

Agenda

- I. **Call to Order**
- II. **Public Comment** - *The Board welcomes public participation. We ask that speakers please limit their comments to three minutes. Please be aware that the Board will not respond to any comments made during the public comment period, except to clarify issues, but we will take into consideration your comments, and when appropriate, district administration will follow-up with you at a later point in time.*
- III. **Policies for Review**
 - A. 6141.3273 Generative AI (Artificial Intelligence)
 - B. 6142.10 Health Education
 - C. 6142.101 Student Nutrition (Student Wellness)
 - D. 6144 Controversial Issues
 - E. 6145.3 Publications
 - F. 6145.8 Activity Funds Management
 - G. 6146.1 Grading System
 - H. 6153 Field Trips
 - I. 6154 Homework / Make-Up Work
 - J. 6156 Use of Computers in Instruction
 - K. 6159 Individualized Education / SpEd Program (6171.1)
 - L. 6161 Equipment, Books and Materials: Provision / Selection
 - M. 6161.1 Evaluation / Selection of Instructional Materials
 - N. 6161.2 Care of Instructional Materials
 - O. 6161.3 Comparability of Services
 - P. 6162.51 Surveys of Students
 - Q. 6162.6 Use of Copying Devices
 - R. 6162.7 Back-up Copies of Copyrighted Computer Software
 - S. 6164.11 Drugs, Tobacco, Alcohol
 - T. 6164.12 Acquired Immune Deficiency Syndrome (AIDS)
 - U. 6171 SpEd
 - V. 6171.2 Pre-School SpEd
 - W. 6172 Program Adapts / Alternative Education Program
 - X. 6172.1 Gifted / Talented Program
 - Y. 6172.4 Title I Parent Involvement
 - Z. 6173 Homebound and Hospitalized Instruction
 - AA. 6176 / 6180 Evaluation of the Instructional Program

IV. **Public Comment** - *The Board welcomes public participation. We ask that speakers please limit their comments to three minutes. Please be aware that the Board will not respond to any comments made during the public comment period, except to clarify issues, but we will take into consideration your comments, and when appropriate, district administration will follow-up with you at a later point in time. Public Comment may be submitted electronically to mdegennaro@woodbridgeps.org*

V. **Adjournment**

An optional policy to consider.

Instruction/Personnel - Certified-Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

The Board of Education is committed to providing our students with the most innovative and effective educational experiences to foster high levels of learning and opportunities for self-expression. As our schools prepare students for a future that demands adaptability, critical thinking and digital literacy, we recognize the potential of generative Artificial Intelligence (AI) and other related technology tools.

As with all technologies, users must be mindful of and adhere to all considerations ensuring responsible and ethical use, especially as it relates to mitigating bias, promoting transparency, and ensuring the benefits of AI are accessible to all students.

While ensuring the responsible use of generative AI technologies by those interacting with and creating content, the Board underscores its commitment to fostering a dynamic and engaging learning environment that leverages AI advances to enhance student learning outcomes and equip students with the skills and dispositions needed for success in the digital age.

(cf. 6141.321 – Student Responsible Use of the Internet)

(cf. 5121.3 – Academic Dishonesty/Plagiarism)

(cf. 6162.51 – Surveys of Students (Student Privacy))

A regulation for consideration.

Instruction/Personnel - Certified-Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

The Board of Education, in its commitment to supporting teachers and students in their use of generative AI, recognizes many challenges to overcome and significant opportunities to explore that will ultimately deepen the teaching/learning process. The following considerations are offered to guide, support, and deliver on the opportunities expressed in P6141.3273/4118.53/4218.53:

Considerations for Effective Generative AI Use:

- Encourage a “team” approach in determining effective use and appropriate guidelines regarding AI-related practice, with a staff member with a strong understanding of how AI works, administrators, teachers, students, parents, and legal experts.
- Consider establishing a district AI Advisory Committee comprised of staff and administrators charged with studying the potential advantages and challenges of AI and recommend training on the tools for teachers, students, and parents. Emphasize the district’s commitment to using AI fairly and safely.
- Before assigning an AI-required task, ensure all students have access to the tool and can comply with the technology’s user agreement and CT’s student privacy law.
- Review how generative Artificial Intelligence works, expectations for safe and ethical use, and the role you expect this tool to play in the completion of and approach to the assignment.
- Ensure students are provided instruction and reminders in the following areas:
 - How and when to cite and provide attribution of sources
 - When and where generative AI can and cannot be used
 - Effective uses of generative AI
 - Users assume responsibility for the results when using AI
 - When permissions are required and Terms of Use followed
 - What constitutes cheating? What constitutes support?
 - Academic Integrity – Policy and practical applications.
- Consider requiring students to acknowledge and document how they used generative AI tools. For example, students could use Chat GPT to get feedback on their essay drafts and explain which tool suggestions they agreed with or didn’t – to encourage students to learn how to use the tool as a partner rather than having it do all the work for them. AI should not be allowed to replace the teacher or the student. However, it can and should be used to augment learning and instruction. Augmentation over automation.

Instruction/Personnel - Certified-Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

Considerations for Effective Generative AI Use: (continued)

- Provide students with direct instruction on the limits and flaws related to generative AI technology – hallucinations, bias, inaccuracies, misinformation, etc. Remind students to think critically and fact-check using primary sources and that AI can have implicit bias and even present incorrect information.
- Lay out potential risks and what responsible use looks like. Regularly remind students about the safety concerns related to sharing personal and private info/data with AI bots, as well as using them to invade other’s privacy.

Considerations for Teachers:

- When the need arises to limit the use of generative AI, one may look to the following pedagogical approaches:
 - Create lessons/assignments that would be challenging to complete with these tools.
 - Allow students to complete assignments in class.
 - Ask students to give oral presentations, or have them integrate the narrative of their search into their research/writing.
 - Encourage project-based learning/assignments.
- Confer with colleagues on what writing assignments look like in an era when students can simply employ chatbots to generate prose for them.
- Consider ways schools, teachers, and students can use bots effectively and creatively.
- Openly discuss the complex ethical questions, such as whether or not it is considered cheating when a student asks generative AI to fabricate a rough draft they then can revise themselves.
- Use generative AI programs as smart search engines that present information in ways that are easy to understand.
- Use AI to generate ideas, topics, writing assignments, and other materials for engaging lessons.

Perhaps the only certainty that exists in the area of AI technology is it will continue to be more impactful in all of our lives; it will continue to raise complex and contentious pedagogical and ethical dilemmas, and it will provide teachers and students with new and unforeseen opportunities. The above “guidelines” are provided with the hope of initiating healthy and productive discussions and advancing higher levels of critical thinking and cognitive engagement.

Regulation approved:

cps 8/23

Existing policy, adopted 6/19/17. An updated CAFE sample follows.

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
11. Health education teacher
12. Family and consumer sciences teacher
13. District administrative representative
14. Local community member
15. School Administrative Representative (chair)

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 there are staff professional development opportunities to address 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
7. To encourage healthful choices among all school venues that involve the sale of food
8. The Wellness policy will be assessed every three years, making the results of the assessment available to the public.

The School Wellness Team will prepare an Annual Report each year that includes, but is not limited to, the following information:

1. Monthly district menus.
2. Listing of all a la carte 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, 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.

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. Individualize intensity of activities
5. Focus feedback on process of doing your best rather than on product
6. Be active role models
7. 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.
8. Collect and analyze fitness and physical activity data over time
9. Assist students in interpreting the data

Physical Activity Guidelines

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.

Instruction

Wellness/Nutrition

Physical Activity Guidelines (continued)

2004 NASPE Guidelines recommendations: (continued)

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.

The Woodbridge School District will make its best effort to meet these guidelines within the parameters of our instructional day.

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.

District Nutrition Standards

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Plate, published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education ("Connecticut Nutrition Standards for Foods in Schools") in addition to federal and state statutes and national health organizations. The focus is on moderating calories, limiting fats, sodium and sugars and increasing consumption of nutrient-rich foods such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food and beverage sales that compete with the District's nonprofit food service in compliance with the Child Nutrition Act. The District shall prohibit the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold to students separately from school meals meet the Connecticut Nutrition Standards. All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute and USDA beverage requirements. (Schools must follow whichever requirements are stricter). While the state and federal requirements set the minimum standard the goal of the Woodbridge School District is to focus on providing nutrient-rich foods.

Instruction

Wellness/Nutrition (continued)

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

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

All foods sold to students, separately from school meals, will meet the CT Nutrition Standards.

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 (CT State Standard <10g)
2. Sodium <200 mg (CT State Standard)
3. Sugar <12g (CT State Standard <15g)

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

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.

Instruction

Wellness/Nutrition (continued)

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.

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)

Instruction

Wellness/Nutrition (continued)

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: June 19, 2017

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

FINAL RULE AMENDED IMPACTING DISTRICT WELLNESS POLICY

Page 1

(Background Information for Policy Review Committee)

Each local educational agency that participates in the National School Lunch Program or other federal Child Nutrition programs has been required by federal law to establish a local school wellness policy for all schools under its jurisdiction. A local school wellness policy (“wellness policy”) is a written document that guides a school district’s efforts to establish a school environment that promotes students’ health, well-being, and ability to learn.

The wellness policy requirement was established by the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) Reauthorization Act of 2004 and further strengthened by the Healthy, Hunger-Free Kids Act of 2010 (HHFKA). It requires each district participating in the National School Lunch Program and/or School Breakfast Program to develop a wellness policy. The original “final rule” expanded the requirements to strengthen policies and increase transparency. The responsibility for developing, implementing, and evaluating a wellness policy is placed at the local level, so the unique needs of each school under the local educational agencies (LEAs) jurisdiction can be addressed.

Provisions of the Final Rule

On July 29, 2016, the USDA Food and Nutrition Service (FNS) finalized regulations to create a framework and guidelines for written wellness policies established by local school districts. This final rule required school districts to develop a revised local school wellness policy and to fully comply with the requirements of the final rule by June 30, 2017.

Local wellness policies are an important tool for parents, local educational agencies (LEAs) and school districts in promoting student wellness, preventing and reducing childhood obesity, and providing assurance that school meal nutrition guidelines meet the minimum federal school meal standards.

Amended Final Rule

The U.S. Department of Agriculture released another final rule on December 6, 2018 which was published in the *Federal Register* (Vol. 83, No. 238, December 12, 2018). The new directive eased requirements related to flavored milk, whole grains and sodium levels in meals served through the National School Lunch and breakfast programs. Under the amended final rule issued by the Department of Agriculture:

- Schools can offer low-fat (1%) milk in flavors like strawberry and chocolate.

Previous regulations indicated that only flavored skim milk could be offered.

Note: Connecticut’s statutory standard (C.G.S. 10-221q) allows unflavored low-fat (1%) milk flavored or unflavored, which contains no more than 4 grams of sugar per ounce and no artificial sweeteners. The stricter federal standard prevails through the current 2018-2019 school year. That stricter federal standard allows 1% (low-fat) unflavored milk and non-fat (skim) flavored or unflavored milk.

- Half of grain products must be whole grain rich. Previous regulations provided that 100% of the grains be whole grains.

- Schools will have more time to meet the previously-published schedule of increasingly restrictive sodium requirements set under the original nutrition standards.

Target 1 levels are retained through the end of the 2023-2024 school year. Target 2 levels begin in the 2024-2025 school year. Eliminated is the Final Target that would have gone into effect in the 2023-2024 school year.

These changes become effective July 1, 2019, for the 2019-2020 school year.

Background: Congress recognized that schools play a critical role in promoting student health, preventing childhood obesity, and combating problems associated with poor nutrition and physical inactivity. In 2004, Congress passed the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants and Children (WIC) Reauthorization Act (Sec. 204 of Public Law 108-265). This act required by law that all LEAs participating in the National School Lunch Program or other child nutrition programs create local school wellness policies. The legislation placed the responsibility of developing a wellness policy at the local level so the individual needs of each local district could be addressed.

In 2010, Congress passed the Healthy, Hunger-Free Kids Act of 2010 (Sec. 204 of Public Law 111-296), and added new provisions for local school wellness policies related to implementation, evaluation, and publicly reporting on progress of local school wellness policies. In 2014, the proposed rule for wellness policies was published in the Federal Register. On July 29, 2016, the final rule was published in the Federal Register. The final rule strengthens the requirements on public involvement, transparency, implementation, and evaluation among other topics.

Policy Requirements

The final rule required school districts to develop a revised local school wellness policy. Districts were required to comply with the requirements of the final rule by July 1, 2017. Districts, in order to be compliant are required to meet the following requirements contained in the original final rule:

1. The wellness policy must contain:
 - a. Specific measurable goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.
 - b. School districts are required to review and consider evidence-based strategies in determining these goals.
 - c. Standards for all foods and beverages provided to students during the school day at each school, whether sold to students or brought in by students or other people or provided by other means.
 - i. The standards must at least be consistent with the competitive food service standards of the National School Lunch Program. *(The Smart Snacks standards for foods and beverages sold in school were already required to be in the wellness policy. The final rule also requires Boards to set standards for foods and beverages brought into the school for birthday parties and/or classroom celebrations.)*

FINAL RULE AMENDED IMPACTING DISTRICT WELLNESS POLICY

Page 3

- ii. The policy must state that marketing of foods and beverages at school during the school day may only be permitted for foods and beverages that meet the federal nutrition guidelines/standards, promote student health and reduce childhood obesity. *(The final rule requires in-school marketing of foods and beverage items to be consistent with the Smart Snacks standards. Marketing includes for products on the exterior of vending machines as well as through posters, menu boards, coolers, trash cans, and other food service equipment, including cups fused for beverage dispensing. The rule does not require schools to immediately replace or remove menu boards, coolers, tray liners, beverage cups, other food service equipment and existing scoreboards with depictions of non-compliant food or beverage products to comply with the new local school wellness policy standards. However, as the administration reviews and/or considers new contracts and as scoreboards or other such durable equipment are replaced or updated over time, replacement and purchasing decisions should reflect the applicable marketing guidelines established by the board in the wellness policy. The marketing requirements do not apply to marketing that occurs at events outside of school hours.)*
 - d. Title or name of the school official responsible for the implementation and overseeing the wellness policy and ensuring compliance with the policy.
 - e. Language that indicates the wellness policy will be assessed at least every three years and the results of the assessment must be made available to the public at least once every three years. The assessment must:
 - i. Include the extent to which schools in the local district are in compliance with the goals of the wellness policy.
 - ii. Include how well the policy compares with model local school wellness policies.
 - iii. Contain a description of the progress made in attaining the goals listed in the district's school wellness policy.
 - iv. Indicate the local district will use the triennial assessment results to make appropriate updates to the district school wellness policy.
 - f. A description of the method by which the school district will inform the public about the policy's content, implementation, progress toward meeting the goals contained in the policy and the results of the triennial assessment.
2. Bookkeeping Requirements
- a. The local district must retain records pertaining to the written wellness policy.
 - b. Documentation must be maintained which demonstrates compliance with community involvement requirements, especially regarding the notification of the wellness policy and the triennial assessment.
 - c. Documentation must be maintained related to the triennial assessment for each school at the local district level.

3. Public Involvement

At a minimum, LEAs must permit participation by the general public and the school community (including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, the school board, and school administrators) in the wellness policy process.

Policy Implications: Policy #6142.101, “School Nutrition and Physical Activity (School Wellness),” is a mandated policy for inclusion in a district’s policy manual. CABE’s material was previously revised in October 2014 in order to be compliant with the U.S. Department of Agriculture’s interim final rule and Connecticut’s Connecticut Nutrition Standards. That revision involved the cooperation of members of the Connecticut State Department of Education.

Due to the issuance of the original final rule, during the 2016-2017 school year, CABE revised its model policy and accompanying administrative regulation pertaining to this topic. The CABE Policy Department revised its models with the assistance of members of the Rudd Center for Food Policy and Obesity, the American Heart Association and the State Department of Education.

The issuance of the amended December 2018 final rule does not impact the wellness policy developed and discussed above. The changes of the 2019 final rule impact the policy’s administrative regulation. It has been updated and follows for your consideration.

Note: Schools are not required to change their menus and can choose whether or not to use the flexibilities this amended rule provided.

In addition, the following should be added to the “Legal Reference” section of the policy:

Child Nutrition Programs: Flexibilities for Milk, Whole Grains, and Sodium Requirements – (Federal Register, Vol. 83, No. 238, December 12, 2018)

Federal law mandates that districts participating in the U.S. Department of Agriculture's (U.S.D.A.) child nutrition programs have a wellness policy. This sample and others are a starting point in the development of such a policy which must involve a broad cadre of individuals in its development. The local policy must be a culmination of a committee process. CGS 10-215f requires boards of education participating in the National School Lunch Program to take action annually to certify whether all food items sold to students will or will not meet the Connecticut Nutrition Standards.

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

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

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

Goals for Nutrition Promotion and Education

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive standards-based school health education program and curriculum and will be integrated into other classroom content areas, as appropriate. Schools will link nutrition education activities with existing coordinated health programs or other comparable comprehensive school health promotion frameworks. (A standards-based program is a system of instruction, assessment, grading and reporting based on students demonstrating understanding of the knowledge and skills they are expected to learn.)

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Goals for Physical Activity (continued)

- Physical education will be taught in all grades and shall include a standards-based, developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.
- Unless otherwise exempted, all students will be required to engage in the District's physical education program.
- Recess and other physical activity breaks; before and after school activities, and walking and bicycling to schools, where safe to do so, are supported by the Board.
- Schools will work toward providing sixty minutes of physical activity daily for students (as a best practice).

Nutrition Guidelines for Foods Sold in Schools

(Option #1: For Districts **not** implementing healthy food certification program)

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Plate, published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education ("Connecticut Nutrition Standards for Foods in Schools") in addition to federal and state statutes and national health organizations. The focus is on moderating calories, limiting fats, sodium and sugars and increasing consumption of nutrient-rich foods such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food and beverage sales that compete with the District's nonprofit food service in compliance with the Child Nutrition Act. The District shall restrict the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold or served to students separately from school meals meet the District's Nutrition Standards. All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute and USDA beverage requirements. (Schools must follow whichever requirements are stricter)

(Option #2: For districts implementing the healthy food certification program under C.G.S. 10-215f. Replace the previous language, Option #1, with the following.)

