behavior-focused nutrition education will be integrated into the curriculum from PK-6 and in after-school programs. All staff members involved in nutrition education will have appropriate training.

Ideas and suggestions to consider when developing this component:

1. Make nutrition education interactive and teach students the skills they need to adopt healthy eating behaviors. Suggested curriculum topics include: essential nutrients, nutritional deficiencies, healthy weight management, safe food preparation, handling, and storage, and reading food labels.
2. Offer nutrition education in the school cafeteria as well as in the classroom, with coordination between the food service staff and teachers.
3. Include both nutrition and physical education standards in district health and physical education curricula.
4. Ensure that teachers providing nutrition education have appropriate training. Also consider ways to get all staff involved; the more role models students have, the more likely they are to change their own behaviors.
5. Encourage teamwork between staff to develop ways to integrate nutrition into numerous classes throughout the grade levels.
6. Offer parent/family nutrition education opportunities.

Teacher-to Student Incentive

The use of food items as part of a student incentive program is strongly discouraged. Should teachers feel compelled to use food items as an incentive, they are required to adhere to the District Nutrition Standards.

Instruction

Wellness/Nutrition (continued)

References

- (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.
 - 10-215b-1 State board of education regulation - Competitive foods.
 - 10-216 Payment of expenses.
 - PA 04-224 An Act Concerning Childhood Nutrition in Schools, Recess, and Lunch Breaks.
 - National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol. 45, No. 20, Tuesday, January 29, 1980, pp. 6758-6772)
 - Public Law 108-265, The Child Nutrition and WIC Reauthorization Act of 2004.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

An optional policy to consider.

Instruction

International Education

The Board of Education (Board) believes that international education is an essential component of a comprehensive pre-kindergarten through Grade 12 education. Students need to be prepared to take advantage of opportunities in the globalized 21st Century. Therefore, it is important to develop in students the skills commensurate with their responsibilities for global stewardship and international participation. Students cannot and will not lead and live peacefully in a world of which they know little.

The Board believes that District schools must provide opportunities for acquiring international skills and experiences that prepare students to participate in a connected and integrated world. The Board seeks a comprehensive approach to education that intentionally prepares students to be active and engaged in an interconnected world.

The acquisition of new international knowledge and skills will position students to take advantage of new opportunities in today's international environment. Several factors such as dynamic changes in world economies, concern for the global environment, expansion of international legal institutions and increased migration have combined to create significant multicultural and international challenges for education. Meeting these challenges requires new international knowledge and skills, including proficiency in a language other than English, literacy in global trade, an appreciation of diverse cultures and the ability to understand the cultural and national perspectives of others. International study and exchange for students and educators are effective methods to advance knowledge in these areas and to create new experiences and relationships.

The District shall engage students in an international education program which may include the following components:

- A curriculum which includes fostering of knowledge of other world regions and cultures and familiarity with international and global issues, which can be achieved through, but not limited to:
 - A curriculum which reflects ethnic and racial diversity;
 - Courses of study at all grade levels with a worldwide perspective to provide students an international and cross-cultural perspective;
 - A reading program which includes global literature;
 - A social studies program which includes learning about other cultures, how they are connected to the world and the global issues affecting student lives;
 - Art and music programs reflective of ethnic and racial diversity;
 - Opportunities for learning world languages and their cultures;
 - A school calendar which includes special days and weeks with a global focus;

Instruction

International Education (continued)

- Textbooks and supplementary materials, across all subject areas, which include global issues, global connections and global cultures;
 - Engagement in international activities on the Internet;
 - A curriculum which provides students with the knowledge and understanding of the dynamics and complexity of trade in the world economy, and require students to have skills to access diverse ideas, use economic measurements and methods, and understand social and political contexts in world affairs;
 - A curriculum that provides opportunities for students to practice concepts such as integrity, courage, responsibility, fairness, empathy and reciprocity; and
 - Opportunities, as appropriate, to ensure that students are technologically literate and understand technology's role and potential in international business and communication.
- The formation of partnerships with schools in other countries;
 - Opportunities for students and staff to engage in international exchange programs;
 - Utilizing in the schools, as appropriate, the diversity existing within the community;
 - The utilization of technology that can aid the spread of knowledge about other world regions and cultures;
 - Professional development activities for teachers to prepare and support their efforts to interpret other countries and cultures for their students; and
 - Sharing with and among schools, experiences and opportunities for international education;

Curriculum development and revision in all subject areas shall include, as appropriate, knowledge, skills and strategies that advance cultural awareness and promote mutual understanding and respect for the citizens of other countries. Further, each District school is encouraged to tailor strategies across grade levels that are consistent with each student's personal development, maturation and grade-level expectations.

(cf. 4131.1 – Exchange Teaching; Exchange Administrators/Supervisors)

(cf. 51211.1 – Foreign Exchange Programs)

(cf. 6140 – Curriculum)

(cf. 6141 – Curriculum Design/Development/Revision)

(cf. 6141.2 – Recognition of Religious Beliefs and Customs)

(cf. 6142.2 – Reading/Language Arts)

(cf. 6142.5 – Social Studies)

(cf. 6142.7 – Visual Arts Education)

(cf. 6142.8 – Music Education)

(cf. 6142.9 – World Languages Education)

(cf. 6145.6 – Travel and Exchange Programs)

Instruction

International Education (continued)

Legal Reference: Connecticut General Statutes

10-27 International Studies, exchange programs. Advisory committee.

10-27a International education programs, recognition of schools and partnership programs.

Connecticut State Board of Education, "Position Statement on International Education and Exchange," March 4, 2009.