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

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Nutrition Guidelines for Foods Sold in Schools (continued)

(Option #2: For districts implementing the healthy food certification program under C.G.S. 10-215f. Replace the previous language, Option #1, with the following.) (continued)

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

Note: Districts that participate in Connecticut's healthy food certification must follow the Connecticut Nutrition Standards for all foods sold in schools instead of USDA's Standards for Competitive Foods. The "Connecticut Nutrition Standards" meet or exceed the USDA's competitive food standards.

(Option #1: For districts **not** participating in the healthy foods certification program)

All sources of food sales to students at school must comply with the District Nutrition Standards, including, but not limited to, cafeteria a la carte sales, vending machines, school stores and fundraisers. The District shall ensure that all beverages sold to students comply with the requirements of state statute and USDA beverage requirements. The District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

This also includes foods and beverages sold in schools during the school day for such events as school fundraisers.

(Option #2: If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with the following)

All sources of food sales to students at school must comply with the "Connecticut Nutrition Standards for Food in Schools" including, but not limited to, cafeteria a la carte sales, vending machines, school stores and fundraisers. The District shall ensure that all beverages sold to students comply with the requirements of state statute and USDA beverage requirements. The stricter requirements where different between the state and federal regulations must be followed. The District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

Instruction

Student Nutrition and Physical Activity (School Wellness Policy) (continued)

Reimbursable School Meals

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

Marketing

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA “Smart Snacks in School” nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. As the District/School Nutrition Services/Athletic Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

Monitoring

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

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

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

Non-sold Foods and Beverages

Non-sold foods and beverages brought into the schools by students and other persons for such events as birthdays and classroom celebrations shall comply with federal nutrition standards. (Note: This is a recommendation, not a requirement.)

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Community Input

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

Evaluation of Wellness Policy

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

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

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

(cf. 3542 – Food Service)

(cf. 3542.33 – Food Sales Other Than National School Lunch Program)

(cf. 3542.34 – Nutrition Program)

(cf. 3452.45 – Vending Machines)

(cf. 6142.6 – Physical Education)

(cf. 6142.61 – Physical Activity)

(cf. 6142.62 – Recess/Unstructured Time)

(cf. 6142.10 – Health Education)

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study.
10-215 Lunches, breakfasts and the feeding programs for public school children and employees.
10-221 Boards of education to prescribe rules, policies and procedures.
10-215a Non-public school participation in feeding program.
10-215b Duties of state board of education re: feeding programs.
10-216 Payment of expenses.
10-215e Nutrition standards for food that is not part of lunch or breakfast program.
10-215f Certification that food meets nutrition standards.
10-221o Lunch periods. Recess.
10-221p Boards to make available for purchase nutritious, low-fat foods.
10-221q Sale of beverages.
Regulations of Connecticut State Agencies
10-215b-1 Competitive foods.
10-215b-23 Income from the sale of food items.
National School Lunch Program and School Breakfast Program; Competitive Food Services. (7 CFR Parts 210.11 and 220.12.)
The Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265
Nutrition Standards in the National School Lunch and School Breakfast Programs, 7 CFR Parts 210 & 220
Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296, 42 U.S.C. 1751
Child Nutrition Act of 1966 (as amended by P.L. 108-269, July 2, 2004)
School Breakfast Program, 7 C.F.R. Part 220 (2006)
National School Lunch Program or School Breakfast Program: Nutrition Standards for All Foods Sold in School (Federal Register, Vol. 78, No. 125, June 28, 2013)
Child Nutrition Programs: Flexibilities for Milk, Whole Grains and Sodium Requirements (Federal Register, Vol. 83, No. 238, December 12, 2018)
Local School Wellness Policy Requirements, 42 U.S.C. 1758b

Policy adopted:

rev 10/14
rev 1/17
rev 4/19

Suggestions for Creative & Fun Fundraising

- Gift wrapping
- Fun runs
- Walk a thons
- Bike a thons
- Jump rope a thons
- Rent a teenager (rake leaves, water gardens, mow lawns, walk a dog)
- Car wash
- Singing telegrams
- Talent show
- Read a thons
- Spelling bees
- Science fairs
- Carnivals
- Recycling cans/bottles
- Garage sales
- Sell items with school logo
- Bowl-a-thon
- Skate night
- Auction
- Treasure hunt
- Penny wars

Resource Ideas

www.creativelearning.cc

www.123fundraising.com

www.fundraisingdepot.com

www.partnerforkids.com

www.giftfriends.com

www.ptoideas.com

www.actionforhealthkids/resources/files/healthyfundraisers-for-schools.pdf

www.fundraisingfruit.com

www.citrusfruit.com

Food Free Birthday Celebrations

- Birthday child selects book to donate to the library. Their name and picture goes in front of the book.
- Birthday child shares an item special to them with their classmates (e.g. favorite book, favorite song, favorite stuffed animal, favorite picture or souvenir, etc).
- Birthday child chooses game classmates play at recess.
- Birthday child is the classroom “leader” for the day.
- Classmates design and decorate a Birthday crown to be worn by the Birthday child.
- Classmates prepare a page about the Birthday child; teacher compiles pages and then reads “book” to the class.
- Birthday child wears a special button for the day.
- Birthday child invites a special visitor to the class to read a story to classmates.
- Birthday child brings in photos of their life and explains pictures.
- Birthday child brings in special gifts to share with classmates (e.g. pencils, stickers, notepads, erasers etc.)
- Birthday child’s name is announced over the school PA system or at “All School Meeting.”
- Birthday child’s name is announced at lunch in cafeteria and everyone sings “Happy Birthday To You.”
- Birthday child and friend eat lunch with teacher in cafeteria.
- Additional recess time.

Ideas for Alternatives to Using Food as a Reward

Elementary Schools

- Make deliveries to office
- Teach class
- Sit by friends
- Eat lunch with Teacher or Principal
- Eat lunch outdoors with class
- Be a helper in another classroom
- Play a favorite game or do puzzles
- Stickers, pencils, or bookmarks
- Certificates
- Fun Video
- Extra recess
- Walk with Teacher or Principal
- Fun physical activity break
- School supplies
- Trip to treasure box filled with nonfood items (stickers, pencils, erasers, bookmarks, or desktop tents)
- Dance to favorite music in class
- Paperback book
- Show and Tell
- Bank system – Earn play money for privileges
- Teacher or volunteer reads special book to class
- Teacher performs special skill (signing, cartwheel, guitar, playing etc.)
- Read outdoors or enjoy class outdoors
- Extra Art time
- Have “Free Choice” time at the end of the day or end of class period
- Listen to headset to a book on tape
- Items that can only be used on special occasions (special art supplies, computer games, toys)

Middle School Students

- Sit with friends
- Listen to music while working at desk
- Five-minute chat break at end of class
- Reduced homework or “no homework” pass
- Extra credit
- Fun video
- Fun brainteaser activities
- Computer time
- Assemblies
- Eat lunch outside or have class outside

High School Students

- Extra homework or bonus points
- Fun video
- Reduced homework
- Late homework pass
- Donated coupons to video stores, music stores, or movies
- Drawings for donated prizes among students who meet certain grade standards

A sample regulation to consider.

Instruction

Student Nutrition and Physical Activity (School Wellness)

The District promotes healthy schools by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children. Improved health optimizes student performance potential and ensures that all children are healthy and hunger free.

National School Lunch Program and School Breakfast Program

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

- Be appealing and appetizing to children;
- Meet at a minimum, the nutrition requirements established by the USDA for federally-funded programs;
- Include only unflavored low-fat (1%) and fat-free (nonfat) milk flavored or unflavored, which contain no more than 4 grams of sugar per ounce and no artificial sweeteners, that meets the requirements of the state beverage statute and federal regulation;

New federal rule allows flavored low fat (1%) milk effective during the 2019-2020 school year.

- Ensure, beginning in the 2019-2020 school year, that at least half of the weekly grains served are whole grains and that the remaining grain items offered must be enriched;

Note: Schools already offering all grains or whole-grain rich do not have to change their menus as a result of the amended final rule.

- Reduce the levels of sodium, saturated fats and trans fats in meals; (per Department of Agriculture Nutrition Standards and Connecticut Nutrition Standards, which are the same);

Note: Sodium Target 1 is retained through the end of the 2023 school year. Districts are required to comply with sodium Target 2 beginning with the 2024-2025 school year, commencing July 1, 2024.

Instruction

Student Nutrition and Physical Activity (School Wellness)

National School Lunch Program and School Breakfast Program (continued)

Menus shall be planned to be appealing and attractive to children and will incorporate the basic menu planning principles of balance, variety, contrast, color and eye appeal. Menus shall be planned with input from students, parents and other school personnel and shall take into account students' cultural norms, ethnic favorites and preferences. Schools shall engage students and parents, through surveys, taste-tests and other activities, in selecting foods sold through the school meal programs in order to identify new, healthful and appealing food choices. Meal patterns and nutrition standards of federal regulations will be fulfilled as required. Proper procurement procedures and preparation methods will be used to decrease excess fat, calorie and sodium levels in food.

The District will share and publicize information regarding the nutrition content of school meals with students, families and school staff. The information will be available in a variety of forms that can include handouts, the school website, articles, school newsletters, presentations and through any other appropriate means available to reach families. Nutrition information for a la carte foods and beverages sold in schools will also be available.

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

With parental permission and appropriate medical documentation, modified meals shall be prepared for students with food allergies or other special dietary needs. The medical statement must identify the student's disability, state why the disability restricts the student's diet, identify the major life activity affected by the disability, and state the foods to be omitted and the food or choices of foods that must be substituted.

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

- to the extent possible, and within state law, operate and promote the USDA School Breakfast Program;
- Use methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess;
- notify parents and students of the availability of the School Breakfast Program (if the school serves breakfast to students); and
- encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Instruction

Student Nutrition and Physical Activity (School Wellness)

National School Lunch Program and School Breakfast Program (continued)

- Inform families of the availability and location of Summer Food Service Program meals in accordance with the Healthy, Hunger-Free Kids Act of 2010. Schools in which more than 50 percent of students are eligible for free or reduced-price school meals will sponsor the Summer Food Service Program when feasible.
- Provide the After School Meal Program, when it becomes available, in accordance with the Healthy Hunger-Free Kids Act of 2010. *(optional)*

Cafeteria A La Carte Sales

(Option 1: If the District does **not** implement the healthy food certification program)

The school food service program must follow the District's nutrition standards when determining the items for a la carte sales. All beverages sold to students in school meals and as a la carte sales must meet the requirements of state statute and USDA beverage requirements. (Schools must follow whichever are stricter.)

(Option #2: If the District implements healthy food certification under CGS Section 10-215f, replace the previous language above with the following.)

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

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

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

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

1. milk, low-fat (1%) unflavored or nonfat which may be flavored or unflavored but contains no artificial sweeteners and no more than 4 grams of sugar per fluid ounce; (federal regulation require non-fat or 1% low fat milk)* The new federal rule allows, beginning in the 2019-2020 school year flavored low-fat (1%) milk.
2. nondairy milks, such as soy or rice milk, which may be flavored or unflavored but contains no artificial sweeteners, no more than 4 grams of sugar per fluid ounce, no more than 35% of calories from fat per serving, and no more than 10% of calories from saturated fat per serving.*

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

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

3. 100% fruit or vegetable juice or combination of such juices, containing no added sugars, sweeteners, or artificial sweeteners;*
4. beverages that contain only water and fruit or vegetable juice and have no added sugars, sweeteners, or artificial sweeteners; and*
5. water, which may be flavored but must contain no added sugars, sweeteners, artificial sweeteners, or caffeine.* *(Note: The Federal Healthy, Hunger-Free Kids Act of 2010 requires schools to make free portable water available where meals are served for schools participating in the federal and school lunch program.)*

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

Lunchroom Climate

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

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

Meal Schedules

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

Qualifications of Food Service Staff

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

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

Training for Food Service Staff

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

Summer Food Service Program

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

Other Foods Offered or Sold

To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The District's nutrition standards apply to all food served to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers, activities and classroom snacks. All beverages sold or served to students at school shall meet the requirements of state statute and federal regulations at all times, whichever are stricter.

If the District allows beverage exemptions under CGS Section 10-221q, replace the previous language with the following:

To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The District's nutrition standards apply to all food sold or served to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers, activities and classroom snacks.

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

Instruction

Student Nutrition and Physical Activity (School Wellness)

Other Foods Offered or Sold (continued)

If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with one of the following:

Option 1 (District does NOT allow food and beverage exemptions): To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The Connecticut Nutrition Standards apply to all food sold or served to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers, activities and classroom snacks. All beverages sold or served to students at school shall meet the requirements of state statute and federal regulations at all times, whichever are stricter. The District strongly encourages the sale or distribution of nutrient-dense foods, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes.

Option 2 (District DOES allow food and beverage exemptions): To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The Connecticut Nutrition Standards apply to all food sold or served to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers, activities and classroom snacks. All beverages sold or served to students at school shall meet the requirements of state statute and federal regulations, whichever are stricter, at all times. However, beverages not meeting the requirements of state statute and foods not meeting the Connecticut Nutrition Standards may be sold or served at the location of an event occurring after the end of the regular school day or on the weekend provided they are not sold from a vending machine or school store. The District strongly encourages the sale or distribution of nutrient-dense foods, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes.

Pursuant to state statute (CGS 10-221p), whenever any group makes foods available for purchase in a school during the school day, low-fat dairy products and fresh or dried fruits must also be available in the school at the same time for purchase by students. “Foods available for purchase” include, but are not limited to, foods sold in cafeterias, vending machines, school stores, fundraisers and any other food sales during the school day. This includes the following:

- If a snack machine with food items is available for use by students during the school day, the school must also have non-fat or low-fat dairy products and fresh or dried fruit available for purchase. When the snack machine is operating outside of cafeteria hours, schools must make alternate provisions to offer non-fat or low-fat dairy products and fresh or dried fruit for sale at the same time.
- School stores that sell food to students must ensure that non-fat or low-fat dairy products and fresh or dried fruit are available for purchase either in the store itself or elsewhere in the school, while the school store is selling food.

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

Access to Drinking Water

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

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

Foods Brought Into School

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

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

If food is brought from home to be shared with other students, the District shall develop procedures to ensure that all food is safe.

Sharing of Foods

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

Fundraising

Fundraising activities will support healthy eating and wellness. Schools will promote the sale of non-food items for school-sponsored fundraising. School fundraising activities shall not involve food or beverages or shall only use foods that meet the USDA Smart Snacks nutrition standards and beverages that meet the requirements of state statute and federal regulations. Schools shall encourage fundraising activities that promote physical activity. The District shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers. Any fundraising requires administrative approval. Fundraisers subject to this rule are those sold during the school day on school grounds. School day is defined as from midnight the night before to 30 minutes after the end of school.

Instruction

Student Nutrition and Physical Activity (School Wellness)

Fundraising (continued)

If the District allows beverage exemptions under CGS Section 10-221q, replace the previous language with the following:

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

If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with one of the following:

Option 1 (District does NOT allow food and beverage exemptions): School fundraising activities shall not involve food or beverages or shall only use foods that meet the Connecticut Nutrition Standards and beverages that meet the requirements of state statute and federal regulations. Schools shall encourage fundraising activities that promote physical activity. The District shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers.

Option 2 (District DOES allow food and beverage exemptions): School fundraising activities shall not involve food or beverages or shall only use foods that meet the Connecticut Nutrition Standards and beverages that meet the requirements of state statute and federal regulations. However, food items that do not meet the Connecticut Nutrition Standards and beverages not meeting the requirements of state statute and federal regulations can be sold as fundraisers on school premises if they are sold at the location of an event occurring after the end of the regular school day or on the weekend, provided they are not sold from a vending machine or school store. Schools shall encourage fundraising activities that promote physical activity. The District shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers.

Competition with nutritious meals served by the school food services operations must be minimized. Income from any competitive foods or beverages sold from 30 minutes prior to the start of any state or federally subsidized milk or meal program until 30 minutes after the end of the program must accrue to the food service account.

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

Concessions

Organizations operating concessions at school functions after school or on weekends should include at least 50 percent healthy beverages and foods, according to the approved nutrition standards in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students. Beverages sold at concessions on school premises must meet the requirements of state statute.

If the District allows beverage exemptions under CGS Section 10-221q, replace the previous language with the following:

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

If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with the following:

Organizations operating concessions at functions on school premises must sell only those food items that meet the Connecticut Nutrition Standards and beverages that meet the requirements of state statute and federal regulations.

If the District implements healthy food certification under CGS Section 10-215f AND allows food and beverage exemptions, replace the previous language with the following:

Food items that do not meet the Connecticut Nutrition Standards and beverages that do not meet the requirements of state statute and federal regulations can be sold at concessions operated at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store. Organizations operating concessions at school functions after school or on weekends should include at least some healthy food choices in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students.

Teacher-to-Student Incentives and Punishments

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

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

Instruction

Student Nutrition and Physical Activity (School Wellness)

Student Nutrition Education and Promotion

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

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

- ❖ My Plate and the Dietary Guidelines for Americans (Healthy Eating Plan)
- ❖ Healthy heart choices
- ❖ Sources and functions of major nutrients
- ❖ Guide to a healthy diet
- ❖ Diet and disease
- ❖ Understanding calories
- ❖ Healthy snacks
- ❖ Identify and limit foods of low nutrient density
- ❖ Food labels
- ❖ Multicultural influences
- ❖ Serving sizes
- ❖ Proper food safety and sanitation
- ❖ Body-size acceptances, healthy weight and dangers of unhealthy weight-control practices

The District nutrition policy reinforces nutrition education to help students practice these themes in a supportive school environment. Nutrition education shall also be included in other classroom content areas such as math, science, language arts, social sciences, family and consumer sciences and elective subjects. Instructional staff is encouraged to integrate nutritional themes into daily lessons when appropriate, to reinforce and support health messages.

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

Instruction

Student Nutrition and Physical Activity (School Wellness)

Student Nutrition Education (continued)

Educational Reinforcement

School instructional staff members shall collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families. Guest speakers and performers invited to address students shall receive appropriate orientation to relevant district policies. School staff members shall be encouraged to coordinate with other agencies and community groups to provide opportunities for student volunteer work related to nutrition, such as assisting with food recovery efforts and preparing nutritious meals for home-bound people. School officials shall disseminate information to parents, students and staff members about community programs that offer nutrition assistance to families.

Nutrition Promotion

The school District shall conduct nutrition education activities and promotions that involve parents, students and the community. The District shall participate in programs that promote and reinforce student health, such as Team Nutrition and the Healthier US School Challenge. The school team responsible for planning nutrition activities shall ensure interdisciplinary collaboration by including school food service, school nurses, health and physical education teachers, family and consumer sciences teachers, and other appropriate school staff members.

Consistent Health Messages

Students shall receive positive, motivating messages, both verbal and nonverbal, about healthy eating and physical activity throughout the school environment. All school personnel shall help reinforce these positive messages. Foods and beverages sold or served at school shall not contradict healthy eating messages. The school district shall not use practices that contradict messages to promote and enjoy physical activity; for example, withholding recess or using physical activity as punishment (e.g., running laps, doing pushups).

Food and Beverage Marketing in Schools

The District is committed to providing a school that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on district property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. Any foods and/or beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School Nutrition standards. [or include a more stringent standard, decided by the District, that eliminates the marketing of look-alike Smart Snacks and/or eliminates the advertising of all brands that do not meet USDA Smart Snacks in School standards both within or outside of schools.]

Instruction

Student Nutrition and Physical Activity (School Wellness)

Food and Beverage Marketing in Schools (continued)

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

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

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

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

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

Staff as Role Models

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

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

Education Links with School

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

Professional Development for Teachers

The District shall include appropriate training for teachers and other staff members. Staff members responsible for nutrition education shall be adequately prepared and shall regularly participate in professional development activities to effectively deliver the nutrition education program as planned. Preparation and professional development activities shall provide basic knowledge of nutrition, combined with the development of skills and adequate time to practice skills in program-specific activities. Training shall include instructional techniques and strategies designed to promote healthy eating behaviors. Staff members providing nutrition education shall not advocate dieting behaviors or any specific eating regimen to students, other staff members or parents.

Staff Wellness

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

Partnering with Community Organizations

Schools shall partner with community organizations (e.g., local businesses, faith-based organizations, libraries, local health departments, local colleges and their students, and local health care providers) to provide consistent health messages and support school-based activities that promote healthy eating and physical activity.

Engaging Students

Schools shall consider student needs in planning for a healthy school environment. Students shall be asked for input and feedback through the use of student surveys and other means, and attention shall be given to their comments. Key health messages shall be promoted by coordinating classroom and cafeteria, and through planned promotions such as health fairs, nutrition initiatives, programs and contests.

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

Parent Nutrition Education

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

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

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

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

Family and Community Involvement

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

1. Nutrition education materials and cafeteria menus are sent home with students;
2. Parents are encouraged to send healthy snacks/meals to school;
3. Parents and other family members are invited to periodically eat with their student in the cafeteria;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Nutrition education workshops and screening services are offered;
6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
7. School staff collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families; and

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

8. School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate.

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

School District Wellness Committee (District Health Advisory Council)

With the purposes of monitoring the implementation of the District’s policy, evaluating policy progress, serving as a resource to school sites, and revising the policy as necessary, a District-wide representative wellness committee shall be established and maintained or the District shall work within an existing school health committee. (*Required by federal law only for districts that participate in the USDA child nutrition programs.*) The committee will meet a minimum of four times annually to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of the District level wellness policy (wellness policy). Committee membership will represent all school levels and include to the extent possible, but not be limited to:

- District Food Service Coordinator
- Parent representative from each school level
- Student representative from each school level
- Staff member representative from each school level
- Administrative Representatives, (Superintendent, principal, vice-principal)
- Physical Education and Health Program Leader
- School health professionals (nurses, physicians, dentists)
- Health Education Coordinator/Teacher
- Physical Education Coordinator/Teacher
- Other individuals appropriate to the evaluation process
- Board of Education Members
- Any interested member of the public
- Mental health and social services staff (school counselors, psychologists, social workers, psychiatrists)

Optional: Each school within the District will establish an ongoing School Wellness Committee that convenes to review issues, in coordination with the District Wellness Committee.

The Superintendent, or his/her designee, will convene the District Wellness Committee and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy. Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

Wellness Policy Implementation, Monitoring, Accountability & Community Engagement

Implementation

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

Recordkeeping

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

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the District uses to make stakeholders aware of their ability to participate on the District Wellness Committee;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the District website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's (or schools') events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Instruction

Student Nutrition and Physical Activity (School Wellness)

Wellness Policy Implementation, Monitoring, Accountability & Community Engagement (continued)

Triennial Progress Assessments

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

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

The position/person responsible for managing the triennial assessment and contact information is (list the person responsible here, their title, and their contact information). The District Wellness Committee, in collaboration with individual schools, will monitor schools' compliance with this wellness policy. The District [or school] will actively notify households/families of the availability of the triennial progress.

Revisions and Updating of the Policy

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

Community Involvement

The District will actively communicate ways in which representatives of the District Wellness Committee and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means. The district will inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as the District's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the District and individual schools are communicating important school information with parents.

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

Instruction

Student Nutrition and Physical Activity (School Wellness)

Wellness Policy Implementation, Monitoring, Accountability & Community Engagement (continued)

Monitoring and Evaluation (*optional language to the above*)

Monitoring

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

Policy Review

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

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

District Nutrition Standards

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

Instruction

Student Nutrition and Physical Activity (School Wellness)

District Nutrition Standards (continued)

If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with the following:

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

Food:

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

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

Instruction

Student Nutrition and Physical Activity (School Wellness)

District Nutrition Standards (continued)

Candy:

- Vending sales of candy will not be permitted on school grounds.
- Pursuant to state regulations, the sale of candy on school premises is prohibited from 30 minutes prior to the start of any state or federally subsidized milk or meal program until 30 minutes after the end of the program.

If the District implements healthy food certification under CGS Section 10-215f, replace the language in the previous two bullets with the following:

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

If the District implements healthy food certification under CGS Section 10-215f AND allows food exemptions, replace the previous language with the following:

Candy and gum (including sugarless candy and sugarless gum) can only be sold to students on school premises if they are sold at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store. *(Note: Board vote is required to allow this exemption)*

Beverages:

- Pursuant to state statute, the sale of beverages to students on school premises shall be limited to the following five categories:
 1. milk, (effective 7/1/19), which may be flavored but contains no artificial sweeteners and no more than 4 grams of sugar per fluid ounce; (federal regulation requires milk to be non-fat or low-fat (1%) flavored or unflavored)*
 2. nondairy milk substitutes, such as soy or rice milk, which may be flavored but contains no artificial sweeteners, nonnutritive sweetening agents, sugar alcohols, added sodium, and no more than 4 grams of sugar per fluid ounce, no more than 35% of calories from fat per serving, and no more than 10% of calories from saturated fat per serving;*
 3. 100% fruit or vegetable juice or combination of such juices, containing no added sugars, sweeteners, or artificial sweeteners;*
 4. beverages that contain only water and fruit or vegetable juice and have no added sugars, sweeteners, or artificial sweeteners or sodium and that meet the healthy Hunger-Free Kids Act of 2010, P.L. 11-296, as may be amended from time to time;* and;

Instruction

Student Nutrition and Physical Activity (School Wellness)

District Nutrition Standards (continued)

5. water, which may be flavored but must contain no added sugars, sweeteners, artificial sweeteners, sodium or caffeine.*
- Portion sizes of the beverages specified above are limited to no more than 8 fluid ounces for students in grades K-5 inclusive and 12 fluid ounces for students in grades 6-12 inclusive, except water, which is unlimited.
 - Vending sales of any beverages other than those listed as approved in state statute are not permitted on school grounds at any time.
 - School store sales of any beverages other than those listed as approved in state statute are not permitted on school grounds at any time.
 - The sale of any beverages other than those listed as approved in state statute will not be permitted on school grounds from any source at any time.

If the District allows beverages exemptions under CGS Section 10-221q, replace the previous bullet with the following:

The sale of any beverages that do not meet the requirements of state statute and federal regulations is allowed at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store. *(Note: Board vote is required to allow this exemption.)*

Guidelines for Food and Beverages Offered to Students at School

The District encourages the use of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals and relatively few calories, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. At any school function (parties, celebrations, feasts, sporting events, etc.) where foods and beverages are sold or served to students, healthy choices meeting the District's nutrition standards and beverage requirements of state statute must be available. Some suggested foods and beverages are listed below. The list should be checked against the Connecticut Nutrition Standards developed by the State Department of Education and published annually, the state beverage statute, and the Department's online list of acceptable foods and beverages, which is updated quarterly.

If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with the following:

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

Instruction

Student Nutrition and Physical Activity (School Wellness)

District Nutrition Standards (continued)

The District encourages the use of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals and relatively few calories, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. At any school function (parties, celebrations, feasts, sporting events, etc.) where foods and beverages are sold or served to students, healthy choices meeting the Connecticut Nutrition Standards and beverage requirements of state statute must be available. Some suggested foods and beverages are listed below. The list should be checked against the Connecticut Nutrition Standards developed by the State Department of Education and published annually, the state beverage statute, and the Department's online list of acceptable foods and beverages, which is updated quarterly.

- Raw/fresh vegetable sticks (e.g., carrots)/slices with low-fat dressing* or yogurt dip*
- Fresh fruit
- 100% fruit juices or 100% vegetable juices or combination of such juices*
- Frozen 100% fruit juice pops*
- Bottled water, without added sugars, sweeteners, artificial sweeteners or caffeine*
- Dried fruits (raisins, banana chips, etc.) without added sugar, fat or salt*
- Trail mix (dried fruits and nuts)*
- Dry roasted peanuts, tree nuts and soy nuts (not coconut or palm nuts) without added fat, sugar or sodium*
- Low-fat meat and cheese sandwiches (use low-fat mayonnaise in chicken/tuna salads)*
- Party mix* (variety of cereals, nuts, pretzels, etc.), depending on added fat, sugar and salt
- Low-sodium crackers*
- Baked corn chips & fat-free potato chips with salsa and low-fat dips* (Ranch, French Onion, Bean, etc.)
- Low-fat muffins, granola bars, crackers and cookies such as fig bars and ginger snaps*
- Angel food and sponge cakes*
- Flavored yogurt & fruit parfaits (low-fat/nonfat yogurt)*
- Gelatin and low-fat pudding cups*
- Low-fat ice creams, frozen yogurts, sherbets*
- Low-fat and nonfat dairy products*
- Pure ice cold water without sugars, sweeteners, artificial sweeteners or caffeine*
- Pretzels*
- Bread products as such as bread sticks, rolls, bagels and pita bread*
- Ready-to-eat low sugar cereals (with no more than 15 grams added sugars per serving and no more than 35% sugar by weight)*
- Low-fat (1 percent) and skim milk*

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

Instruction

Student Nutrition and Physical Activity (School Wellness)

Guidelines for Food and Beverages Offered to Students at School (continued)

If the District allows beverage exemptions under CGS Section 10-221q, the following can be added:

Beverages that do not meet the requirements of state statute and federal regulations can be sold to students on school premises at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store.

If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with the following:

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

Competitive Foods and Beverages

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

“Competitive foods” include any foods and beverages sold in schools to children anytime on school premises except for meals provided through the National School Lunch Program and School Breakfast Program. Competitive food sales include, but are not limited to, cafeteria, a la carte sales, vending machines, school stores and fundraisers. Pursuant to federal regulations and state statutes and regulations, the sale of competitive foods is restricted as follows:

1. Water ices (any frozen, sweetened water such as “...sicles” and flavored ice with the exception of products that contain fruit, fruit juice, milk, milk ingredients or egg ingredients other than egg whites) and chewing gum shall not be sold to students in the food service areas during the meal periods.*
2. Candy may not be sold to students on school premises during the period from 30 minutes before any meal or milk program up until 30 minutes after the end of the program.**
3. Beverages that do not meet the requirements of state statute and federal regulations, whichever are stricter, (including, but not limited to, coffee/decaffeinated coffee/iced coffee, tea/herbal tea/iced tea, soda/diet soda, sports drinks, hot chocolate, fruit drinks that are not 100 percent juice) can only be sold to students on school premises at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store. (*Note: Board vote is required to allow this exemption.*)

Instruction

Student Nutrition and Physical Activity (School Wellness)

Competitive Foods and Beverages (continued)

4. The income from any food or beverages sold to students anywhere on school premises during the period of 30 minutes before any meal or milk program up until 30 minutes after the end of the program must accrue to the nonprofit school food service account.
5. No competitive foods may be sold without the prior approval of the Superintendent. Such sales must comply with state law, Sections 10-215b-23 of the Regulations of Connecticut State Agencies.

* Alternatively, districts can eliminate these foods during the school day by replacing the language stating “meal periods” with “school day.”

** Alternatively, districts can eliminate these foods during the school day by replacing the language stating “period from 30 minutes before any meal or milk program up until 30 minutes after the end of the program” with “school day.”

Schools shall use the Connecticut State Department of Education’s “List of Acceptable Foods and Beverages” to determine whether commercial food and beverage products meet the USDA’s nutrition standards for competitive foods. Foods that meet the Connecticut Nutrition Standards meet or exceed the USDA’s competitive foods standards. Listed beverages will meet both federal and state requirements.

If the District implements healthy food certification under CGS Section 10-215f, replace the previous section on “Competitive Foods and Beverages” with the following language below:

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

1. Foods that do not meet the Connecticut Nutrition Standards cannot be sold to students on school premises, including, but not limited to:
 - Water ices (any frozen, sweetened water such as “...sicles” and flavored ice with the exception of products that contain fruit, fruit juice, milk, milk ingredients or egg ingredients other than egg whites)
 - Candy/sugarless candy
 - Chewing gum/sugarless chewing gum

Instruction

Student Nutrition and Physical Activity (School Wellness)

Competitive Foods and Beverages (continued)

2. Beverages that do not meet the requirements of state statute and federal regulations (including, but not limited to, coffee/decaffeinated coffee/iced coffee, tea/herbal tea/iced tea, soda/diet soda, sports drinks, hot chocolate, fruit drinks that are not 100 percent juice) can only be sold to students on school premises at the location of an event that occurs after the school day or on the weekend provided they are not sold from a vending machine or school store. *(Note: Board vote is required to allow this exemption.)*
3. During the period of 30 minutes before any meal program up until 30 minutes after the end of the program, competitive foods and beverages may only be sold anywhere on school premises if they meet the Connecticut Nutrition Standards or state beverage statute and the income they generate accrues to the nonprofit school food service account.* Outside of this timeframe, competitive foods and beverages may only be sold if they meet the Connecticut Nutrition Standards and state beverage statute and federal regulations, whichever are stricter.
4. No competitive foods may be sold without the prior approval of the Superintendent. Such sales must comply with state law, Section 10-215b-23 of the Regulations of Connecticut State Agencies.

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

Physical Education/Physical Activity

It is the Board's position that all students have equal and equitable opportunities for physical activity and physical education in District schools. The Superintendent is encouraged to review and consider implementing physical activity and physical education program improvements. The goals of the District are:

- A. All children, from pre-kindergarten through grade 12, will participate in a daily, quality, standards-based physical education program; (Note: Physical education is not a required element of the local school wellness policy.)
- B. All schools will have certified physical education teachers providing physical education instruction; and
- C. All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality physical education consistent with state and/or national standards.

Schools shall strive, within financial, space, and staffing constraints, for students in grades pre-k through six to engage in physical education averaging 150* instructional minutes per week and all middle and high school students to engage in 225 minutes per week* and shall complete, at a minimum, one credit of high school physical education (required for graduation).

Instruction

Student Nutrition and Physical Activity (School Wellness)

Physical Education/Physical Activity (continued)

** Boards are advised to exercise caution in adopting this language as such adoption results in the creation of a mandate by the Board.*

Incorporating Physical Activity Into the Classroom

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

Use of School Facilities Outside of School Hours

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

Prohibiting Physical Activity as Punishment

Schools shall prohibit the use of physical activity (such as required running or push-ups as punishment) and withholding of physical education class and other forms of physical activity as punishment. Recess or other opportunities for physical activity shall not be withheld as a measure to enforce the completion of academic work. (See Policy #5144.4, "Physical Exercise and Discipline of Students.")

Daily Recess

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

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

Physical Activity Opportunities Before and After School

All elementary, middle and high schools shall offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, shall offer interscholastic sports programs. Districts shall offer a range of activities that meet the needs, interests and abilities of all students, including boys, girls, students with physical and cognitive disabilities, and students with special health care needs. After-school, childcare and enrichment programs shall provide and encourage – verbally and through the provision of space, equipment and activities – daily periods of moderate to vigorous physical activity for all participants.

Safe Routes to School

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

Family and Community Involvement

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

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

Regulation approved:

rev 4/12
rev 10/14
rev 1/15
rev 1/17
rev4/19

Existing policy adopted 5/20/14, recommend replacement with CABE's updated policy which follows.

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)

Existing regulation approved 5/20/14, recommend replacement with CAFE's updated regulation which follows.

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

Issues in Teaching Controversial Content/Dealing with Controversial Issues

~Page 1~

(Background Information for Policy Review Committee)

The mission statement of most school districts usually includes preparing students to be conscientious citizens of the nation and world. To achieve this goal, teachers of science, social studies and English routinely ask students to discuss important but controversial topics. Depending on the subject, such topics may include, but are not limited to, issues such as immigration policy, health care, the Second Amendment, taxation, religion, racism, climate change, evolution, drugs, and sexuality.

Teachers have an obligation to maintain a respectful environment where all student voices can be heard, which may mean teaching civil discourse and establishing protocols for discussion. Further, whether prepared for the challenge or not every educator is met with unexpected moments or conversations at times. Controversial issues cover a vast array of topics and are characterized by having a political, social, emotional, or personal dimension, layers of complexity, divergence of opinion and potential to be triggered by small local or major global events.

An article posted on the NEA website stated, “Sometimes it can be hard to avoid uncomfortable details about current events or stay away from the lurid details of wars throughout history. However, it’s important to keep the classroom a safe haven for your students, as well as build and keep their trust and respect, both in and out of the classroom.”

Generally speaking, an issue which tends to create polarized viewpoints may be considered controversial. Controversial topics usually center on values and beliefs often considered private rather than public. Therefore, those ideas which either confirm or question deeply held values will become controversial. They are usually items of social significance and have national and international implications. However, issues which do not extend beyond local concerns can also be equally significant and controversial.

School districts are recommended to implement policies which can assist staff in dealing with controversial issues. Students are motivated to learn and apply decision-making and problem-solving skills when discussing topics of importance to them. Research indicates that discussing controversial issues at all grade levels will counteract the apathy that has characterized persons of voting age. When approached correctly, the introduction of controversial issues can help students develop into citizens who will be more likely to deal intelligently and decisively with such issues.

Research points to the benefits of high-quality discussion of controversial issues. The benefits include a growth in toleration for the viewpoints of others, interest in politics and knowledge about the issues students investigate.