Policy adopted:

cps 11/11

Schools can contribute effectively to international education by:

- Providing opportunities for international knowledge acquisition and international perspective throughout the curriculum. Students are expected to use international skills that are integrated within and across academic disciplines and social learning opportunities in considering real world phenomena;
- Offering a variety of instruction in languages and cultures beginning in prekindergarten and continuing through Grade 12, including less commonly taught languages and those critical to national economic and security issues. Schools seek ways to further develop the language of nonnative English speakers and English language learner students, and seek ways for English speakers to benefit and learn from the language and cultural experiences of their English-learning peers;
- Promoting opportunities for student learning experiences in international settings by supporting short-term and extended study abroad and by hosting Connecticut-based experiences for students and educators from other countries;
- Establishing partnerships with schools in other countries and using the international, cultural educational, civic and business communities to inform and support educational partnerships at appropriate government levels;
- Providing opportunities for staff participation in international studies and field study experiences in other countries. Such training and travel will enable authentic curriculum content integration and foster an expanded learning community between Connecticut educators and educators in other countries;
- Supporting a curriculum that encourages students and staff members to communicate electronically with students and staff in other countries; and
- Monitoring, assessing and reporting on student progress in international learning activities.

Teachers can contribute effectively to international education by:

- Expanding their own general and professional knowledge, understanding and practice to include the cultural and national perspectives of others;
- Helping students understand their existence in a context that includes the national and cultural perspectives of others;
- Welcoming diversity and supporting all students in benefiting from it;
- Reviewing their curriculum frequently to include international examples that support their content;
- Including travel to other countries and study in their professional development plans; and
- Encouraging and supporting student travel and creating opportunities to host students from other countries and cultures.

Students can contribute effectively to international education by:

- Being proactive in developing a course of study that includes international study;
- Learning English and a language other than English;
- Welcoming students from other countries who attend their schools;
- Organizing or joining a school international club;
- Finding out how to get a pen pal or e-mail pal in another country;
- Helping organize a school exchange;
- Volunteering to host exchange students;
- Seeking internships in companies that do business with other countries; and
- Developing a capstone project that includes international components.

Source: "Guidelines for Policymakers," Connecticut State Board of Education, "Position Statement on International Education and Exchange," March 4, 2009.

An optional 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:

cps 6/10

Existing policy, number 6144 adopted 3/21/05, appropriate as written.

Instruction

Controversial Issues

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

Controversy is inherent in the democratic way of life, and study and discussion of controversial issues is essential to citizenship education in a free society. Students can become better informed individuals through examining evidence, facts, and differing viewpoints; by exercising freedom of thought and moral choice; and through making responsible decisions. Perpetuation of the fundamental principles of American society requires opportunities for students to read, to gather information, to speak, to hear alternative viewpoints, and to reach honest judgments according to individual abilities. Teachers shall help students identify and evaluate relevant information, learn the techniques of critical analysis, and make independent judgments. They must reinforce students' rights to present and support personal conclusions with those who have opposing points of view. Teachers should also develop student interest in objective reexamination of long-standing issues, and of newly significant issues, and promote vigorous exchanges of ideas. Although teachers have the right to express personal viewpoints and opinions, they do not have the right to indoctrinate students with their personal views.

(cf. 1312 Public Complaints)

(cf. 4118.21 Academic Freedom)

(cf. 5145.2 Freedom of Speech/Expression)

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

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing regulation, number 6144 approved 3/21/05, appropriate as written.

Instruction

Selection Controversial Issues

The following guidelines, while not all inclusive, should assist teachers in deciding whether or not a given controversial issue should be considered:

1. Is the controversial issue timely and is it significant? Some issues are quite transitory. They arise rather rapidly, create a great deal of excitement and almost as quickly disappear. The teacher should attempt to select those issues which have a bearing on long-range problems.
2. Is the controversial issue appropriate to the academic level and maturity of the students?
3. Does the student have access to materials which will provide significant bearing on the controversial issue being discussed?
4. Can the issue be adequately considered in the time available? It is sometimes better not to raise questions that cannot be properly explored than to create a situation of hasty, ill-informed discussion. Superficial treatment of important questions usually defeats the purpose of introducing them.
5. Is the controversial issue being discussed related to the course of study?
6. Some issues do not have a proper place in the classroom that seeks to educate all children with public funds. The teacher should use sound judgment and tact in selecting those controversial topics and will accomplish the objectives of teaching them rather than defeating those objectives. For example, the following should be avoided:
 - a. The rationale or values of any religious faith.
 - b. Subjects whose consideration would give serious offense to large segments of the community.
 - c. Subjects that will strongly divide a community and consideration of which may lead to misinterpretation and even partisan pressures. In cases of doubt, the teacher should seek guidance of more experienced colleagues, his/her immediate supervisor, or an administrator.
 - d. Young and immature minds should not be subjected to persuasive or vigorous argumentation or presentation by persons with a known and strong bias.
7. The teacher's responsibilities include the achievement of a scholarly competence, the teaching of controversy as controversy, opinion as opinion, to teach the truth, and to admit ignorance when the truth is not known.

Instruction

Selection Controversial Issues (continued)

In the study of controversial issues, indoctrination shall not be the purpose; rather, the purpose shall be to have the student see as fully as possible all sides of the question or issue.

8. The responsibility of maintaining and manifesting at all times a decent respect for dignity and worth of each individual as paramount.

(cf. 1220 - Citizens' Advisory Committees)

(cf. 1312 - Public Complaints)

(cf. 4118.21 - Academic Freedom)

(cf. 5145.2 - Freedom of Speech/Expression)

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

Legal Reference: *Keyishian v. Board of Regents* 395 U.S. 589, 603 (1967)

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9181)

Complaint on Handling of a Controversial Issue

This is the format we request a citizen to use to ensure smooth, expeditious consideration of a complaint on the handling of a controversial issue in the school program. We realize there is not enough space to respond adequately to these questions and would prefer that you use other sheets, following this format.

1. Please summarize the nature of the issue which gives rise to the complaint:

2. Do you know if the issue involved is a part of an accepted and approved curriculum?
Yes _____ No _____

3. Do you know if opposing points of view were also presented as it would pertain to this issue? Yes _____ No _____

4. Would you please specify your objection regarding the matter under consideration?
 - a. For example, if it is thought the controversial issue should not be in the curriculum at all, please give reasons and indicate what you feel might be the result of including this controversial issue in the curriculum:

 - b. For example, if it is thought the controversial issue should not be in the curriculum at this grade level and curriculum area, please indicate why and suggest another grade level and curriculum area:

 - c. For example, if it is thought the instructional methods were inappropriate, please explain:

 - d. For example, if it is thought the resource materials used were inappropriate, please explain:

 - e. What would you suggest in its place?

 - f. Other specific concerns:

Signed

Date

Enclosure: Policy and Regulation 6144 Controversial Issues in the Curriculum

Existing policy, presently numbered 6144 adopted 7/21/03, appropriate as numbered.

Instruction

Exemption from Instruction

Religious

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

Medical

If a student is unable to participate in a Physical Education class, he/she must present to the Principal or designee a statement from a physician stating the reason for his/her inability to participate and dates of limitation.

AIDS Instruction

Currently, there is no cure for those infected with AIDS. The Board of Education believes that education is the best way to prevent the spread of AIDS. By learning the facts about AIDS, students will be able to make decisions that will keep them healthy and perhaps save their lives.

A student will be exempted from instruction on Acquired Immune Deficiency Syndrome (AIDS) upon receipt of a written request for exemption from his/her parent or guardian.

Family Life and Sex Education

Students, parents or guardians shall be informed of their right to exempt the student from the family life program. The student will be exempted upon a written request for exemption from this/her parent or guardian.

Substance Abuse

Substance abuse education is required by state statutes for all students annually and students are not exempt.

Legal Reference: Connecticut General Statutes
10-16b Prescribed Courses of Study
10-16e Students Not Required to Participate in the Family Life Education Program
10-17f Required Bilingual Program (As Amended by PA 98-168)
10-19(b) AIDS Education
10-19 Effect of Alcohol, Nicotine or Tobacco and Drugs to be Taught

Policy adopted:

WOODBRIAGE PUBLIC SCHOOLS
Woodbridge, Connecticut

A sample regulation, to consider/modify.

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:

A sample policy to consider.

Instruction

Controversial Speakers

American academic tradition stresses the free contest of ideas as a vital element in both curriculum development and in classroom teaching.

In order to foster the study and discussion of controversial issues, the Board of Education, in its effort to educate students for effective citizenship, encourages faculty members to invite speakers to address their classes on subjects which are within the framework of the curriculum and which are not prohibited by law.

Prior to such invitation, the teacher shall consult with the Principal concerning the speaker, the subject matter, and all other pertinent information needed to make an informed judgment concerning the advisability and appropriateness of such invitation. All outside speakers shall be introduced to the Principal on arrival at the school.

In the interest of objective and balanced presentations of all sides of controversial issues, equal opportunity shall be given insofar as is practicable and appropriate to representatives of opposing views on the issue under study to present those views.

Policy adopted:

cps 7/00

A new policy to consider.

Instruction

Controversial Issues

Reacting to Political Action and Issues

It is the policy of the _____ Public Schools that the Superintendent shall ensure to the greatest extent possible that school curricula and school activities remain clear of overt political action and politization from any group or party seeking to force one point of view or the other on the school system.

Therefore, it shall be the policy of the District to ensure that a fair and balanced discussion be held in conjunction with politically-charged issues. When timing does not permit the organization and implementation of fair and balanced discussion, individual schools, acting through their principals in consultation with the Superintendent, may:

1. Provide parental choice for their child to opt out of participation of an event related to a politically-charged issue, if time and logistics permit, and to proceed with the event, or
2. Choose to pass up on the event and the related discussion/issue altogether.

Some options to consider adding to the policy:

1. Properly introduced and conducted, the consideration of controversial issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions.

A controversial issue, for purposes of this policy, is a topic on which opposing points of view have been promulgated by responsible opinion, and/or one that is likely to arouse both support and opposition in the community.

The Board will permit the introduction and proper educational use of controversial issues provided that their use in the educational program:

- a. is related to the instructional goals of the course of study and level of maturity of the students;
 - b. does not tend to indoctrinate or persuade students to a particular point of view;
 - c. encourages open-mindedness and is conducted in a spirit of scholarly inquiry.
2. In instances where a controversial issue arises on an unanticipated basis during the course of a class discussion, as the result of a student's question, or in the coverage of current events, and where that issue is neither directly related to the course content nor specified as part of the curriculum, the teacher may deal with the issue on a limited basis, recognizing the existence of legitimate student interest and devoting sufficient time to the question to assure balanced, impartial coverage.

Instruction

Controversial Issues

Reacting to Political Action and Issues (continued)

Some options to consider adding to the policy (continued):

3. A student may be exempted from class activities involving the controversial issue in question upon receipt of a written request for exemption from his/her parent or guardian. The teacher will then assign the student alternate activities of equal merit. Although individuals may be excused from the activity, the continuation of the activity by class, school or district shall not be restricted until final disposition has been made in accordance with this policy.

4. When controversial issues have not been specified in the course of study/curriculum, the Board will permit the instructional use of only those issues which have been approved by the Superintendent upon the recommendation of the school Principal.

(cf. 1311.1 - Political Activities/Functions of School Employees)

(cf. 1311.2 - Political Activities in the Schools/On School Property)

(cf. 1312 - Public Complaints)

(cf. 6140 - Curriculum)

(cf. 6144 - Controversial Issues)

(cf. 6144.3 - Controversial Speakers)

Policy adopted:

cps 1/10

A sample policy to consider.

Instruction

Extra-Class Activities

Student Organizations and Equal Access

The Board of Education believes that student organizations reinforce the instructional program, give students practice in democratic self-government and provide social and recreational activities. Student organizations also serve to honor outstanding student achievement and enhance school spirit and students' sense of belonging.

Note: *Schools may or may not sponsor student groups or clubs. The district may wish to sponsor clubs that are linked directly to the curriculum or may want to sponsor non-curriculum related clubs such as a ski or hiking club. The following is an optional sentence for use by districts that allow school sponsorship of student clubs.*

The Superintendent or his/her designee shall establish criteria and a process for school sponsorship of student clubs.

Option 1: (Closed Forum)

In order to maintain a closed forum on school campuses, only student-initiated groups that relate directly to the curriculum shall be allowed to meet on school premises.