The discussion involving controversial issues has historically been tricky for teachers. This is due to the fact that the open exchange of ideas is a hallmark of democratic classrooms; students and their parents hold strong views on a range of subjects and lastly, there isn’t enough time in the school day or space in the curriculum, to debate every issue.

Issues in Teaching Controversial Content/Dealing with Controversial Issues

~Page 2~

In the current climate, curricular content has become more challenging because some cable news pundits, talk-show hosts and politicians are spreading some scientifically dubious claims and falsehoods which are amplified on social media. Educators have to contend with students and community members who sincerely believe information that isn't factual. Wayne Journal from the University of North Carolina/Greensboro, stated, "When teachers attempt to broach contested issues in their classroom, they often find themselves having to address poor information, prejudices, or beliefs that cannot be objectively evaluated."

Young people often seek opportunities to discuss issues. This needs to be done within a supportive structure where questions can be asked and views expressed. Such discussion can be used to explore values, enhance communication skills, build understanding and learn that life is complex, with no easy answers to some of the issues.

Teachers have always had the responsibility to create in their classrooms an atmosphere in which reason and inquiry gain over ignorance and hyperbole. In order to accomplish such a feat, they need guidelines that explain why they can entertain some arguments and not others. Teachers have to be able to justify which topics can be discussed in the classroom and not be accused of being politically partisan or indoctrinating students.

An approach is to distinguish between "open" and "settled issues." Open issues include those in which more than one rational or reasonable position can be taken. In such situations, all reasonable and rational positions deserve a fair hearing. Settled issues are those in which only one rational and reasonable position exists. In such situations, debate should be avoided and students be provided with the settled position. However, not all topics are always such clear-cut.

The Supreme Court and lower courts tend to uphold the rights of teachers and of students to engage in controversial topics both in curricular and extracurricular activities. The courts usually leave to the schools, issues pertaining to the curriculum. However, the courts will intervene when necessary to protect the legal rights of parents and students. Curriculum-related lawsuits usually result from disputes over content. While courts usually defer to schools, a board's curricular discretion, either to require content or to censor it, is limited.

Curriculum Decisions

Following is a listing of what schools are and are not permitted to do, based upon judicial decisions over time pertaining to controversial issues in the curriculum.

Schools may:

1. Require students to learn controversial content, even if such content may offend the ideological or religious sensibilities of some in the community.
2. Teach about religion.
3. Require values or character education. The fact that some secular values parallel religious tenets does not taint a program as establishing religion.
4. Hold or require activities based on cultural traditions or fantasy, as long as they do not border on religious ritual.
5. Teach about religious holidays.
6. Include religious music in a school music group's repertoire.

Issues in Teaching Controversial Content/Dealing with Controversial Issues

~Page 3~

7. Restrict content based on legitimate pedagogical grounds. These include age appropriateness, professional acceptance, consistency with general educational objectives, or currency.
8. Require a teacher to teach content he/she finds objectionable.
9. Discipline a teacher for violating curricular guidelines or common sense propriety. Academic freedom does not permit a teacher to show an R-rated movie to young students or be in violation of district policy.

Schools may not:

1. Make arbitrary curriculum decisions without rational reasons. A decision must be rationally related to a legitimate governmental purpose.
2. Ban academic content solely because it's controversial or offensive to the religious or family values of some community members. Courts have held that students have certain legal rights to receive information, even if controversial.
3. Engage in religious instruction. Promoting or denigrating religion is unconstitutional.
4. Fail to address abuses of discretion by teachers.
5. Teach religion in the guise of other subjects.
6. Hold activities, that border on religious practice.
7. Hold religious celebrations.

A school district should consider a policy which includes an "opt-out" procedure for students to be excused from certain classes. Such a policy is not required, but it can help ease controversies. Legally, an opt-out makes it more likely that a court will reject a challenge to an assignment.

Textbooks and Instructional Materials

The rules for making textbook decisions are similar to those for curricular decisions.

Schools may:

1. Require assignment of materials even if some parents object to some of the ideas in them.
2. Forbid use of textbooks or materials in class because of vulgarity or graphic treatment of sexual matters, even where material has great literary value.
3. Rely on motion picture ratings to determine the appropriateness of films for students.
4. Use religious materials in class to teach about religion and culture.

Schools may not:

1. Remove instructional materials from the curriculum based solely on religious and ideological beliefs of parents/guardians and community members.

The Every Student Succeeds Act (ESSA) requires districts receiving federal funds to adopt a local policy giving a parent the right to inspect any instructional material, regardless of format, used as part of the educational curriculum. Parents must be notified, at least annually at the beginning of the school year, of the existence of the policy. Policy #6162.51, "Surveys of Students (Student Privacy)" addresses this issue.

Library Materials

Courts usually apply a stricter standard of review to decisions to restrict student access to library materials than to classroom materials. The rights of students to receive information cannot be infringed just because ideas are controversial or may be distasteful to some.

Issues in Teaching Controversial Content/Dealing with Controversial Issues

~Page 4~

A school board, however, can exclude materials from the library if they are not “educationally suitable” or are “pervasively vulgar.” It is recommended that boards establish a standard procedure to handle challenges to library materials.

Source: Based upon an article written by Thomas Hutton, NSBA Staff Attorney, appearing in *Inside School Law*, Winter 2003 edition.

Policy Implications

More than ever, young people are exposed to violent and traumatic confrontations at home and abroad through newspapers, television, and social media. Children bring these incidents and their reactions to them, to school. Educators need to prepare for the reverberations of these intensely charged events inside classrooms and schools. Classroom life is shaped by external forces in schools and society. Ongoing tensions among different racial, socioeconomic and religious groups that play out in schools will likely be heightened by the chaotic sociopolitical climate.

These volatile times call for helping teachers learn how to promote constructive discussions of charged issues within their classes. Whether planned or not these issues will get raised, if not by teachers, then by students. Students feel compelled to discuss such issues in order to try to make sense of them. There are many resources available to assist educators in facilitating discussion of difficult and controversial issues.

As mentioned previously, boards of education are required by ESSA to adopt a policy pertaining to parental inspection of curriculum materials.

The policies listed below relate to the information contained in this discussion of controversial issues.

1. Policy #1312 - “Public Complaints”
2. Policy #4118.21 - “Academic Freedom”
3. Policy #6144 - “Controversial Issues”
4. Policy #6144.1 - “Exemption from Instruction”
5. Policy #6144.3 - “Controversial Speakers”
6. Policy #6160 - “Educational Resources and Material”
7. Policy #6161 - “Equipment, Books and Materials”
8. Policy #6161.1 - “Evaluation/Selection of Instructional Materials”
9. Policy #6177 - “Use of Commercially Produced Video Recordings”

There are many existing samples of policy #6144, “Controversial Issues.” Due to the fact that, while still appropriate, they are dated, some new versions have been developed which are considered more in concert with the current educational and societal climate and follow for your consideration.

Please note that in some of the samples, options are provided requiring local determination regarding inclusion in the policy.

January 2022

Instruction

Controversial Issues

Introductory Statement

The Board of Education (Board) recognizes that the District's educational program may sometimes include instruction related to controversial issues that may arouse strong reactions based on personal values and beliefs, political philosophy, culture, religion, or other influences. Instruction concerning such topics shall be relevant to the adopted course of study and curricular goals and should be designed to develop students' critical thinking skills, ability to discriminate between fact and opinion, respect for others, and understanding and tolerance of diverse points of view.

Alternate Introductory Statements:

The Board of Education (Board) believes that free inquiry and exchange of ideas are essential parts of a democratic education. The Board respects students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular.

Contemporary society is characterized by differences of opinion arising from conflicts of values and belief, which become controversial issues within the community. It is the responsibility of public education, in a pluralistic, democratic society to provide for the treatment of controversial issues in a setting that allows free expression of opinion, promotes rational thought, and provides adequate learning resources.

The Board of Education (Board) accepts training for effective citizenship as one of the major purposes of education. This includes, in part, recognizing that many important areas of study involve issues on which differing positions are held by individuals or groups.

The public schools of the United States have the responsibility to educate students to be informed, conscientious citizens, capable of self-direction and critical thinking. In training young people to become effective citizens in our democracy, students must be given the opportunity to develop the ability to gain information about public issues, to evaluate facts, and to express themselves through discussion, writing, and the ballot.

The Board of Education (Board) recognizes the role of public education in preparing students for effective citizenship. Consequently, the instructional program to achieve this purpose must appropriately emphasize cultural heritage, critical thinking, and the rights, privileges, and responsibilities of living in a pluralistic society. The Board also recognizes that as students prepare for active engagement in participatory democracy, they often encounter issues that may be considered controversial. The Board encourages the examination of controversial issues related to the Board approved curriculum in an impartial and objective manner. The examination of controversial issues should occur in inclusive and supportive learning environments that encourage respect for multiple perspectives. The Board also encourages community support of the teaching of controversial issues in the classroom in order to promote the development of civic efficacy, student engagement, and critical thinking among District students.

Instruction

Controversial Issues (continued)

Definitions

A “**controversial topic or material**” involves a topic or material that is part of the District’s curriculum or media collection about which an individual and/or group urge the District to alter the use of said topic or material in the schools. It may deal with a topic for which society has not found a solution, and it is of sufficient significance that all proposed ways of dealing with it arouses a contrary response, or it may involve a material that contains language or treatment of topics that are objectionable to the citizen challenging the material.

OR

Controversial issues: Significant academic, social, political, and ideological matters about which there exists opposing viewpoints and/or multiple perspectives.

OR

Definition of a Controversial Issue: An issue is controversial when the question is debatable and when some of its proposed solutions conflict with the intellectual or emotional commitments of citizens to cherished interests, beliefs, or group loyalties.

OR

Controversial issues are defined as those problems, subjects or questions about which there are major differences of opinion, for which there are no easy answers, and discussion of which generally created strong feelings among people.

Curriculum: The prescribed elements of programs and courses which state clearly and specifically what students are to know and be able to do, how well they will be able to do it, and how they will meet the learning objectives and by what means they will be assessed. Sensitive and controversial issue topics are components of the curriculum.

Belief Statement

The Board believes the intelligent discussion of vital current public issues, often containing the element of controversy, is an important part of the education of youth for effective citizenship in our country. The democratic process itself is the resolving of controversy in an orderly fashion. Every American student has the right and responsibility to examine pertinent issues without prejudice. Only through an appreciation of all sides of a given issue can the student gain the wisdom to choose intelligently between proposed alternatives.

Controversial issues provide stimulation to learning by creating intellectual excitement and therefore are an important part of the classroom environment. Free inquiry in a democratic society requires that controversial issues arising in the classroom be handled as a regular aspect of instruction and learning in such a way as to not inhibit the dignity, the personality, or the intellectual integrity of either teachers or students.

Instruction

Controversial Issues

Belief Statement (continued)

The Board expects administrators and teachers to exercise professional judgment when deciding whether or not a particular issue is suitable for study or discussion. They shall consult with the Superintendent or his/her designee as necessary to determine the appropriateness of the subject matter, guest speakers, and/or related instructional materials or resources.

Guidelines

When providing instruction related to a controversial issue, the following guidelines shall apply:

1. The topic shall be suitable to the age and maturity of the students.
2. Instruction shall be presented in a balanced manner, addressing all sides of the issue without bias or prejudice and without promoting any particular point of view.
3. In the classroom, teachers act on behalf of the District and are expected to follow the adopted curriculum. In leading or guiding class discussions about issues that may be controversial, a teacher may not advocate his/her personal opinion or viewpoint. When necessary, the Superintendent or his/her designee may instruct teachers to refrain from sharing personal views in the classroom on controversial topics.
4. Students shall be assured of their right to form and express an opinion without jeopardizing their grades or being subject to discrimination, retaliation, or discipline, provided the viewpoint does not constitute harassment, threats, intimidation, or bullying or is otherwise unlawful.
5. Students shall be informed of conduct expected during such instruction and the importance of being courteous and respectful of the opinions of others.
6. Adequate factual information shall be provided to help students objectively analyze and evaluate the issue and draw their own conclusions.
7. The instruction shall not reflect adversely upon persons because of their race, ethnicity, national origin, sex, sexual orientation, gender identity or expression, disability, religion, or any other basis prohibited by law.
8. The subject matter of the instruction shall not otherwise be prohibited by state or federal law.

When a guest speaker is invited to make a presentation related to a controversial issue, the Superintendent or designee shall notify him/her of this policy and the expectations and goals regarding the instruction. If the guest speaker is presenting only one point of view on an issue, the teacher shall be responsible for ensuring that students also receive information on opposing viewpoints.

Instruction

Controversial Issues

Guidelines (continued)

When required by law, such as in regards to comprehensive sexual health and HIV prevention education, parents/guardians shall be notified prior to instruction that they may request in writing that their child be excused from the instruction. Students whose parents/guardians decline such instruction will be offered an alternative activity of similar educational value.

A student or parent/guardian with concerns regarding instruction about controversial issues may communicate directly with the teacher or Principal and/or use appropriate district complaint procedures.

Responsibilities

Students

Student responsibilities begin with a willingness to examine objectively one's own point of view and to make a concerted effort to understand the reasons for differing points of view. Such willingness is basic to working effectively with others on issues of common concern but with divergent possible solutions. Responsibilities relating to this basic premise are further emphasized in the recognition that honest people may differ without malice, without the disruption of emotional outburst, and without impugning the character or integrity of those who have differing opinions.

Alternate language to consider:

1. To research, study and discuss significant issues and to reach judgments and express opinions without jeopardizing his/her relationship with classmates or teachers.
2. To learn in an open classroom and school climate so that they feel free to examine any aspect of a controversial issue.
3. To study with competent instruction in an impartial atmosphere and have access to relevant material.
4. To conduct research in an atmosphere free from bias and prejudice.
5. To be protected against indoctrination, whether it be political, social, economic, religious, or other.
6. To assure that when controversial issues are being discussed in the classroom, every effort is being made to present various viewpoints fairly, impartially and discreetly.

Instruction

Controversial Issues

Responsibilities (continued)

Teachers

The effectiveness of the educational program in achieving the objectives set forth in this policy statement is primarily dependent upon the classroom teachers. In this regard, the specific responsibilities of the teacher are:

1. To determine the appropriateness of the issue with respect to the curriculum, course objectives, and the knowledge, maturity, and the ability of the students.
2. To advise the Principal regarding the planned study of a controversial issue and to consult with him/her concerning the appropriateness of the proposal.
3. To make provisions for suitable instructional materials and adequate time to give reasonably thorough coverage of the topic, and otherwise to present the issues after adequate planning and preparation.
4. To be sensitive to feeling in the community and judicious in treatment of the controversial issue.
5. To maintain an active concern for the rights and feelings of individuals, including the right to privacy.
6. To demonstrate by teaching style and instructional demeanor a commitment to the methods of objective inquiry in group activities.
7. To project in the most positive way their personal and professional adherence to practice which reflect respect for the dignity of the individual.
8. To ensure a balanced presentation through the careful selection of materials, guest speakers, and other instructional resources.
9. To label their opinion as such when it is expressed as a personal point of view.
10. To teach students those skills required for the analysis of complex issues and to provide a classroom environment in which students feel comfortable developing and expressing their own points of view.

Alternate language to consider:

1. To be free to conduct reasonable study and discussion of controversial issues without fear of reprisal.
2. To maintain a high degree of impartiality.
3. To treat controversial issues objectively and to present alternate and/or divergent positions and opinions.

Instruction

Controversial Issues

Responsibilities

Teachers (continued)

4. To determine the degree and extent of consideration given to a specific controversial issue based upon knowledge, intellectual maturity, and competence of the students in the class.
5. To ensure that an accurate, factual and balanced presentation of material is readily available for the student.
6. To be assured, if the need ever arises, that parents will be directed and encouraged by the Board and administration to take their questions and comments directly to the teacher concerned.
7. To ensure that a student's view of an issue is not suppressed as long as the expression of that view can be made in a reasonable manner.

Teachers, who in the performance of their teaching duties, are engaged in the study or discussion of such controversial issues shall be defended by the Board and District from unjust or unfair criticism or legal actions.

The Board's position on this matter applies to the regular curriculum of the schools and to extra-curricular activities before and after school, within the school building or outside of the school, whenever school or school-sponsored or sanctioned groups are involved. The Board reserves the right to exercise significant discretion in determining the content of school curriculum within the limitations provided by law.

Administration

The building Principal shall have the following responsibilities:

1. To consult with the teachers concerning the appropriateness of the proposed content and methods of teaching about controversial issues.
2. To maintain a general atmosphere conducive to dealing with controversial issues.
3. To support and protect teachers from undue and unjustified criticism that might arise from dealing with controversial issues in the classroom.
4. To ensure that the instructional program is not exploited by special interest groups or pressure tactics. (This does not preclude the utilization of guest speakers to present different points of view as long as the prior approval of the Principal is secured.)

Instruction

Controversial Issues

Responsibilities (continued)

Parents/Guardians

Parents/guardians of students in the District are responsible:

1. To recognize that it is the responsibility of the school to present controversial issues appropriate to the curriculum.
2. To refrain from attempts to suppress the teaching about controversial issues, assuming that the guidelines of responsibility and appropriateness have been followed.
3. To inform the teacher, Principal, and other appropriate personnel when they have information that indicates controversial issues are being dealt with in an inappropriate manner.

(cf. 0521.1 – Anti Racism)

(cf. 0521.2 – Commitment to Religious Neutrality)

(cf. 0523 – Equity and Diversity)

(cf. 1312 – Public Complaints)

(cf. 4118.21 - Academic Freedom)

(cf. 5131.911 – Bullying/Safe School Climate)

(cf. 5145.2 – Freedom of Speech/Expression)

(cf. 6141 – Curriculum Design/Development/Revision)

(cf. 6141.2 – Recognition of Religious Beliefs and Customs)

(cf. 6142 – Basic Instructional Program)

(cf. 6142.1 – Family Life and Sex Education)

(cf. 6142.10 – Health Education)

(cf. 6144.1 – Exemption from Instruction)

(cf. 6144.3 – Controversial Speakers)

(cf. 6145.5 – Organizations/Associations-Equal Access)

(cf. 6160 – Educational Resources and Material)

(cf. 6161 – Equipment, Books and Materials)

(cf. 6161.1 – Evaluation/Selection of Instructional Materials)

(cf. 6162.51 – Student Privacy/Surveys of Materials/Inspection of Materials)

(cf. 6177 – Use of Commercially Produced Video Recordings)

Instruction

Controversial Issues

Legal Reference: Connecticut General Statutes

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

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

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

Garcetti v. Ceballos, (2006) 547 U.S. 410

Johnson v. Poway Unified School District, (2011) 658 F.3d 954 (9th Cir.)

Mayer v. Monroe County Community School Corporation, (2007) 474 F.3d 477 (7th Cir.)

Policy adopted:
cps 1/22

Another version of this policy.

Instruction

Controversial Issues (and Materials)

I. Purpose

A “controversial topic or material” involves a topic or material that is part of the District’s curriculum or media collection about which an individual and/or group urge the District to alter the use of said topic or material in the schools. It may deal with a topic for which society has not found a solution, and it is of sufficient significance that all proposed ways of dealing with it arouses a contrary response, or it may involve a material that contains language or treatment of topics that are objectionable to the citizen challenging the material.

II. General Statement of Policy

The policy of the _____ School District (District) is as follows:

1. The District has a responsibility to include, in various curriculum areas and at all grade levels, content dealing with critical topics and using materials, some of which will be controversial or raise objections within the community.
2. Development of rational thinking and preparation for citizenship are the primary reasons for including the study of controversial topics or use of controversial materials in the curriculum.
3. The District, as an educational institution and as individual classroom teachers have a responsibility to give the student:
 - a. An opportunity to study controversial topics or read controversial materials which have political, economic or social significance about which they will begin to have an opinion.
 - b. Access to all relevant information, including the materials that circulate freely in the community.
 - c. Competent instruction balancing the various points-of-view in an atmosphere free from bias and prejudice.
 - d. The right to form and express their own opinions on controversial topics or materials without jeopardizing their relations with teachers or the schools.
 - e. Deliberate effort shall be made by the teacher to achieve balance over time in the viewpoints to which students are exposed.

III. Guidelines

Guidelines for the selection of controversial topics or materials to be studied in the classroom:

1. The topic or material should contribute toward helping students develop techniques for examining other controversial topics or materials.
2. The topic or material should be suitable for students of the maturity and background represented in the respective class.

Instruction

Controversial Issues (and Materials)

III. Guidelines (continued)

3. The topic or material should be related to the standards and course content and help achieve those standards and course objectives.
4. The topic or material should be of continuing significance.
5. Exceptions to the above expectations may be granted by the building Principal on a case-by-case basis.

(cf. 0521.1 – Anti Racism)

(cf. 0521.2 – Commitment to Religious Neutrality)

(cf. 0523 – Equity and Diversity)

(cf. 1312 – Public Complaints)

(cf. 4118.21 – Academic Freedom)

(cf. 5131.911 – Bullying/Safe School Climate)

(cf. 5145.2 – Freedom of Speech/Expression)

(cf. 6141 – Curriculum Design/Development/Revision)

(cf. 6141.2 – Recognition of Religious Beliefs and Customs)

(cf. 6142 – Basic Instructional Program)

(cf. 6142.1 – Family Life and Sex Education)

(cf. 6142.10 – Health Education)

(cf. 6144.1 – Exemption from Instruction)

(cf. 6144.3 – Controversial Speakers)

(cf. 6145.5 – Organizations/Associations-Equal Access)

(cf. 6160 – Educational Resources and Material)

(cf. 6161 – Equipment, Books and Materials)

(cf. 6161.1 – Evaluation/Selection of Instructional Materials)

(cf. 6162.51 – Student Privacy/Surveys of Materials/Inspection of Materials)

(cf. 6177 – Use of Commercially Produced Video Recordings)

Legal Reference:

Connecticut General Statutes

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

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

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

Garcetti v. Ceballos, (2006) 547 U.S. 410

Johnson v. Poway Unified School District, (2011) 658 F.3d 954 (9th Cir.)

Mayer v. Monroe County Community School Corporation, (2007) 474 F.3d 477 (7th Cir.)

Policy adopted:

cps 1/22

Another version of this policy.

Instruction

Controversial Issues

Introduction

Open, constructive dialogue about issues of public concern is a hallmark of lifelong learning and responsible citizenship. This includes the discussion of controversial social, political, and economic topics and policies.

The Board of Education (Board) believes in the following principles, honoring teachers' academic freedom as well as students' individual identities:

1. The District shall create a safe, inclusive learning environment where students are able to participate freely in academic dialogue as speakers and listeners. The school environment shall be used to provide balanced information and ideas on issues of opinion so that student may formulate their own positions and opinions.
2. Schools and classrooms are an environment where students must feel physically and emotionally safe. The District aspires to create a climate in which students consistently feel a sense of belonging and membership. Therefore, the schools must be a place free from a discourse that is intentionally harmful toward others or expresses hatred, bigotry, bias, or otherwise is reasonably intentionally hurtful to others.

It is the duty of the educational community to model for our students the ideals of acceptance of diversity and respect for civil discourse. It is incumbent upon educators to establish an emotionally safe environment for students to explore new ideas. It is our role to teach varied ideologies and political perspectives; engage students in critical thinking; and facilitate students' discovery of their own ideals and thoughts, all while modeling respectful dialogue and authentic inquiry.

At times, due to the nature of public discourse, educators may be reluctant to engage in discussion of controversial topics in an effort to avoid the perception of bias or judgment. Teachers must be keenly aware of their position of influence and that the classroom is not a forum to promote a particular political vantage point. As partners in our students' education, we shall aspire to promote healthy, authentic dialogue in our classrooms and corridors.

Definition of a Controversial Issue

An idea, viewpoint or topic can be considered controversial if, "a number of people disagree about statements and assertions made in connection with the proposition. Issues that deeply divide a society, that generate conflicting explanations and solutions based on alternative value systems, are considered controversial." The scope of issues that might be considered controversial is quite broad. The content of these issues may vary from local problems to issues international in scale.

Instruction

Controversial Issues (continued)

Engagement of Students in Learning About and Discussing Controversial Issues

The inclusion of controversial topics in the curriculum helps to:

- Develop students' critical thinking skills;
- Improve interpersonal skills, and
- Prepare students for their roles as contributors to a pluralistic democracy.

The productive treatment of controversial subjects demands a classroom climate conducive to the free expression of ideas. This should include the opportunity to hear a wide range of views, student freedom to express ideas, and teacher willingness to discuss ideas. Additional considerations include the following:

A. Selection of Issues

Topics of classroom discussion should, first and foremost, always be driven to the District curriculum. In selecting discussion issues, teachers should also consider their students' interest, experience, and expertise regarding the issue; the relevance of issues to their students' lives; their students' maturity level; and the significance of the issue to society.

B. Preparation of Students for Discussion

Teachers should invest time to train their students in discussion techniques. Teachers and students cooperatively determine guidelines for interaction, and both realize that to establish a rhythm and flow of discussions will take practice and patience.

Ensuring that students are adequately prepared to handle an issue in a discussion format requires that teachers provide informational resources and that students have an opportunity to acquire background knowledge prior to the discussion. Background information may be provided through readings, lectures, films, guest speakers, or field trips.

C. Establishment of an Open Discussion Climate

The creation of an intellectually safe environment for student participation is one of the most important elements of successful discussions. Teachers should model appropriate discussion behaviors by carefully listening to and respecting students' contributions. Teachers should tolerate widely divergent views and encourage the expression of them in order to establish a non-threatening arena for the exposition of ideas. Students must understand that they may not interrupt each other's comments and that they may disagree without being disagreeable.

Instruction

Controversial Issues

Engagement of Students in Learning About and Discussing Controversial Issues (continued)

D. Maintenance of Focus and Direction

District teachers should work to provide the necessary structure for constructive discussions. An agenda for the discussion might include defining the problem, summarizing and analyzing evidence, suggesting possible solutions, hypothesizing consequences of solutions, and relating the issue to the personal experience of the students.

E. Intellectual Balance, Encouraging Equal Participation

A primary role of the teacher in facilitating the learning of curriculum and moderating classroom discussions is to ensure that students are exposed to the full range of perspectives on any issue considered. Teachers should actively solicit a wide array of opinions about discussed issues, and expose students to a fair hearing of competing points of view. If important viewpoints on a given issue are not expressed, they may be elicited through careful questioning; or they may be provided by asking students to role-play someone who would present that perspective. To achieve a level of balanced participation it is often necessary to actively draw reticent students into the discussion and to limit the contributions of more outspoken students. The establishment of a participation system is generally helpful in addressing this problem.

F. Guiding Principles

Above all, the District objective is to allow students to figure out their views about, and stance on issues themselves. The Board believes effectively and responsibly addressing controversial issues in the educational process provides a unique opportunity to partner with families. To that end, the Board pledges its commitment to these guiding principles:

- We aim to create a safe, inclusive learning environment where students are able to participate freely in academic dialogue as speakers and listeners.
- Schools and classrooms are an environment where students feel physically and emotionally safe. We aspire to create a climate where students consistently feel a sense of belonging and membership.
- We respect the inquisitiveness of learners as well as the family and community belief systems which they bring to school.
- The US Constitution is the law of the land and a cornerstone of our curriculum. We aim to present relevant features of the US Constitution in timely and meaningful contexts. In the spirit of the Constitution, we underscore that all students, regardless of their opinion or conviction, warrant respect.
- We are open and available to help students with any confusion they may experience in the process of political debate, whether that be with educators or their peers. Students should feel free to seek out the support of a guidance counselor, teacher, or administrator if they feel the need to discuss any issue.

Instruction

Controversial Issues (continued)

- (cf. 0521.1 – Anti Racism)
- (cf. 0521.2 – Commitment to Religious Neutrality)
- (cf. 0523 – Equity and Diversity)
- (cf. 1312 – Public Complaints)
- (cf. 4118.21 – Academic Freedom)
- (cf. 5131.911 – Bullying/Safe School Climate)
- (cf. 5145.2 – Freedom of Speech/Expression)
- (cf. 6141 – Curriculum Design/Development/Revision)
- (cf. 6141.2 – Recognition of Religious Beliefs and Customs)
- (cf. 6142 – Basic Instructional Program)
- (cf. 6142.1 – Family Life and Sex Education)
- (cf. 6142.10 – Health Education)
- (cf. 6144.1 – Exemption from Instruction)
- (cf. 6144.3 – Controversial Speakers)
- (cf. 6145.5 – Organizations/Associations-Equal Access)
- (cf. 6160 – Educational Resources and Material)
- (cf. 6161 – Equipment, Books and Materials)
- (cf. 6161.1 – Evaluation/Selection of Instructional Materials)
- (cf. 6162.51 – Student Privacy/Surveys of Materials/Inspection of Materials)
- (cf. 6177 – Use of Commercially Produced Video Recordings)

Legal Reference: Connecticut General Statutes
31-51q Liability of employer for discipline or discharge of employee on account of employee's exercise of certain constitutional rights.
Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)
Keyishian v. Board of Regents 395 U.S. 589, 603 (1967)
Garcetti v. Ceballos, (2006) 547 U.S. 410
Johnson v. Poway Unified School District, (2011) 658 F.3d 954 (9th Cir.)
Mayer v. Monroe County Community School Corporation, (2007) 474 F.3d 477 (7th Cir.)

Policy adopted:
cps 1/22

Another version of this policy.

Instruction

Teaching about Controversial Issues/Controversial Speakers

An important goal of the _____ School District is to help prepare students for intelligent and conscientious participation as citizens in our democratic society. One step toward meeting this goal is to introduce students to reasoned and dispassionate approaches to the analysis of contemporary social and political issues. To insure that these issues can be examined in an atmosphere as free from emotion and prejudice as the times permit, the Board of Education (Board) establishes the following guidelines for discussion of controversial issues in the schools.

Teacher-Planned Classroom Discussions

1. Controversial issues selected by teachers for classroom discussion must relate directly to the objectives and content of courses approved by the Board for inclusion in the curriculum.
2. The teachers' right to introduce controversial issues in classroom presentations does not include the right of advocacy. Teachers must refrain from using their positions to express partisan points of view.
3. The approach to discussion of these issues in the classroom must be objective and scholarly with minimum emphasis on opinion and maximum emphasis on intelligent analysis.
4. Teachers must ensure that the reasoned arguments of all sides of an issue are given equal presentation and emphasis in classroom.
5. Teachers may invite visitors from outside the schools to give presentations on controversial issues when the visitors offer qualifications and resources not available in the schools. All visitors are to be guided by the standards of language usage that prevail in the classrooms and by the standards of scholarly inquiry set forth above. Whenever possible, teachers who invite visitors to present one side of an issue will also invite visitors to present the other side(s).
6. In all cases teachers must obtain from the Principal permission to invite visitors for classroom presentations. Permission must be requested at least 48 hours before the scheduled time of presentation.

Student-Initiated Forums on Controversial Issues

Student groups may request permission to conduct forums on controversial issues in the schools. The Principal may grant such requests under the following conditions:

1. Preparation for presentation of a forum will not cause any student or teacher to miss class and will not cause the cancellation of any class.
2. Adequate advance planning must be conducted for each forum. A request to hold a forum must be received by the Principal at least three weeks before the scheduled date of presentation. For each request the Principal will appoint, after consultation with the requesting student group, an adult advisory group consisting of at least two parents/guardians and two faculty members.

Instruction

Teaching about Controversial Issues/Controversial Speakers

Student-Initiated Forums on Controversial Issues (continued)

3. The standards for approach to discussion, style of presentation, and use of visitors as defined above will apply to student-initiated forum.

Requests from Groups or Individuals Outside the Schools

No permission will be granted non-school groups or individuals to make presentations on controversial issues in the schools during school hours. Requests for after-school or evening use will be processed in accordance with the Board's policy on community use of school facilities.

No permission will be granted outsiders for distribution of literature on controversial issues to students in general or to class groups.

A Principal may grant an outside group or individual permission to post one notice of a public meeting for discussion of issues if the language of that notice conforms to the standards that prevail in the community. The Principal will determine the appropriate bulletin board for such notices.

(cf. 0521.1 – Anti Racism)

(cf. 0521.2 – Commitment to Religious Neutrality)

(cf. 0523 – Equity and Diversity)

(cf. 1312 – Public Complaints)

(cf. 4118.21 – Academic Freedom)

(cf. 5131.911 – Bullying/Safe School Climate)

(cf. 5145.2 – Freedom of Speech/Expression)

(cf. 6141 – Curriculum Design/Development/Revision)

(cf. 6141.2 – Recognition of Religious Beliefs and Customs)

(cf. 6142 – Basic Instructional Program)

(cf. 6142.1 – Family Life and Sex Education)

(cf. 6142.10 – Health Education)

(cf. 6144.1 – Exemption from Instruction)

(cf. 6144.3 – Controversial Speakers)

(cf. 6145.5 – Organizations/Associations-Equal Access)

(cf. 6160 – Educational Resources and Material)

(cf. 6161 – Equipment, Books and Materials)

(cf. 6161.1 – Evaluation/Selection of Instructional Materials)

(cf. 6162.51 – Student Privacy/Surveys of Materials/Inspection of Materials)

(cf. 6177 – Use of Commercially Produced Video Recordings)

Instruction

Teaching about Controversial Issues/Controversial Speakers

Legal Reference: Connecticut General Statutes

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

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

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

Garcetti v. Ceballos, (2006) 547 U.S. 410

Johnson v. Poway Unified School District, (2011) 658 F.3d 954 (9th Cir.)

Mayer v. Monroe County Community School Corporation, (2007) 474 F.3d 477 (7th Cir.)

Policy adopted:
cps 1/22

*An administrative regulation to consider as replacement for existing regulation approved
5/20/14.*

Instruction

Controversial Issues

Purposes of the Study of Controversial Issues

The study of an issue should provide opportunities for students to develop techniques of examining any controversial issue and should strengthen or change their individual commitment to viewpoints reached through independent, systematic research.

Investigation of significant issues should strengthen the student's ability and will to study any complex life situation. It should enable him/her to recognize the necessity for, and the value of, differing viewpoints and to appreciate the role of controversy as an instrument of progress.

The study of such issues shall have as its purpose the development of the following skills and attitudes:

1. The desire and ability to study relevant problems and to make intelligent choices from alternatives.
2. The desire and ability to use rational methods in considering significant issues.
3. The willingness to recognize that differing viewpoints are valuable and normal.
4. The recognition that reasonable compromise is often an important part of the democratic decision-making process.
5. The skill of analyzing and evaluating sources of information, recognizing propaganda, half-truths, and bias.

Periodically, the building administrator should discuss the teaching of controversial issues with staff members.

If a teacher is in doubt regarding the appropriateness of discussing certain controversial issues in the classroom or regarding the ability to handle such issues, the teacher should confer with the Principal. If the matter cannot be resolved to the satisfaction of the Principal, the matter may be referred to the appropriate district administrator.

No out-of-school group or individual has the right to present arguments for or against any issue under study directly to the students or to the class. The teacher may invite representatives of different viewpoints to appear before the class and discuss opinions, after obtaining approval of the Principal.

Whenever, in the minds of individual citizens or community groups, there is disapproval of the materials of instruction or the procedures employed by teachers or students in choosing, presenting, or carrying out the study of controversial issues, the matter should be presented to the local school administrator. If a hearing before the Board is desirable, procedures are to be followed in accordance with district policy.

Instruction

Controversial Issues (continued)

Responsibilities of Teachers: The study of controversial issues should always be based on the foundation of positive instruction leading to a belief in the ideals and processes of American democracy and to the understanding of ideas and methods which are contrary to American democracy. Proposed solutions should be tested in the light of democratic ideals, concern for the worth of the individual and for the common welfare and recognition of fair play and emphasis on peaceful, constitutional methods of achieving progress.

Knowing the policy of the district and making full use this knowledge and of an understanding of the students, the school, and, the community, the teacher should:

1. Be thoroughly informed on the subject under discussion before presenting an issue.
2. Deal with controversial topics as impartially and objectively a possible.
3. Handle all such topics in a manner suited to the range of knowledge, maturity, and competence of students.
4. Instruct in a balanced manner, addressing all sides of the issue without bias or prejudice and without promoting any particular point of view.
5. Choose suitable and useful instructional materials.
6. Stimulate students to make use of a wide variety of materials and experiences, both in and out of the classroom.
7. Be able to explain their significance by pointing out possible missing arguments, interpretations, and points of view.
8. Provide experiences in recognizing and evaluating the consequences of alternatives.
9. Promote, in all possible ways, student interest in and appreciation of rational methods of considering issues and arriving at decisions.
10. Direct class discussion to cover all points of view.
11. Distinguish between teaching and advocating, and refrain from using classroom teacher influence to promote partisan or sectarian viewpoints.