All such clubs or groups shall have equal access to the school media, including the public address system, the school newspaper, the school bulletin board and school website to announce meetings.

Option 2: (Limited Open Forum)

All student-initiated groups at the secondary level shall be given equal access to meet on school premises during non-instructional times without regard to their religious, political, philosophical or other speech content.

Note: *Based on the Equal Access Act, if a district with a limited open forum allows student groups to use school media to publicize meetings, it must provide equal access to all student groups. The U.S. Department of Education has clarified that student religious groups must be allowed to use school media to announce religious activities and meetings on the same terms as other non-curriculum-related groups. The following paragraph is optional in that districts do not need to provide access to school media. However, districts choosing to provide such access should do so in accordance with the following paragraph.*

All student groups shall have equal access to the school media, including the public address system, the school newspaper, the school bulletin board and school website to announce meetings.

Instruction

Extra-Class Activities:

Student Organizations and Equal Access (continued)

The Superintendent or his/her designee may inform students that certain groups are not school sponsored.

No school shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or with any other youth group listed as a patriotic society in Title 36 of the United States Code, for reasons based on the membership criteria or oath of allegiance to God and country.

Legal Reference: Equal Access Act, 20 U.S.C. § 4071 et. seq.

The No Child Left Behind Act, 20 USC 7905

Westside Community Board of Education v. Mergens

Policy adopted:

Region's No. 12's version of this policy.

Instruction

Interscholastic/Intramural Athletics

Intramural

1. Intramural sports shall be encouraged in all schools as part of the regular physical education program and after school hours program in order that all students may have the opportunity to participate.
2. The administrator of the school shall be responsible for the program of intramural sports.
3. The administrator of the school shall see that the intramural sports program is properly organized and supervised, including the supervision of both participants and spectators.
4. Care shall be taken that such events are conducted primarily for the benefit of participants.

Interscholastic

1. **Controls:** The Board subscribes to the rules and regulations of the Connecticut Interscholastic Athletic Conference because of its efforts to keep athletics on a high standard of educational values.
2. **Elementary and Middle School:** The Board believes that it is the purpose of athletics to provide the benefits of competitive experiences to as large a number of students within the district as possible. To this end, on the elementary level, the Board endorses the practice of intramural competition only.

On the Middle School level, the Board proposes a strong intramural program, and limited amount of interscholastic competition.

3. **High School:** The Board endorses an interscholastic program on the high school level, but also encourages a strong intramural program. While the Board takes great pride in winning, emphasis in athletic competition should be on sportsmanship, and the fostering of positive mental attitudes of the athletes and spectators.
4. It is the express desire of the Board that the Principal(s) shall schedule frequent conferences with all physical education instructors, coaches and the Athletic Director to develop a constructive approach to physical education and athletics throughout the Region, and to maintain a program which can be justified from an educational standpoint.

Instruction

Interscholastic/Intramural Athletics (continued)

5. The Board of Education authorizes the high school Principal and Athletic Director or Principal's designee to represent the school and/or school district in the league.

Legal Reference: Connecticut General Statutes

10-149 Qualifications for coaches of intramural and interscholastic athletics.

Stratton, PPA v. St. Joseph's High School, Bridgeport Superior Court, June 4, 1986 (12 CT 26)9/87.

Policy adopted:

REGIONAL SCHOOL DISTRICT NO. 12
Bridgewater - Roxbury - Washington

A sample policy to consider.

Instruction

Interscholastic/Intramural Athletics

Sportsmanship

The Board of Education believes that sports programs serve educational purposes in the lives of the district's students. One of these purposes is the development of good sportsmanship. The primary focus of the challenge of achieving good sportsmanship is on the student, but others are involved.

The Board believes that administrators must insist that good sportsmanship is the goal. Athletic directors must also realize the value of sportsmanship and set the tone for the implementation of its good practice.

The coaches must accept the responsibility of making each athletic contest a showcase for education. They are expected to be models of self control and dignity for players and spectators.

The players must be taught to handle themselves in a sportsmanlike way; they are also expected to project good sportsmanship in the activities in which they participate. Student fans must be reminded that their conduct reflects on their school and that poor sportsmanship will not be tolerated.

Adult spectators must realize that they also must exhibit good sportsmanship at athletic events. Spectators serve as a model for their own children and for other young people in the community. Spectators also need to demonstrate self control and dignity while participating in athletic events.

Good sportsmanship practices will be practiced by administrators and coaches. Students will be taught good sportsmanship and be held accountable for their actions. Spectators will be reminded and encouraged to be appropriate role models for young people. The Board will support staff and administrators who enforce sportsmanship rules at athletic and other competitive events, including evicting students or adults who violate the District policy.

Policy adopted:

An optional policy to consider.

Instruction

Interscholastic/Intramural Athletics

Gender Equity

This policy is enacted by the Board of Education in compliance with Title IX of Education Amendments of 1972, 20 U.S.C. Section 1681, et seq. (Title IX) which prohibits discrimination on the basis of sex in education programs and activities.

It is the intent of the Board of Education to provide equal athletic opportunities for members of both sexes. The Superintendent of Schools is directed to insure that similar athletic programs are offered to both sexes in proportion to the enrollment of the District. In the event that participation in athletics is disproportionate (boys more active in sports than girls), the Superintendent will ensure that District policies, procedures or administrative regulations do not singly or in combination, act to discourage or prevent females from athletic participation.

(cf. 0521 - Nondiscrimination)
(cf. 0521.1 - Grievance Procedure)
(cf. 4000.1 - Title IX)
(cf. 6121 - Nondiscrimination in the Instructional Program)
(cf. 6145.2 - Interscholastic/Intramural Athletics)

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools

10-15c Discrimination in public school prohibited.

10-226a Pupils of racial minorities

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:

A sample policy to consider.

Instruction

School Productions

Student productions are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board of Education shall encourage the development of school theatrical productions.

The Board recognizes that students have rights to free expression in student theatrical productions. Consequently, student speech shall be limited in officially sponsored student theatrical productions only if there is a legitimate pedagogical reason to do so. The administration shall develop regulations to provide guidance on such legitimate pedagogical reasons.

Definition

School productions shall refer to any performance involving student participants and prepared for an audience, either within or outside the regular school day. Productions shall include, but not be restricted to, concerts, plays, variety shows and exhibits.

Requirements

School productions involving students shall meet the following criteria:

1. Performances and productions shall contribute to educational goals and objectives and shall not substantially disrupt regularly scheduled school activities or classes.
2. Include content that adheres to constitutional requirements for separation of church and state.
3. Encourage inclusiveness and reflect sensitivity to diversity, race, religion, disability and ethnicity.
4. Consideration by the faculty of the maturity levels of students and appropriate standards of theatrical taste.
5. Performances shall be approved in advance by the principal.
6. Sponsors shall avoid the extended use of a particular student group.
7. Arrangements shall be made to provide proper supervision and to assure that participating students conduct themselves in a way that brings credit to the school.
8. Performances that are scheduled outside school hours are preferred.
9. As required, approval shall be acquired from copyright holders.

Instruction

School Productions (continued)

Student productions shall not contain speech which:

1. is vulgar, indecent or obscene;
2. contains libelous comments, personal attacks or abusive language such as language defaming a person's character, race, religion, ethnic origin, gender, family status, or disability;
3. causes or clearly threatens to cause a material and substantial disruption of normal school functions or school activities;
4. encourages the commission of unlawful acts or the violation of lawful school rules; or
5. promotes any product or service not permitted to minors by law.

Students may appeal a faculty advisor's or principal's decision to restrict production.

(cf. 6145.3 - Publications)

(cf. 6145.4 - Student Performances)

(cf. 6162.6 – Copyright Law Compliance)

Legal Reference: *Eisner v Stamford Board of Education*, 440 F. 2d 803 (2nd Cir 1971)

Trachtman v Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S. 925 (1978)

Hazelwood School District v. Kuhlmeir, 484 U.S. 260 (1988)

Policy adopted:

cps 1/04

rev 4/11

A sample administrative regulation to consider.

Instruction

School Productions

A school environment shall be fostered that encourages all students to feel equal ownership of their school and promotes their participation and inclusion in school productions.

In support of this goal, schools shall:

1. Strive to vary the content of productions in order to appeal to the diversity of the student population.
2. Represent diversity in the selection of performance content.
3. Conduct conscientious outreach to those students not traditionally a part of school activities through peer recruitment and faculty encouragement.
4. Publicize open auditions in a variety of announcements and hold auditions during times convenient to all students.
5. Permit flexibility in the timing of rehearsals.
6. Select students of diverse race, religion, academic ability and socioeconomic status.

The following terms used in the policy are defined as follows:

- a. **Obscene:** Any speech or work the average person, applying contemporary community standards would find, taken as a whole, appeals to prurient interest, or which depicts or describes, in a patently offensive way, sexual conduct specifically defined by applicable law, and which, taken as a whole, lacks serious literary, artistic, political or scientific value.
- b. **Libelous Statement:** False and unprivileged statements about a specific individual which injure that person's reputation in the community.
- c. **Substantial Disruption:** Any conduct by a student, in class or out, which for any reason including inappropriateness of time, place or type of behavior, significantly interferes with school functions, classroom instruction, or with the rights of other students.

Religious Neutrality

When school productions are to include religious content, the sponsor shall apply the Lemon Test through the use of the following questions:

- a. Does the policy or practice have a non-religious purpose?
- b. Is the primary effect of the policy or practice one which neither advances nor inhibits religion?
- c. Does the policy or practice avoid an excessive entanglement with religion?

An affirmative answer is required for each of these questions in order to meet constitutional requirements.

Instruction

School Productions

Royalties – School Productions

1. If a school plans to present one or more performances of a royalty play or musical, permission from the publisher must be received.
2. The royalty must be paid unless special permission is given by the publisher.
3. No performance of a royalty play may be performed “in part” without the permission of the publisher. The “part” must be specified in any request for special permission.
4. Shows may not be modified, changed or adapted without the written authorization of the publisher. Where a school wishes to modify a show, the school must pay the royalties to the publisher, and/or ask for permission to present a modified form of the show. Permission to modify or adapt a show is not likely to be granted and, even if granted, royalties will be required.
5. Alternatives are to produce non-royalty shows, or to write an original script and insert music that is in the public domain or has no royalty bond.
6. When a school produces its own show, the script will state whether there are royalty fees to be paid or if it is free. Play magazines provide excellent scripts which are all royalty free.

Appeals

Students may appeal a decision of the faculty advisor or Principal which restricts production. The appeal must be written and presented to the Principal; within five school days of the decision to restrict the production. The Principal shall render a written decision within five school days after receiving the appeal.

If a student is dissatisfied with the Principal’s decision, the student may appeal the decision to the Superintendent in writing within seven school days after receiving the Principal’s decision. The Superintendent or designee shall respond to the appeal within seven school days after receiving the appeal.

If the student is dissatisfied with the decision of the Superintendent, the student may appeal to the Board of Education within seven days after receiving the Superintendent’s decision.

Regulation approved:

Sample policy to consider.

Instruction

Organizations/Associations

Student organizations contributing to learning shall be encouraged. Such organizations shall operate within the framework of the law, Board policy, administrative rules, and the parameters of the learning program. When such organizations are truly contribute, their establishment and operation shall be facilitated in reasonable ways by district staff and through utilization of district resources.

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

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

Student Government

In order to encourage student participation in the various activities of school life and to provide opportunity for training in democratic processes, the elementary and secondary schools shall maintain and operate student councils.

Student government shall be of the students, by the students, for the students, representing all students in the school in communications with the administration and in the organizations of student activities.

The student council shall assist in improving the general welfare of all students and shall give students the opportunity to participate in the orderly workings of the democratic process.

Members of the student council shall be elected democratically. The rights and responsibilities of the council shall be clearly set forth. Faculty advisors for student council will be recommended for appointment by the administration.

The student council shall not have authority to make policies for the district or regulations for the school. Nor shall they have any disciplinary authority, except for recommending removal from the council of one of their members unless a duly authorized student court system is established and properly monitored by a faculty advisor. However, a council may make recommendations to the administration on any topic of student concern.