No student's viewpoint shall be suppressed, provided such expression is not malicious or abusive toward others. Students shall be assured of their right to form and express an opinion without jeopardizing their relationship with the teacher or school.

Classroom Techniques for Handling Controversial Issues: The handling of controversial issues in the classroom requires skills which are basic to the solving of all problems. When consideration of a controversial issue is looked upon as problem-solving, it is possible to break down the process into a number of steps.

Instruction

Controversial Issues (continued)

Rights of Students: For public schools, policy on controversial issues is defined in terms of the rights of students. The student has four basic rights to be recognized:

1. The right to study any controversial issue which has/political, economic, or social significance and concerning which, at the student's age/and maturity level, the student should begin to have an opinion.
2. The right to have free access to all relevant information, including the materials that circulate freely in the community.
3. The right to study under competent instruction in an atmosphere free from bias or prejudice.
4. The right to form and express individual opinions on controversial issues without jeopardizing relations with teachers or others.

The Selection of Issues: In general, the decision as to whether a controversial issue should become a matter of school study should be based upon the following criteria:

1. It must contribute significantly to the objectives of the curriculum.
2. Subject areas of content material shall be taught in accordance with the requirements of state statutes.
3. The issue must be within the range of students' interests, experience, maturity, culture, and competence.
4. The issue must have a meaningful relationship to the matters of concern to students at the time it is studied.
5. There must be adequate time to justify its presentation.
6. The issue must be one which the teacher feels competent to handle.
7. The issue must involve alternate points of view which can be understood and defined by students. Indoctrination must not be the purpose. The purpose is to have the student see as fully as possible all sides of an issue.
8. The issue must be one about which information is present and available so alternatives can be discussed and evaluated on a factual and reasonable basis.
9. The issue must be one which the community as a whole would not find objectionable.
10. The issue must involve the emotions of the students sufficiently to interest them, but not to such an extent that they are unable to study it rationally.
11. The issue must provide opportunity for critical thinking for the development and the understanding of conflicting points of view, at the same time that it aligns to the prescribed course of study, state standards and not prohibited by law.

Instruction

Controversial Issues (continued)

When a guest speaker is invited to make a presentation related to a controversial issue, the Board requires that he/she be notified of the Board's policy and the expectations and goals regarding the instruction. If the guest speaker is presenting only one point of view on an issue, the teacher shall be responsible for ensuring that students also receive information on opposing viewpoints.

When required by law or otherwise deemed appropriate by the teacher or administrator, parents/guardians shall be notified prior to instruction related to any controversial issue and parent/guardian consent shall be obtained for student participation. Students whose parents/guardians decline such instruction are to be offered the option to participate in an alternative activity of similar value. A student or parent/guardian with concerns regarding instruction about controversial issues shall be directed to appropriate District complaint procedures.

Instruction

Publications

District/School/Staff/Student Publications

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 publications on the Internet. All publications 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 publications for the district and individual schools for educational purposes. These publications shall serve as avenues for educating the community, providing information about our schools and communicating with the extended school community. District and individual school publications shall be used to share information relating to the schools and the district mission. These publications may also provide instructional resources for staff and students. Content published 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 publications, 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 published content must comply with these guidelines.

The District may develop publications through a variety of methods using a variety of services. These policies and regulations apply to such publications.

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 Publications

District publications provide 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 site should be directed to the Building Principal and/or Superintendent. Personal information, not related to education, will not be permitted.

School Publications

A school site provides unique and ever-changing ways to interact with the community and improve student learning. School publications:

1. Allow an individual school to provide current and complete information to its community at large.
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 publications shall conform to this policy and its accompanying regulations. The primary purpose of a schools' publications 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 publications serve additional purposes related to its educational mission.

When a school allows student publications on the Internet, the purpose of including such publications shall be clearly identified. These publications shall be consistent with the mission, goals, policies, programs and activities of the district.

Staff Digital Publications

Staff may use digital media to implement curriculum goals, to provide instructional resources for other staff members and to facilitate learning. This use of digital media must reflect the educational goals and objectives of the district. Staff may not utilize publications sponsored or supported by the Woodbridge Board of Education for personal use or for proprietary gain.

Use of District publications by staff members shall comply with all rules and regulations promulgated by the school administration.

Content

The Superintendent or designee shall ensure that publication 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 publications. The Superintendent or designee may establish standards for the design of the district and school publications 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 site. Student directory information shall not be published on school or district publications.

All publications of student pictures or works shall follow the guidelines included in this policy.

District and school publications 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 District publications may only be used for educational and non-commercial purposes, and that the Board of Education has no responsibility or liability for any damages resulting from the use of the publications.

Policy adopted: May 20, 2025

WOODBIDGE PUBLIC SCHOOLS

Woodbridge, Connecticut

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:

Existing policy adopted 5/20/14, appropriate as written.

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.

Existing policy adopted 5/20/14, appropriate as written.

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.

WOODBRIAGE 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:

Woodbridge Field Trip Permission Slip

Dear Parent/Guardian:

We are planning a Field Trip to _____
on _____. This trip is _____
_____. The cost of this trip is \$ _____ per student.

No student will be excluded from this trip due to inability to pay. If this is a concern, please contact your teacher or principal as soon as possible.

Please sign and return the permission slip below with payment information* or payment ***NO LATER THAN*** _____.

*You can easily pay for this field trip with the online payment/registration system by clicking on the "Field Trip" link located on our website www.woodbridge.k12.ct.us

Other Information:

Sincerely,

Woodbridge Board of Education – Beecher Road School Field Trip Permission Slip

I give permission for _____ in _____ class, to
Student *Teacher Name*

Attend the above Field Trip to _____

I have paid \$ _____ by _____ online payment/registration system *(see above)
or _____ Check, or _____ Cash

*Please make checks payable to: **WBOE Field Trip Account***

Parent/Guardian Signature

Date

Print Name

Would you like to be called to chaperone this trip, if needed? Yes No

Please supply us with a phone number _____

Woodbridge Board of Education Field Trip Procedures

1. All Field Trips begin with the **Teacher** who will complete the **Field Trip Approval Form** and submit it to the appropriate Principals office.
2. If a **Nurse** is required on a field trip, the Teacher/Teacher Assistant will discuss the need and availability with the nurse assigned to their grade level. The nurse will assess the needs of the class. If their attendance is needed, they will obtain their own coverage for the day.
3. The Field Trip Approval form when approved by the principal, is submitted to the **Superintendent's Office** for approval. **NOTE: Out-of-State trips** will need **extra time** to be approved at a Board of Education meeting **before** approval by Superintendent.
4. The **Business Manager** will approve the cost of the trip and the charge to each child, as calculated by business office staff. All **chaperones pay the admission for themselves**.
5. The **Business Office** staff will enter information into **ProClass** and obtain a **bus** according to policy. A copy of the completed approval form will be sent to the School Office, the teacher and the nurse.
6. The **Permission Slip Form** to be completed with cost, payment options and the deadline for the collection of funds, as well as other important information that the teacher may need to include to the parents. There is a copy of one in the Business Office Forms in the staff email system.
7. Funds collected are to be brought to the Business Office staff with the **Field Trip Funds for Deposit Form, Verification/Breakdown sheet and copies of checks**. Checks are to be stamped with the **For Deposit Only** stamp. **NOTE: DO NOT HOLD CHECKS FOR WEEKS AT A TIME.** Money should be **locked** in a designated area until submitted to the Business Office. Accounts Payable will confirm amount, create deposit slip and deposit at bank.
8. If a check is required for the admission fee, the Teacher/Teacher Assistant submits a **Field Trip Check Request Form** with an **invoice that states the fee per child or group**, to the Business Office. If possible, **mailing of the check is preferred**. If the check cannot be mailed, it can be picked up at the Business Office on the morning of the trip. The check is to be kept in a secure place until needed. Please provide as much time as possible for processing of a check, at least **four (4) school days prior to trip**.
9. **NO CHECK WILL BE ISSUED UNLESS SUFFICIENT MONEY HAS BEEN RECEIVED FOR THE TRIP.**

Please be sure to follow these steps. It takes a team to ensure a successful field trip for each student. If you have any questions or concerns, please contact your principal. Your cooperation is greatly appreciated.

Woodbridge Board of Education Field Trip Procedures

Flow of Field Trip

Teacher/Team decides on trip, fills out **Field Trip Approval Form**, signs, and sends to Principal.

Principal signs her/his approval for trip and sends to Superintendent.

Superintendent approves trip and sends to Business Office (*unless it is an out of state trip, then it will need BOE approval first*)

Business Manager & Accounts Payable staff calculates the cost of the trip.

Accounts Payable arranges bus for trip and puts trip into ProClass.

Accounts Payable sends approved copy to Teacher/Assistant, school office and nurse.

Teacher or Assistant sends home permission slip.

Teacher or Assistant **collects permission slips and money.**

Teacher or Assistant attaches necessary **deposit forms** and brings to Business office staff

Accounts Payable counts deposit, fills out deposit slip and takes to the Bank.

Teacher or Assistant fills out **Check Request Form**, attaches invoice and sends to Business Office.

Accounts Payable processes check for mailing or pick-up at Business Office.

Bus shows up.

All have a happy Field Trip!

Existing policy, number 6154 adopted 5/20/14, appropriate as written.

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.

Existing policy, adopted 5/20/14, appropriate as written.

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: May 20, 2014

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, adopted 6/20/22, appropriate as written.

Instruction

Special Education

As required under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), the Woodbridge Board of Education shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the District.

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

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

In fulfilling its legal duties and responsibilities for providing special education programs for its students, the District may be assisted through Regional Service Center and through cooperative associations with other school districts. If necessary, students may also be placed in private school education facilities as provided in state and federal statutes.

Legal Reference: Connecticut General Statutes
10-76a Definitions.
10-76b State supervision of special education programs and services. (as amended by PA 12-173)
10-76c Receipt and use of money and personal property.
10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 0048, PA 06-18 and June Special Session PA 15-5, Section 277)
10-76e School construction grant for cooperative regional special education facilities.
10-76f Definition of terms used in formula for state aid for special education.
10-76g State aid for special education.
10-76h Special education hearing and review procedure. Mediation of disputes.
10-76i Advisory council for special education.

Instruction

Special Education

Legal Reference: Connecticut General Statutes
10-76j Five-year plan for special education.
10-76k Development of experimental educational programs.
10-76m Auditing claims for special education assistance.
10-76a-1 et seq. Definitions
10-76d-1 through 10-76d-19 Conditions of instruction
10-76h-1 through 10-76h-2 Due process
10-76l-1 Program Evaluation
10-145a-24 through 10-145a-31 Special Education (re teacher certification)
10-2641 Grants for the operation of interdistrict magnet school programs
34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.
American with Disabilities Education Act, 20 U.S.C. §12101 et seq.
Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794
P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act
20 U.S.C. §6368 (3) The No Child Left Behind Act
Bd of Ed of the City School District of the City of New York v. Tom F.
128S.Ct. 1, 76 U.S.L.W. 3197 (2008)
Rowley v. Board of Education, 485 U.S.-176 (1982)
Andrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)
A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)
Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)
A.R. v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)

Policy adopted: June 20, 2022

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy adopted 5/20/14, appropriate as written, with an updated appendix for review.

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: May 20, 2014

WOODBRIIDGE 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:

Principal

Selection Policy For School Library Media Center Collections

School Library Media Specialists are responsible for the review, evaluation, and selection of the school library media collection. School Library Media Specialists work cooperatively with administrators and teachers to provide resources which represent diverse points of view, stimulate growth in thinking skills, and promote the overall educational program. Library media collections are developed to meet both curricular and personal needs. To ensure that these needs are met, Library Media Specialists apply selection criteria and use recommended selection tools. All purchases, including gifts, shall meet the same selection standards.

This selection policy reflects the philosophy and goals of the school system and supports the principles of intellectual freedom described in *Information Power: Guidelines for School Library Media Programs*, *the Library Bill of Rights (ALA)*, *Students' Right to Read (NCTE)*, and other statements on intellectual freedom from the American Library Association and the American Association of School Librarians.

Selection Criteria for Library Media Materials

- **Appropriate for recommended levels**
Library media materials shall be accessible to students of varied abilities, and meet informational and interest needs of all students.
- **Pertinent to the curriculum and the objectives of the instructional program**
Library media materials shall be selected on the basis of assessed curricular needs. Materials shall reflect the identified learning outcomes of the instructional program.
- **Accurate in terms of content**
Library media materials shall present facts in an objective manner. Authority of the author, organization, publisher/producer shall be a consideration in selection. Materials concerning human development and family life shall contain facts which are presented in a manner appropriate to the level of the students.
- **Reflective of the diverse nature of a global society**
Library media materials shall provide a global perspective and promote diversity as a positive attribute of our society. It is important to include materials by authors and illustrators of all cultures.
- **Recognizing bias and avoids stereotype**
Materials shall reflect the basic humanity of all people and be free of stereotypes, caricatures, distorted dialect, sexual bias, and other offensive characteristics. Library materials concerning religious, social, and political content shall inform rather than indoctrinate.

- **Representative of differing viewpoints on controversial subjects**
Students have the right to information on both sides of a controversial issue. By having access to a variety of resources students will have the knowledge base to develop critical thinking and problem solving skills. The school library media center provides free and equitable access to all information.
- **Appropriate format to effectively teach the curriculum**
Library media materials shall be available in variety of formats, e.g., print, non-print, electronic, multimedia, to meet the needs and learning styles of a diverse student population.
- **Recent copyright date as appropriate to the subject**
Library media materials shall be assessed for currency of the information as it relates to the content and purpose of the item.
- **Acceptable in literary style and technical quality**
Literary quality, technical merit, physical arrangement, and aesthetic characteristics shall be considered as integral components in the evaluation of all media formats.
- **Cost effective in terms of use**
Library media materials shall be evaluated for cost effectiveness in terms of accessibility, projected use, and durability.
- **Appropriate for students with special needs**
Library media materials shall be provided to meet curricular needs and the individual needs, interests, and learning styles of all students at all levels.

Implementing the Selection Policy

The objective of the selection policy is to increase the awareness of educators of the many considerations one must apply when making decisions about information resources available to students and teachers. The proliferation of knowledge as characteristic of the “Information Age” brings with it many challenges. According to John Naisbitt, "We have for the first time an economy based on a key resource (information) that is not only renewable, but self generating. Running out of information is not a problem, but drowning in it is."

Library media specialists play a leadership role in communicating to the educational community the purpose and scope of the selection policy. The responsibility for coordinating the selection of library materials rests with the library media specialist who seeks faculty, student, and parent recommendations for purchase of library media materials. Favorable reviews from professional review journals and authoritative selection references shall be used when developing library media collections. Wherever possible, direct examination of materials is advisable to ensure that they meet selection criteria.

Essential Curriculum and Collection Development

The major emphasis of collection development shall be to provide materials which meet curricular needs. It is recommended that a copy of each curriculum guide be housed in the library media center. The library media specialist needs to be familiar with changes and additions to the curriculum and how they effect collection development.

Teacher Recommendations

Communication with teachers to assess curriculum needs and recommendations for purchase is an important part of the selection process. Since the library media collection is an integral part of the instructional and learning process, the strength and value of the collection are ensured when teachers are actively involved in the selection process. A sample form is included at the end of this document.

Student and Parent Recommendations

Suggestions from students and parents is also an important part of the selection process. As students seek information for curricular purposes or use the library media center for personal interests, students and parents are encouraged to make recommendations of specific resources or subject areas where information is needed. A sample form is included at the end of this document.

Professional Review Journals

American Library Association

Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries

<https://www.ala.org/tools/challengesupport/selectionpolicytoolkit/reviewresources>

Recommended Reading: Librarian/Professional Resources

A collection of ALA's literature award winners and various notable reading lists.

<https://libguides.ala.org/recommended-reading/professional-resources>

Copyright for Libraries: Fair Use

A resource to help librarians understand copyright issues.

<https://libguides.ala.org/copyright/fairuse>

Core Collection Tools

Core collection tools are authoritative selection references to help assess the quality of the media collection and the availability of resources from various publishers/producers. Unlike review journals which are published monthly/bi-monthly, core collection references are updated annually.

Considerations For Selection of Print Materials

Vendor Catalogs

Publisher and jobber catalogs can be useful in preparing orders and determining the availability of materials. It is recommended that a Publisher & Producer file be kept only for those catalogs which are most useful and appropriate for the collection. Some catalogs list review sources, but they may not necessarily be positive ones. Also, some jobbers will prepare upon request subject specific bibliographies of materials, e.g., multicultural with reference to reviews. These lists can be used to facilitate preparation of purchase requisitions. The library media specialist shall keep in mind that these are marketing tools, not selection tools.

There are general selection criteria which apply to all library media materials. The following media formats require additional considerations.

Books

Due to the high cost of materials, it is important to examine books with the following additional criteria in mind before purchasing:

- Illustrations and layout
- Type style and text density
- Paper quality
- Durability of bindings
- Readability and interests levels
- Indexing

Paperbacks

Paperbacks are an inexpensive way to supplement the library media collection for duplication of titles, in-depth studies, special projects, and leisure reading. It is recommended that first copies of picture books be hardcover.

When deciding whether to purchase paperback books or hardbound books consider the following:

- * Curricular demand placed on these books in the individual school
- * Use of these materials for research, independent reading, duplication of classics, and popular fiction
- * Cost and use of paperback books as compared to the cost of hardback books

Periodicals

Periodicals support the curriculum and provide leisure reading for students. Professional review journals and library periodicals for instruction may be considered for purchase. Consider access to full text online periodical databases.

Newspapers

Newspapers may be ordered as needed. Consider access to full text online newspaper databases.

Pamphlets

Pamphlets that support the curriculum may be added to the collection. It is recommended that they be organized in an information file by subject rather than fully cataloged. Apply general selection criteria.

Reference

Reference materials in both print and electronic formats provide comprehensive information in both general and subject-specific areas. They also serve as access tools to information from other sources including school, public, academic, and electronic collections.

The following points need to be considered:

- * Cost effective in terms of projected use
- * Authority
- * Arrangement and indexing
- * User-friendly

Considerations for Selection of Non-print Materials

The criteria for selection of non-print materials are essentially the same as for print materials. The quality of auditory and visual presentation shall be considered as well as accuracy of information and the appropriateness of format.