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

Instruction

Organizations/Associations (continued)

Non-School Organizations

All organizations not specifically authorized and organized by the school are considered to be non-school organizations and beyond the jurisdiction and responsibility of school authorities.

However, should these groups conduct activities on school property, at school-sponsored activities or as a carry-over into the school day or reflect on the reputation of the school, the Superintendent is authorized to develop procedures concerning disciplinary action to be taken.

Activities which are contrary to the best interests of the school and reflect on the reputation of the school are forbidden, including

1. initiation and hazing on the school grounds or at school-sponsored events.
2. indulging in group functions that violate federal, state or city laws or county ordinances.

Policy adopted:

Sample policy to consider.

Instruction

Activity Funds Management

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

The accounting system for managing student activity funds shall be designed to encourage the largest possible educational return to students without sacrificing the safety of funds or exposing students to undue responsibility or unnecessary routine.

(cf. 3454 - School Activity Funds)

Legal Reference: Connecticut General Statutes

10-237 School activity funds.

Policy adopted:

A sample policy to consider.

Instruction

Activity Funds Management

Student Fund-Raising Activities

Fund-raising to supplement the cost of school related activities, such as field trips, is permitted only after careful evaluation and approval by the school principal.

Fund-raising by students on school premises on behalf of established charities may be permitted at the discretion of the building principal. Fund-raising to benefit any other organizations or individuals not affiliated with the _____ Public School is generally discouraged. Exceptions will be decided by the Board of Education on a case by case basis.

Fund-raising activities shall not impinge upon instructional time.

Policy adopted:

cps 4/11

A sample policy to consider.

Instruction

Grading/Assessment Systems

Grading and Promotion

The administration and professional staff shall establish a system of grading, develop procedures of reporting academic achievement to parents and students, and determine when the requirements for promotion and/or graduation have been met.

Every teacher shall maintain an evaluation record for each student in the teacher's classroom.

Changing of a Grade

The final grade assigned by the teacher cannot be changed by a District administrator without notifying the teacher. Reasons for changing a student's final grade include:

- a miscalculation of test scores;
- a technical error in assigning a particular grade or score;
- the teacher agrees that the student may do any extra work assignment and its evaluation impacts the grade;
- an inappropriate grading system used to determine the grade; or
- an inappropriate grade based on an appropriate grading system.

Administrators will not change the final grade assigned by the teacher without first notifying the teacher. Additionally, the Superintendent is charged with promulgating administrative rules to be followed when a request for a change in grade is made.

Should a grade change be made, the administrator making the change must sign the changed record.

Policy adopted:

rev. 12/12

It is recommended by the State Department of Education to have a policy pertaining to this issue.

Instruction

Statewide Proficiency/Mastery Examinations

Release of Student CMT Writing Sample

The Board recognizes that mandated statewide assessments are one indicator of the success and quality of the District's educational program. Further, individual test data, in combination with other criteria, can provide an indication of individual student achievement.

To assist in the improvement of the District's writing program, the District is the electronic recipient of the CMT Direct Assessment of Writing Test student responses. Individual student responses can be viewed and printed as needed from the CD in compliance with parental and student rights established under the Family Educational Rights and Privacy Act (FERPA). The Board recognizes that these test documents are to be considered education records and are subject to the parental/student rights and privacy requirements established under FERPA and contained in the Board policy pertaining to student records.

The release of these test papers also fulfills an informational purpose. In keeping with the recommendation of the Connecticut State Department of Education, the District will not provide for a general release of these writing samples to all parents. The District, however, will provide a copy of an individual student's writing sample response to the student's parents/guardians after such parent/guardian has contacted the District directly requesting such a release.

A copy of the individual's student's writing sample and an explanation of the scoring process and the reasons why the student's paper received the score affixed to it will be made by trained District personnel in the scoring process utilized for the CMT writing sample. Such trained personnel, when deemed necessary, may request a review of the sample and possible rescoring in situations where it is determined to be potentially mis-scored. The review shall follow the procedures and timelines established by the State Department of Education. All review requests must be based "on an exceptional basis," take place within thirty calendar days of receipt of the writing sample in the District and have the written approval of the Superintendent.

(cf. 5125 - Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes

10-14n Statewide mastery examination. Conditions for reexamination.
Limitation on use of test results. (as amended by PA 03-174 and PA 03-168)

10-14q Exceptions (as amended by PA 01-205)

PL 107-110 – Title I, 34 CFR Part 200

Instruction

Statewide Proficiency/Mastery Examinations

Release of Student CMT Writing Sample

Legal Reference Connecticut General Statutes (continued):

1-19(b)(11) Access to public records. Exempt records.

7-109 Destruction of documents.

10-15b Access of parent or guardians to student's records.

10-154a Professional communications between teacher or nurse & student.

10-209 Records not to be public..

46b-56 (e) Access to Records of Minors.

Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).

Dept. of Education 34 C.F.R. 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.

Policy adopted:

cps 6/05
rev 11/12

20__ Connecticut MASTERY TEST (CMT)
Direct Assessment of Writing Test
Form to Request Review of Student Paper by CSDE's Scoring Contractor

DISTRICT _____

SCHOOL _____

STUDENT NAME _____

STUDENT DATE OF BIRTH _____

GRADE _____ STUDENT SASID Number _____

Response has been reviewed by trained personnel within the school district

Yes No

District reviewer(s) concluded that the paper has been mis-scored

Yes No

Superintendent's Name _____

Superintendent's Telephone _____

Superintendent's E-Mail Address _____

Superintendent's Signature _____

Send requests to: Greg Fuller
Measurement Incorporated
423 Morris Street
Durham, NC 27701
Email: GFuller@measinc.com

Deadline to receive this form is _____

Instruction

Goals and Objectives

Evaluating Student Performance

In the process of evaluating student performance and reporting progress via grades and/or commentary, each teacher shall be guided by the conviction that students respond more positively to the opportunity for success than to the threat of failure and shall be guided by the philosophy that through performance objectives and the instructional program, scholastic achievement of students shall be possible and recognizable. Achievement will be emphasized in the process of evaluating student performance.