Non-print materials shall:

- * Promote instructional goals and support the curriculum
- * Provide a variety of media formats to meet the needs of the curriculum
- * Present content in appropriate format and acceptable technical quality
- * Avoid dense text and graphics

Considerations for Selection of Electronic Resources

The criteria for selection of electronic resources are essentially the same as for print materials. Electronic resources such as streamed content, computer software, and online services provide greater access to information. Availability of network versions and site license agreements may be a factor in selection.

Electronic resources shall:

- * Provide learner control through flexible pacing, variable difficulty, and optimal branching and linking
- * Information is accurate and reliably maintained
- * Organization, searching capabilities, and navigation tools enhance information retrieval
- * Provide record keeping and management options, if applicable
- * Provide readable text, attractive graphics, and an appealing layout
- * Have easy-to-understand, comprehensive documentation
- * User friendly

Collection Development

The school library media program is an integral part of the instructional process. As part of the instructional process, the collection development is based upon the belief that all students, teachers, administrators, and support staff shall have open access to all forms of information relevant to learning and teaching the curriculum. To ensure access to quality library media collections, a systematic process for assessing and building library media collections is essential.

Collection development is the ongoing process of identifying strengths and weaknesses of library media collections in terms of student needs. Collection development demonstrates that funds are being spent wisely and that library media collections meet the informational needs of the curriculum as well as independent reading and viewing needs of students. The three components involved in the collection development process are:

Analysis of the School Community

In order to be responsive to the unique needs of each school, a collection development process must be based upon an analysis of student needs at that particular school. There will be some similarities among library media collections across the system, but the profile provided by this analysis will ensure that the specific needs of each school are addressed.

Assessment of the Library Media Collection

Collection assessment is needed to determine the quality of the existing library media collection. It is an organized method for collecting statistics on the age of the collection, the number of titles in the collection, and the ability of the collection to meet curricular needs.

Selection and Acquisition of Materials

The selection and acquisition of new library media materials will be based upon the needs of each library media center as determined by the collection assessment process and upon the availability of funding. The Board policy shall be followed when selecting all library media materials.

Assessment and Inventory Process

An essential step in collection development is assessment of the needs of the curriculum and student population with regard to library media resources. Library media specialists will develop yearly and long-range plans to assist in ongoing assessment.

Assessment of the collection includes taking inventory of existing materials, assessing materials in relation to needs of instructional units, and weeding outdated and inappropriate materials.

The inventory is a process by which holdings are checked against the conventional or automated cataloging system and the actual item to determine if the resource is still part of the collection and still meets selection criteria. The objective of this inventory is to ensure that the cataloging system accurately reflects the collection which is the key access point for students and teachers to locate information within the library. This procedure shall not disrupt the library media program. Some library media specialists may prefer to complete an inventory annually; others may prefer to use a two or three-year cycle.

Consideration File

Library media specialists shall maintain a Consideration File for future purchases. This file shall reflect school needs, staff recommendations, and reviews. Create a database to input ordering information for resources which are recommended for purchase and to output a list of resources to order. Some suggested database fields are: Title, author, publisher, copyright, review source, price.

Deselection (Weeding) Policy For School Library Media Center Collections

Weeding of Materials

The Public Schools maintains an active policy of withdrawal based on the elimination of outdated material, books no longer of interest or in demand, duplicates, and worn or mutilated copies. Frequency of circulation, community interest, and availability of newer and more valid materials are of prime consideration. Local history, genealogy, and material of local industry are an exception. Fiction, once popular, but no longer in demand, is discarded as are nonfiction books which were purchased to meet demands no longer existing.

Systematic weeding of the collection is required of every Library Media Specialist in order to keep the collection responsive to patrons' needs, to insure its vitality and usefulness to the school community, and to make room for newer materials. Weeding identifies damaged items, ephemeral materials which are no longer used, out-of-date materials, and extra copies which are not being used. Weeding also helps the Library Media Specialist evaluate the collection by identifying areas or titles where additional materials are needed, older editions that need to be updated, and subjects, titles, or authors that are no longer of interest to the community. If a Library Media Specialist is uncertain about a title to be withdrawn, standard bibliographic tools in the subject will be consulted to see if the title has historical or literary value.

Guidelines

- * **Record of use:** has the item circulated in the past five years? Shelf-time periods (or the length of time an item remains on the shelf between circulations) can reflect a declining or non-existent pattern of use. Remember that seasonal, monthly or some similar patterns of use exist in school libraries and these patterns must be taken into consideration when establishing shelf-time and cut-off periods for weeding. Many consider the shelf-period criterion to be accurate, valid, and by far the best since it does not reduce circulation.

- * **Currency of content:** Is the subject matter out-of-date, factually inaccurate, or no longer relevant to the educational program? Are illustrations outmoded; or do they perpetuate sexual, racial, or cultural stereotypes? Has the material been superseded by better or more up-to-date materials, even though it is only a year or two old? Has the curriculum changed to the point where the material is no longer pertinent? Is it obsolete in content, style, or theme? Is the approach no longer appropriate (word choice and style of writing of a generation or two ago leave today's youngsters guessing instead of helping them to understand)?

- * **Technical quality:** in non-print materials, are visuals poor, faded, off color, or scratched; if black and white, have they been superseded by a clear color edition? Are sound reproductions faulty or inferior?

- * **Physical condition:** is it worn, torn, soiled, or generally ragged? Are pages or parts missing? Do the pages have very fine print or yellowed paper? Classics with such make-up have no place on school library shelves. Weigh the cost of repairing and rebinding against the cost of replacement. Better no mending than poor mending as any mending takes time and care, plus supplies.

- * **Dispensability:** is it a duplicate copy? Does it duplicate materials no longer needed in the collection? If a textbook, is it no longer useful for reference?

To indicate when an item should be removed from the collection, use the acronym MUSTY:

- * **M** Misleading and/or factually inaccurate
 - * **U** Ugly-worn, and beyond mending or rebinding
 - * **S** Superseded by a truly NEW edition or by a much better book
 - * **T** Trivial-of no discernible literary or scientific value
 - * **Y** Your collection has no use for this material, irrelevant to the needs of your community
-
- * **What not to weed.** There are also valid reasons for **NOT** discarding materials even if the above criteria are met.
 - * It is a work of historical significance in the field of children's literature.
 - * It has unusual illustrations, or illustrations done by a well-known artist.
 - * It is a work by a local author, illustrator, or editor
 - * It describes local history or personalities.
 - * It is a memorial gift.
 - * It bears a significant relationship to other materials on the same subject.
 - * There is little or no money available for more satisfactory titles.
 - * It has possible usefulness to some special group or individual in the school.

Existing regulation, approved 5/20/14, 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, non-graded or multi-graded 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 nor 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 (continued)

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.

Existing policy, adopted 5/20/14, appropriate as written.

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: May 20, 2014

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

TITLE I AND COMPARABILITY OF SERVICES REQUIREMENT

(BACKGROUND INFORMATION FOR POLICY REVIEW COMMITTEE)

~Page 1~

Section 1118(c) of Title I of the Elementary and Secondary Education Act (ESEA)/Every Student Succeeds Act (ESSA), requires that school districts with multiple attendance areas maintain comparability of local/state resources between the Title I schools and the non-Title I schools; or if all the schools at a grade span are Title I schools, comparability of local resources must be maintained among the Title I schools.

Comparability of Services is a fiscal requirement for recipients of Title I, Part A funds under the Every Student Succeeds Act (ESSA). This requirement is an assessment of services provided at Title I, Part A and Non-Title I, Part A campuses. Local Educational Agencies (LEAs) that receive Title I, Part A funds must use their state and local funds to provide comparable services at their campuses receiving Title I, Part A funds and their campuses that are not receiving Title I, Part A funds. Comparability reporting is one means of annually demonstrating and documenting the supplemental nature of Title I funded services.

Each school district must submit an annual statement of assurances as part of its application for federal funds, including Title I, Part A funds. One set of these assurances is related to Title I comparability.

The comparability of services requirement is defined in the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), Section 1118(c). The main purpose of the requirement is to prevent an LEA that receives Title I, Part A funding from diverting state and local resources away from its Title I, Part A campuses.

If all campuses in an LEA receive Title I, Part A funds, then **one of the following conditions** is required:

- State and local funds used to provide services at Title I, Part A campuses are substantially comparable, taken as a whole, at each Title I campus.
- State and local funds used to provide services at Title I, Part A campuses with higher percentages of low income students are equal to or greater than the services provided at Title I, Part A campuses with lower percentages of low-income students.

Comparability is an annual requirement and demonstrating comparability is a prerequisite for receiving Title I, Part A funds. LEAs must comply with the requirement every year to be eligible to receive their Title I, Part A allocation for that year. An LEA that does not demonstrate compliance will not receive its Title I, Part A allocation until it can demonstrate compliance. LEAs are required to test for compliance using current-year budget data.

To comply with the comparability requirement, the LEA must show that in comparison to its non-Title I campuses, all of its Title I, Part A campuses receive an equitable share of state and local resources. If all campuses in the LEA receive Title I, Part A funds, the LEA must demonstrate that comparable state and local resources are provided to each Title I, Part A campus.

All LEAs receiving Title I, Part A funds must establish written procedures that include, at least, the following:

TITLE I AND COMPARABILITY OF SERVICES REQUIREMENT

~Page 2~

-
- An LEA-wide salary schedule.
 - A written policy to ensure equivalence among campuses in teachers, administrators, and other staff.
 - A written policy to ensure equivalence among campuses in the provision of curriculum materials and instructional supplies.

All data, documents, and policies supporting the above and verifying compliance with the comparability requirement must remain on file in the district offices. If such information does not demonstrate to state or federal reviewing officials or fiscal auditors, that comparability of services provided with state and local funds exists between Title I and non-Title I schools, a number of possible actions may occur. These potential actions could include the suspension of Title I programs in schools in non-compliance until the comparability issue is corrected, the withholding of payments of Title I funds or repayment of Title I funds.

Every district comprising more than one school serving similar grade spans must complete the required comparability report. A school district with only one school for each grade span is exempt from the comparability requirement. In addition, a school district with only one school is exempt from the comparability requirement because, as a single school district, there is no basis for comparison.

Comparability is an annual requirement. Each school district must be able to demonstrate, through appropriate documentation, that it is in compliance with the Title I comparability requirements. Appropriate documentation for the three requirements covered by the comparability assurance are as follows:

1. District-wide salary schedule

Compliance with this requirement may be demonstrated through the district's most recent teacher contract with applicable salary schedule, indicating that teacher salaries are based upon a policy consistent for all teachers across all schools in the school district. Additional information verifying consistency in salaries for principals, paraprofessionals, and other staff listed below should also be kept on file.

2. Equivalence in the assignment of instructional personnel

The district must demonstrate that the ratio of students to state and locally-funded instructional staff in each Title I school within a grade span is equal to or less than the average student to state and locally-funded staff ratio for all non-Title I schools within that grade span. The school district must include the same staff members in the ratios for both Title I schools and the comparison group.

3. Equivalence in the provision of instructional materials and supplies

The district should keep on file a statement of the specific policies and procedures adopted by the school district to ensure that textbooks and other instructional materials are provided in Title I served schools on a comparable basis to that for non-Title I schools in the same grade span.

Policy Implications

The "Comparability of Services" for Title I, Part A of ESSA basically remain the same as they were under NCLB. Policy #6161.3, "Comparability of Services," pertains to this issue.

April 2018

A mandated policy.

Instruction

Comparability of Services

The Superintendent or his/her designee shall pursue funding under Title I of the Academic Achievement of the Disadvantaged, as amended by the Every Student Succeeds Act (ESSA) to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

Alternate language: To improve the academic achievement of educationally and economically disadvantaged children, the Board of Education (Board) will participate in the federal Title I program.

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.

Comparability, is defined, for purposes of this policy, that the District uses state and local funds to provide services to Title I schools that are comparable to those offered in non-Title I schools in order to get federal funding under ESSA.

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. Establish and maintain a district-wide salary schedule that is applicable to all staff whether assigned to Title I or non-Title I schools.
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.

The District shall maintain records that are updated biannually documenting its compliance with this ESSA requirement.

Instruction

Comparability of Services (continued)

Note: The district will be considered to have met the comparability requirements of Title I, Part A if it has filed with the State Board of Education a written assurance that it has established and implemented (1) a district-wide salary schedule and (2) policies to ensure equivalence in resources. (U.S.C. 6321(c)(2))

For the purposes of determining comparability in compliance with 20 U.S.C. 6321(c), the District, may exclude

1. State and local funds expended for English Learners language instruction education programs.
2. Excess costs associated with providing services to students with disabilities.
3. Unexpected changes in enrollment or personnel assignments occurring after the beginning of the school year.
4. Staff salary differentials for years of employment.
5. Other expenditures from supplemental state or local funds consistent with the intent of Title I (serving only children who are failing, or most at risk of failing, to meet the State's standards)

The Superintendent or his/her designee shall provide in a timely manner all assurances, documentation, or other information required by the State Department of Education to demonstrate the District's compliance with Title I fiscal requirements.

The Superintendent or his/her designee shall maintain reports and other documentation demonstrating compliance with the requirements of this policy.

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

Note: The comparability requirements of 20 U.S.C. Section 6321(c) shall not apply to a district that does not have more than one building from each grade span. (20 U.S.C. Section 6321(c)(4))

Legal Reference: Title I Improving Basic Programs Operated by State and Local Educational Agencies, Improving Every Student Succeeds Act, P.L. 114-95, Section 1118c of Title I, ESEA/ESSA
20 U.S.C. Section 6321(c)
Agostini v. Felton 521 U.S. 103 (1997)

Policy adopted:
rev 5/17
rev 4/18

Another version of this policy.

Instruction

Comparability of Services for Title I Schools

The equivalent distribution of District resources is one means the District shall use to ensure all students receive a quality education. This policy demonstrates the District's commitment to ensure that no discrimination occurs in the distribution of resources funded by state and local sources, regardless of the receipt of federal funds.

Therefore, it is the policy of the _____ Board of Education to ensure comparability of services funded by state and local sources in both Title I schools and non-Title I schools.

State and local funds will be used in schools receiving Title I funds to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds, or if all schools receive Title I funds, to provide services that are substantially comparable in each school.

The Board acknowledges that comparability may be measured on a grade-span by grade-span basis or on a school-by-school basis.

Districts, per the ESSA comparability requirement, must demonstrate that schools that receive Title I funds get at least as much state and local funding as schools that do not receive Title I dollars.

The _____ Board of Education has established and implemented:

- a. a district-wide salary schedule
- b. a policy to ensure equivalence among schools in teachers, administrators and other staff; and
- c. a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

Legal Reference: Title I Improving the Academic Achievement of the Disadvantaged, as implemented by Every Student Succeeds Act, P.L. 114-95, Section 1118c of Title I, ESEA/ESSA
20 U.S.C. Section 6321(c)
Agostini v. Felton 521 U.S. 103 (1997)

Policy adopted:

rev. 1/01
rev 5/17
rev 4/18

Existing mandated policy adopted 10/18/21, previously sent to district, appropriate as written.

Instruction

Surveys & Screening of Students

Surveys and “screens” can be valuable resources to help schools improve educational services. A “survey” may consist of a 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 consent, 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)/guardian(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)

In the event the District plans to survey students to gather information included in the above list, the District will obtain written consent from the parent/guardian in advance of administering the survey. The consent form will also apprise the parent/guardian of the right to inspect the survey prior to the child's participation.

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

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

It is the District's policy not to collect, disclose, or use personal information gathered from students for the purpose of marketing or selling that information or providing it to others for that purpose. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products of services for, or to, students, or educational institutions.

The parents/guardians of a student shall also have the right to inspect and review, upon written request to the Principal, any instructional material used as part of the educational curriculum. The District shall grant access to instructional material within a reasonable period of time, identified as within 30 calendar days, after such a request is received.

Parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy.

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.
Elementary and Secondary Education Act of 1965, 20 U.S.C. §1232h Protection of Pupil Rights Amendment, as amended by the Every Student Succeeds Act, Pub. L. 114-95 Regulation 34 CFR Part 98 (PPRA Regulations).

Policy adopted: October 18, 2021

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, adopted 5/20/14 appropriate as written.

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.

Existing policy, adopted 5/20/14, appropriate as written.

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.

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: May 20, 2014

WOODBIDGE PUBLIC SCHOOLS

Woodbridge, Connecticut

MOTION #3 – OPERATING BUDGET

Move that we adopt the 2022/23 Operating Budget Proposal as presented and authorize the Superintendent to transmit it to the Town of Woodbridge in accordance with the state statutes and town procedures.

Dr. Dahya
Second by Dr. Madonick
UNANIMOUS

Policy Committee – Dr. Madonick noted this committee met on December 14 and 17 to review several policies which have been updated in response to legislative and public act changes and are recommended for adoption this evening.

MOTION #4 – POLICY 9273 CIVILITY

Move that we adopt Policy 9273 Civility.

Dr. Madonick
Second by Ms. Hopkins
UNANIMOUS

MOTION #5 – POLICY 5141.4 REPORTING CHILD ABUSE, NEGLECT AND SEXUAL ASSAULT

Move that we adopt Policy 5141.4 Reporting Child Abuse, Neglect and Sexual Assault as revised.

Dr. Madonick
Second by Ms. Hopkins
UNANIMOUS

MOTION #6 – POLICY 4112.5/4212.5 SECURITY CHECK/FINGERPRINTING

Move that we adopt Policy 4112.5/4212.5 Security Check/Fingerprinting as revised.

Dr. Madonick
Second by Ms. Hopkins
UNANIMOUS

MOTION #7 – POLICY 5131.6 DRUGS, ALCOHOL AND TOBACCO (STUDENTS)

Move that we adopt Policy 5131.6 Drugs, Alcohol and Tobacco as revised.

Dr. Madonick
Second by Ms. Hopkins
UNANIMOUS

MOTION #8 – POLICY 4118.231/4218.231 DRUGS, ALCOHOL AND TOBACCO (STAFF)

Move that we adopt Policy 4118.231/4218.231 Drugs, Alcohol and Tobacco as revised.

Dr. Madonick
Second by Dr. Dahya
UNANIMOUS

MOTION #9 – POLICY 3542.31 FREE OR REDUCED-PRICE LUNCHES

Move that we adopt Policy 3542.31 Free or Reduced-Price Lunches as revised.

Dr. Madonick
Second by Ms. Del Prete
UNANIMOUS

MOTION #10 – POLICY 3542.43 FOOD CHARGING

Move that we adopt Policy 3542.43 Food Charging as revised and with the amendment to change “will” to “may in move to collections.”