The issuance of grades on a regular basis serves to promote a process of continuous evaluation of student performance and to provide the student and his/her guardian(s) with specific and timely feedback on progress made toward essential learning outcomes. Such feedback should be provided so as to give the opportunity to improve upon student performance.

Evaluation of student advancement toward established standards is primarily the responsibility of the teacher. The highest possible level of student achievement is a common goal of both school and home. A close working relationship between home and school is essential to the accomplishment of this goal. Regular communication with guardians, utilizing a variety of means, about the scholastic progress of the student is a basic component of this working relationship. It is the responsibility of the school and individual staff members to keep guardians well informed.

School personnel shall devise a system of evaluating and recording student progress based on established standards. Student participation in class and assignments shall be part of a student's grade. Such assessment shall be based on achievement of established standards, and grades shall not be used punitively. Teachers shall have supportive evidence to show students, parents, or supervisors should a question arise as to the determination of a grade.

Regularly used report cards and progress reports, combined with scheduled parent-teacher conferences, and other communication vehicles help promote a process of continuous evaluation of student performance.

Interim reports shall be issued to students who are either failing or are performing below capability. Such reports shall be issued mid-way in each marking period, but teachers may, and are encouraged to, issue such reports at any time when a student's lack of progress indicates that the attention and cooperation of the home should be directed to the situation.

The administration and professional staff at each school shall establish a system of grading developmentally appropriately for the students at that school, develop procedures for reporting academic achievement to parents and students, and determine when the requirements for promotion and/or graduation have been met. The Superintendent shall approve the grading and reporting systems as developed by the administration and faculty.

Instruction

Evaluating Student Performance (continued)

Changing of a Grade

Under normal circumstances, a grade awarded by a teacher will be final. However, as a part of a Principal's supervisory responsibility, a student's grade or credits may be altered/adjusted when the necessity arises.

A Principal or his/her designee cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for revising a student's final grade include:

- a technical error or miscalculation; or
- an inappropriate application of the established grading procedures.

Should a grade be changed, the Principal or his/her designee making that decision must sign the revised record. The Principal's decision shall be final.

(cf. 5124 - Reporting to the Parents)

(cf. 5125 - Student Records)

Legal Reference:

Connecticut General Statutes

P.A. 99-81 An Act Concerning Weighted Grading for Honors Classes

10-15b Access of parent or guardians to student's records.

10-154a Professional communications between teacher or nurse & student

10-209 Records not to be public

11-8a Retention, destruction and transfer of documents

11-8b Transfer or disposal of public records. State Library Board to adopt regulations

46b-56(e) Access to Records of Minors

Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983)

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).

Department of Education 34 C.F.R. Part 99 (May 9, 198045 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 123g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

Falvo v. Owasso Ind. Sch. Dist. 99-5130(10th Circuit-2000)

Owasso Ind. School Dist. v. Falvo, No. 00-1073 (U.S. Sup. CT)

Policy adopted:

cps 12/06

A sample policy to consider.

Instruction

Instructional Arrangements

The Board of Education, convinced that instruction in the school system must be so organized as to give all students maximum opportunity to achieve their potential, and aware that instructional arrangements must always be flexible and dynamic enough to insure the implementation of new ideas, methodology, and technology, shall constantly strive to provide, within the limitations and constraints of budgetary allocations, adequate staffing, sound modern staffing patterns, and enlightened instructional procedures to meet the needs of students in this rapidly changing society.

Policy adopted:

Existing policy, number 6153 adopted 7/1/05, appropriate as written. A sample follows for comparison and consideration.

Instruction

Field Trips

Field trips are an important mechanism for relating classroom curriculum to the real world. Therefore, opportunities will be offered to students for field-oriented study as an appropriate component of classroom programs. An updated resource file on field trips will be available in the Library Media Center.

A field trip should be planned so that at least two-thirds of the time is devoted to study activities and no more than one-third of the time is spent on recreational activities. All field trips will be authorized by the Principal. Trips for each class should be planned so that they are spread intermittently throughout the school year.

All trips must be approved by the administration before information forms are sent home. Information slips must be signed for each trip and must be returned to the teacher prior to departure. Trips out-of-state must have prior Board approval.

Trips that are directly related to the curriculum and serve as a primary resource of student learning, relative to a unit of study, shall be supported by school district funds, including admission and transportation costs. For each curriculum-related trip, a letter must go home to the parent at least one week in advance of the trip with information about the purpose of the trip as it relates to the classroom, the curriculum, the destination, times of departure and return, items which the children should bring with them and supplemental funds that students may need for the trip (e.g lunch, souvenirs, etc.).

A roster of the students and adults assigned to a bus must be left in the school office before departure. The office must also have a list of the students who for any reason are not participating in the trip. Students are expected to ride the bus to and from the destination with their classmates. Following a field trip teachers should spend time debriefing with children about what they saw and experienced.

East Granby's version of this policy to consider.

Instruction

Educational Field Study

Educational field studies or excursions are seen as an integral part of the educational program of the East Granby Public Schools. The purpose and rationale for off-site experiences is to support and enhance the implementation of specified curricula. If a student chooses not to participate, an alternative activity associated with the curriculum topic will be provided at the school.

Field study of more than one day and/or at locations out of state or out of the country must be approved by the Board of Education thirty days in advance of such field study.

Transportation must be made in school buses or in public carriers with appropriate insurance. Private cars may be used only with specific permission and with the documentation of appropriate insurance.

Reasonable expenditures for field studies will be annually incorporated as part of the Board of Education general budget. Private and student funds may be necessary to help support the costs of the field study. No student shall be excluded due to financial considerations. Written parental/guardian permission is required prior to participation.

Parental permission must be obtained for any East Granby student on an approved field trip for the East Granby Public School System before any medical attention is given to those students while on that field trip, unless there is an emergency and the parent/guardian cannot be contacted. Therefore, if a student on a field trip needs medical attention for the health and welfare of that child, the parents/guardians will be telephoned before any medical attention is given to that child. If the emergency is life-threatening, the hospital, doctors and/or emergency technicians will make the determination of what needs to be done for that child.

If there are no doctors, emergency technicians, or police available to give emergency first aid, any teacher or other school personnel may take the action necessary to render emergency first aid. Teachers or other school personnel are immune from liability for emergency medical assistance, first aid or medication by injection if they have "...completed a course in first aid offered by the American Red Cross, the American Heart Association, the Department of Health Services, or any Director of Health, as certified by the agency or Director of Health offering the course,..." (Section 52.557b, Chapter 925 of the Connecticut General Statutes – "Good Samaritan Law").

Administrative regulations have been developed as part of this policy and are listed under 6153.

Policy adopted: September 12, 2005

Policy revised: November 22, 2010

cps 4/11

EAST GRANBY PUBLIC SCHOOLS

East Granby, Connecticut

East Granby's regulation to consider/modify.

Instruction

Medical Authorization for Field Trips

1. The Emergency Information Card asks parental permission and approval for medical authorization for the entire year as well as requests home and business telephone numbers. If a parent/guardian does not complete and return the Emergency Information Card, the child will not be allowed to attend approved field trips.
2. All parents/guardians must sign field trip permission slips for each field trip. If the parent/guardian does not sign this field trip permission slip, the child will not attend that field trip.
3. All teachers and chaperones will carry with them a listing of the student's name, home telephone number and parents/guardians' business telephone number for each student on the approved field trip.
4. If teachers cannot or will not treat a child's major medical problem, the assistance of a parent/guardian, a nurse or the nurse's aide will be required before that child will be allowed to participate in that field trip.
5. If any emergency medical treatment has been given to any student on a field trip, the teacher will complete a full written report to the school principal within two school days.
6. If teachers or other school personnel have completed a course in first aid, the East Granby Board of Education requests that such teachers or other school personnel render emergency first aid in an emergency situation, even though the "Good Samaritan Law," Section 52-557b of Chapter 9 of the Connecticut General Statutes does not require any teacher or other school personnel to render emergency first aid, or administer medication by injection.

Regulation approved:

September 12, 2005

EAST GRANBY PUBLIC SCHOOLS

Regulation revised:

November 22, 2010

East Granby, Connecticut

cps 4/11

Forms developed by Windsor Locks for consideration.
Windsor Locks Board of Education

Field Trips, Recreational Trips and Other Trips Sponsored by the Schools
TEACHER REQUEST FOR SCHOOL SPONSORED TRIPS

Date of Field Trip Request: _____ **Teacher Sponsor:** _____

1. A "Request for School Sponsored Trips" form is to be completed in full by the teacher and submitted to the building principal in duplicate at least three (3) weeks prior to a day trip; ten (10) weeks prior to an overnight trip, and four (4) months prior to a school sponsored trip out of the country.
2. School sponsored trips should support and enrich curriculum-related goals. If a majority of a grade level is planning a trip, it should be open to all students at that grade level.
3. Upon principal's approval, the teacher will contact the bus company and make arrangements for the transportation. Arrangements should be made well in advance of the trip for students with disabilities to be transported with their peers. Smyth Bus Company is the district's contracted carrier (623-2211 or 623-8775). Arrangements with carriers other than Smyth Bus are allowable and follow the same procedure. Costs associated with any trip should be determined in advance by contacting the carrier directly.
4. Bus transportation for all field trips is paid through the Windsor Locks School Activity Account. A yellow disbursement form must be completed and submitted to the Business Office for payment.

School:	Grade(s):	Destination/Location:		
Purpose/Curriculum Connection:				
Desired Date:		Alternative Dates:	2.	3.
Time of Trip From: _____ To: _____			Total Number of Students Attending:	
<i>All school buses must return to school by 1:30 p.m. unless other arrangements have been made.</i>				
Indicate # of students who will be missing each lunch. <i>Notify Food Service</i>				
Lunch 1:		Lunch 2:		Lunch 3:
Chaperone in Charge:				
Chaperone certified to distribute medication:				
Chaperone List:		Ratio - Grades K-8 1:10	Ratio - Grades 9-12 1:15	
Arrangements for Students with Disabilities:				
Transportation:				
Other:				
Cost per Student (include transportation and all other fees):				
Name of Bus/Transportation Company				
Approval of Principal:				

Windsor Locks Board of Education
Field Trips, Recreational Trips and Other Trips Sponsored by the Schools

TEACHER SPONSOR CHECKLIST

**ALL items on this list must be supplied to the Principal, Superintendent,
and Parent/Guardian prior to departure for all field trips.**

1. TRANSPORTATION INFORMATION				
NAME OF COMPANY	ADDRESS	PHONE NUMBER	CONTACT	PHONE NUMBER
2. INDIVIDUALS PROVIDING TRANSPORTATION AND APPROVED TO TRANSPORT STUDENTS				
Students are NOT permitted to transport students A list of approved drivers is located in your school office.				
3. TRAVEL AGENT INFORMATION (IF USED)				
NAME OF COMPANY	ADDRESS	PHONE NUMBER	CONTACT	PHONE NUMBER
4. ACCOMMODATIONS (IF OVERNIGHT)				
NAME OF HOTEL	ADDRESS	PHONE NUMBER	CONTACT	PHONE NUMBER
5. SITE INFORMATION				
LOCATION	CONTACT	PHONE NUMBER	DATE	TIME
6. CANCELLATION DEADLINES				
1.		2.		
3.		4.		

Windsor Locks Board of Education
Field Trips, Recreational Trips and Other Trips Sponsored by the Schools

PARENT/GUARDIAN REFUND INFORMATION AND VERIFICATION

I _____ understand that I may sustain a financial loss of funds
(Name of Parent/Guardian)

invested in this field trip to

_____ on _____
(Destination) (Date of Trip)

if the trip is cancelled for any reason by the Superintendent and Board of Education
Chairperson.

Acknowledgement of understanding of the possibility of the loss of funds invested in
the above field trip due to cancellation.

Signature of Parent

Date

Please print or type name _____