Dr. Madonick
Second by Ms. Hopkins
UNANIMOUS

It was clarified that the Policy Committee would continue to review this policy and the primary purpose in adopting it this evening was to update the definition of bullying. It is anticipated this policy will be aligned with the Safe School Climate Plan and brought back to the Board in April.

Existing mandated policy, previously sent to district, adopted 5/20/14, appropriate as written.

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: May 20, 2014

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, adopted 6/20/22, appropriate as written.

Instruction

Special Education

As required under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), the Woodbridge Board of Education shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the District.

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

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

In fulfilling its legal duties and responsibilities for providing special education programs for its students, the District may be assisted through Regional Service Center and through cooperative associations with other school districts. If necessary, students may also be placed in private school education facilities as provided in state and federal statutes.

Legal Reference: Connecticut General Statutes
10-76a Definitions.
10-76b State supervision of special education programs and services. (as amended by PA 12-173)
10-76c Receipt and use of money and personal property.
10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 0048, PA 06-18 and June Special Session PA 15-5, Section 277)
10-76e School construction grant for cooperative regional special education facilities.
10-76f Definition of terms used in formula for state aid for special education.
10-76g State aid for special education.
10-76h Special education hearing and review procedure. Mediation of disputes.
10-76i Advisory council for special education.

Instruction

Special Education

Legal Reference: Connecticut General Statutes
10-76j Five-year plan for special education.
10-76k Development of experimental educational programs.
10-76m Auditing claims for special education assistance.
10-76a-1 et seq. Definitions
10-76d-1 through 10-76d-19 Conditions of instruction
10-76h-1 through 10-76h-2 Due process
10-76l-1 Program Evaluation
10-145a-24 through 10-145a-31 Special Education (re teacher certification)
10-2641 Grants for the operation of interdistrict magnet school programs
34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.
American with Disabilities Education Act, 20 U.S.C. §12101 et seq.
Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794
P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act
20 U.S.C. §6368 (3) The No Child Left Behind Act
Bd of Ed of the City School District of the City of New York v. Tom F.
128S.Ct. 1, 76 U.S.L.W. 3197 (2008)
Rowley v. Board of Education, 485 U.S.-176 (1982)
Andrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)
A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)
Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)
A.R. v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)

Policy adopted: June 20, 2022

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing mandated policy, previously sent to district, adopted 4/19/22, appropriate as written.

Instruction

Special Education

Pre-School Special Education

The Woodbridge Board of Education (Board) recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. The Board shall maintain an early intervention program for preschool-aged children identified through the "Birth to Age Three" screening process under regulations imposed by the Individuals with Disabilities Act (IDEA) which identifies children with special education needs or developmental delays.

The District's program shall be based upon the "reverse mainstreaming model" which maintains an annual designated number of non-disabled (general education) students who serve as role models for the students with identified special needs. The Director of Special Services is responsible to coordinate and evaluate the program annually in order to make recommendations to the Superintendent of Schools.

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

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

The Planning and Placement Team's responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability. Children recommended for an educational program may enter at various points throughout the school year.

Instruction

Special Education

Pre-School Special Education (continued)

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

If the PPT determines that a child is ineligible for participation in a preschool special education program, a screening for developmental and social-emotional delays using validated assessment tools, such as the Ages and Stages Questionnaire and the Ages and Stages Social-Emotional Questionnaire, or their equivalents, shall take place for such child. The Board directs the Superintendent or his/her designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

Tuition

Non-disabled (general education) students enrolled in the "reverse mainstreaming" preschool program will be required to pay tuition for the program. Identified students or students who qualify for free or reduced-price lunch will not be charged for tuition. The Board will annually establish the tuition rate for the following school year. The Board, through the Superintendent or his/her designee, will establish the procedures for tuition payment. Failure to make such tuition payment may result in discontinuation of enrollment in the program.

Legal Reference: Connecticut General Statutes

10-76a Definitions.

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

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

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

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

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

10-76g State aid for special education.

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

10-76i Advisory council for special education.

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

Instruction

Special Education

Pre-School Special Education

Legal Reference: Connecticut General Statutes (continued)
10-76k Development of experimental educational programs.
State Board of Education Regulations.
10-76m Auditing claims for special education assistance.
10-76a 1 et seq. Definitions.
10-76b 1 through 10 76b 4 Supervision and administration.
10-76d 1 through 10 76d 19 Conditions of instruction.
10-76h 1 through 10 76h 2 Due process.
10-76l 1 Program Evaluation.
10-145a 24 through 10 145a 31 Special Education (re teacher certification).
34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.
American with Disabilities Act, 42 U.S.C. §12101 et seq.
Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.

Policy adopted: April 19, 2022

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

GUIDELINES FOR ALTERNATIVE EDUCATION SETTINGS

Page 1

(Background information for Policy Review Committee)

The Connecticut State Department of Education (CSDE), as a result of P.A. 13-122, conducted a study of alternative school programs offered by boards of education and produced a report for the Connecticut General Assembly. Data was collected for four types of alternative school programs: alternative elementary and secondary programs; expulsion programs; dropout diversion/credit recovery programs; and districtwide special education and transition programs. The analysis of the data at that time indicated that approximately four percent of Connecticut's students were in alternative programs and that approximately ninety percent of the alternative schools/programs served students in grades 9 through 12. However, the study determined that CSDE only had partially accounted for alternative school programs offered by districts.

P.A. 15-133, An Act Concerning Alternative Education required the CSDE to develop guidelines for the provision of alternative education. The legislation required that such guidelines were to include:

- Description of the purpose and expectations of alternative education;
- Criteria for who is eligible to receive alternative education; and
- Criteria for how and when a student may enter or exit alternative education.

These guidelines are designed to support the operation of alternative educational settings (schools or programs) offered by boards of education. The CSDE issued the guidelines approved by the State Board of Education on October 5, 2016. The new guidelines were prepared in accordance with P.A. 15-133 prior to the passage of P.A. 16-147 and, therefore should not be construed at the present time to govern the mandatory alternative educational opportunity required to be offered to expelled students under Section 12 of P.A. 16-147. The CSDE is currently in the process of reviewing its guidelines to determine whether they need to be amended to address the circumstances of expelled students, which became effective as of August 15, 2017.

P.A. 15-133 defines alternative education as “a school or program maintained and operated by a local or regional board of education that is offered to students in a nontraditional educational setting and addresses the social, emotional, behavioral and academic needs of such students.” For purposes of the guidelines, alternative education does not include private schools, homeschooling, School Choice, adult education programs, approved private special education programs, gifted and talented programs, and schools or programs within the Connecticut Technical High School system unless otherwise indicated. Alternative education may function within a single school or be a program affiliated with one or more schools or districts.

The guidelines indicate the local districts must have a clear written policy regarding student placement in an alternative education setting. This includes the following:

Prior to considering alternative placement, the student's academic, health, and behavioral records, including planning and placement team (PPT) or 504 records, student success plans (SSP), and the efficacy of tier 1, 2, and 3 interventions, need to be reviewed, and assurance needs to be given that Child Find requirements have been complied with. Further, students may be referred by a parent/guardian, the student or a peer, or the school or district.

GUIDELINES FOR ALTERNATIVE EDUCATION SETTINGS

Page 2

The local board of education must approve the development of alternative education settings to ensure that the alternative education program/school has a transparent and defined purpose, including a description of the types of students that may benefit most from the program/school environment. Further alternative education schools and programs must develop clear and objective criteria for admission consistent with stated program guidelines that are provided to students and their parents/guardians at the time of admittance into the alternative setting.

The student and parents/guardians must be given an accurate and comprehensive description of the alternative education delivered in order for them to know and understand how the alternative education placement will benefit their child. Determination of enrollment is made by the student support team involved in the placement, which includes, but is not limited to, parent or family representative, student if in secondary school appropriate representative of the alternative environment, student's teachers, school administrator (sending school) and if the student has an identified disability, special education administrator or designee, and the PPT/504 Team.

If a family disagrees with the placement decision, a clear process delineating a family's right of appeal must be written in policy by the board of education. Also, the entrance criteria and procedures must be explicitly written in each alternative education program/school handbook and provided to parents/guardians and students in the language of the home at the time of admittance into the alternative setting.

To ensure that continued placement in the alternative setting is appropriate, LEAs must have a clear process written in policy to include an annual review process, exit criteria and a transition process.

A team reviews the appropriateness of placement at least annually. The review considers the program goals used to reinforce student and parent choice regarding placement and reviews the student's program of study and alignment to the goals of their Individualized Education Program (IEP), where appropriate.

Members of the team include, but are not limited to, parent or family representative student, if in secondary school, appropriate representative of the alternative environment, student's teachers, school administrator or designee (receiving school - if applicable), and if the student has an identified disability, special education administrator or designee.

The alternative education setting needs to adopt clear and explicit criteria and procedural exit criteria frameworks to address a return to the traditional school setting by an informed choice of the student and their family and a determination that the setting is no longer beneficial to the student.

The student transition from an alternative education setting must include transition planning for placement outside of the alternative education setting related to the annual review to ensure the continuity of support. The transition plan must provide recommendations consistent with the student's future educational plans as evidenced by their student success plan. In addition, the transition plan should be aligned with the goals of the student's IEP where it is appropriate. The team members considering the transition plan are those who were involved in the review process.

GUIDELINES FOR ALTERNATIVE EDUCATION SETTINGS

Page 3

If there is disagreement with the placement decision, there must be a clear process written in policy by the district board of education delineating a family's right of appeal.

The exit criteria and procedures must be explicitly written in each alternative education program/school handbook and provided to parents/guardians and students in the language of the home at the time of admittance into the alternative setting.

The CSDE Guidelines also contain a detailed section entitled "Best Practices for Program Implementation" to assist local districts in planning and implementing an alternative program.

For boards of education that provide a credit recovery program as part of their alternative education program, Section 25 of Public Act 24-45 requires that they also permit a student enrolled in a "traditional" school program who is at risk of not graduating to enroll in the credit recovery program while still enrolled in the "traditional" school program. Such a student would no longer be required to enroll in the alternative program to access the credit recovery program.

Policy Implications

Policy #6172, "Alternative Education Programs," pertains to this topic. It has been revised and is now available for your consideration and use. This is now considered a mandated program for districts that have a board of education-approved alternative education program. A new administrative regulation has been developed based on the content of the CSDE "Guidelines for Alternative Education Settings."

A new policy to consider. Boards of education that have approved an alternative program are mandated to have a policy on this topic.

Instruction

Alternative Education Programs

The purpose of this policy is to recognize the need for alternative education programs for some District students.

The Board of Education (Board) is dedicated to providing educational options for all students within available financial constraints. It is recognized that there will be students in the District whose needs and interests are best served by participation in an alternative education program. The Board believes alternative education is a student-focused perspective based on respect for students, the belief that all students can learn given the right environment, and participation in an alternative setting is an informed choice made by students and their families.

“Alternative education” means a school or program maintained and operated by the Board that is offered to students in a nontraditional educational setting and addresses the social, emotional, behavioral and academic needs of such students. Alternative education does not, for purposes of this policy, and Connecticut State Board of Education (CSDE) guidelines, include private schools, homeschooling, *“School Choice,”* adult education, approved private special education programs, gifted and talented programs, and schools or programs within the Connecticut Technical High School System.

The Board shall provide alternative education to students in accordance and compliance with the *“Guidelines for Alternative Education Settings,”* established by the State Board of Education. Such guidelines shall include, but not be limited to, a description of the purpose and expectation of alternative education, criteria for student eligibility, and criteria for how and when a student may enter or exit alternative education. The philosophy of alternative education utilizes a whole-student approach. This approach promotes individualized programming to address students' personal, emotional, social, intellectual, work skills, safety and security needs and academic achievement. The Board views enrollment in an alternative setting not as punishment but as a learning opportunity.

In providing alternative education to students, the Board may use space in an existing school, establish a new school, or establish a program affiliated with one or more schools or districts. Programs must be affiliated with at least one district with a code previously assigned by CSDE. Such programs must comply with state laws pertaining to the number and length of school days in an academic year and shall be subject to all other federal and state laws governing public schools.

The Board may form a cooperative arrangement with other boards of education to provide alternative education pursuant to C.G.S. 10-158a.

Instruction

Alternative Education Programs (continued)

Such an arrangement may include the establishment of a committee to supervise the program, with committee membership determined by cooperating boards. Such committee shall have the power, in accordance with the terms of the agreement, to (1) apply for, receive directly and expend on behalf of the school districts which have designated the committee an agent for such purpose any state or federal grants which may be allocated to school districts for specified programs, the supervision of which has been delegated to such committee, provided such grants are payable before implementation of any such program or are to reimburse the committee for transportation provided to a school operated by a cooperative arrangement; (2) receive and disburse funds appropriated to the use of such committee by the cooperating school districts, the state or the United States, or given to the committee by individuals or private corporations; (3) hold title to real or personal property in trust, or as otherwise agreed to by the parties, for the appointing boards; (4) employ personnel; (5) enter into contracts; and (6) otherwise provide the specified programs, services and activities. Teachers employed by any such committee shall be subject to the provisions of the general statutes applicable to teachers employed by the board of education of any town or regional school district.

A list of alternative programs will be approved by the Board annually. The Superintendent may/shall provide for the involvement of staff, parents and the community in recommending alternative education programs for Board approval. The alternative education program, subject to Board approval, must have a transparent and defined purpose, including a description of the students that may benefit most from the program/school environment. Clear and objective admission criteria, consistent with stated program guidelines, must be evident. Also, to be a part of the alternative education program, clear and explicit criteria and procedural exit criteria frameworks must be used to address a student's return to the traditional school setting. There shall be an annual evaluation of alternative education programs.

The Board, as required, will post information about any alternative education offered on its website, including purpose, location, contact information, staff directory, and enrollment criteria. Determination of enrollment shall be made by the student support team, which includes, but is not limited to, parent or family representative, student (if in secondary school), appropriate representative of the alternative environment, student's teachers, school administrator and if the student is identified as disabled, a special education teacher or PPT/504 Team representative. In addition, the Board recognizes its responsibility to give all children in the District who receive alternative education as nearly equal advantages as may be practicable compared to other children in the District. In addition, the Board shall annually submit to the Commissioner of Education a strategic school profile report for each alternative school or program under its jurisdiction.

All students in an alternative education program shall receive instruction based on a curriculum aligned to the Connecticut Core State Standards, unless modified in particular curricular areas as indicated by the goals and objectives of an IEP.

Instruction

Alternative Education Programs (continued)

Alternative education programs implemented by the District are meant to maintain flexible learning options regarding environment, structure, and pedagogy. Such programs include but are not limited to, a separate school, tutorial instruction, small group instruction, large group instruction, counseling and guidance, computer-assisted instruction, cooperative work experience, supervised community service activities, and supervised independent study. Before considering an alternative placement, a review of the student's academic, health, and behavioral records, including any PPT and Section 504 records, Student Success Plans, and other history of interventions, must occur.

Students may be placed in an alternative education program within available financial resources upon parent request if the District determines that the placement serves the student's educational needs and interests and assists the student in achieving district and state academic content standards. Families shall have a right of appeal if they disagree with the District's placement decisions.

(For districts that include a credit recovery program as part of their alternative school program)

The _____ Board of Education provides a credit recovery program as part of the alternative education program. A student, if deemed at risk of not graduating, enrolled in the District's "traditional" program may access the credit recovery program without enrolling in the alternative program.

Alternative language to consider:

It shall be the responsibility of the Superintendent of Schools to identify alternative program opportunities to be made available to students at risk, to recommend such alternative programs to the Board for approval, and to familiarize students and parents/guardians with the availability of such alternative programs. The Superintendent shall, through cooperative efforts with other districts, schools, agencies and organizations, periodically recommend additional or modified alternative educational programs to the Board.

The implementation of this policy and any Board approval of an alternative education program are subject to the requirements and procedures enumerated in the administrative regulation.

(cf. 6172.11 – Relations with Charter Schools)

(cf. 6172.12 – Magnet Schools)

(cf. 6172.41 – Title I Program)

(cf. 6172.6 – Virtual/Online Courses)

Instruction

Alternative Education Programs

Legal Reference	Connecticut General Statutes
	10-4p(b) Implementation plan to achieve resource equity and equality of opportunity. Assessment. Reports. (as amended by PA 15-133)
	10-15 Towns to maintain schools.
	10-16 Length of school year.
	10-158a Cooperative arrangements among towns. School building projects. Student transportation.
	10-220 Duties of boards of education (as amended by PA 15-133)
	10-223h(c) Commissioner's network of schools. Turnaround committees. Operations and instructional audit. Turnaround plans. Report. (as amended by PA 15-133)
	PA 15-133 An Act Concerning Alternative Education
	Guidelines for Alternative Education Settings, State Department of Education, approved by CT State Board of Education, Oct. 5, 2016.
	Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth §9

Policy adopted:

cps 11/15
rev 4/17
rev 9/24

A new administrative regulation to consider.

Instruction

Alternative Education Programs

In developing an alternative education program to be presented to the Board of Education for its approval and budgetary support, these regulations provide the basis for such a program.

Program Philosophy

The basic tenets of an alternative education program shall include the following basic principles:

1. A philosophy of high expectations is evidenced through the program's documented mission and vision statements that are visible and available to all school/program community members.
2. The school/program embraces the concept that all students are capable and can be successful.
3. As part of the overall philosophy of the alternative education setting, family involvement is welcomed and actively supported. Families are considered equal partners and involved in all decision-making processes for their child's learning and personal success.
4. A climate must be created that supports receiving input from families and bi-directional communication to share information about the student's progress at home and school.
5. Enrollment in the alternative setting is an informed choice by students and their respective families. An orientation or information session is provided to explain the program and student expectations.
6. Students and their families shall be regularly informed of their progress through the mandated and personalized "Student Success Plan."
7. All students in the program shall receive instruction based on a curriculum aligned to the CT Core State Standards (CSS) unless modified by the goals and objectives of an IEP or Section 504 plan in particular curricular areas.
8. Instructional practices must be culturally relevant to promote understanding and respect for enrolled students and include their perspectives and interests within an inclusive learning environment to accommodate different learning styles and abilities through flexible groupings.
9. Students are provided support to transition into postsecondary training and employment.
10. All staff, students, and families will consider cultural differences as critical to understanding personal needs, and accommodations will be made for cultural differences to allow for personal success within the learning alternative(s).

Instruction

Alternative Education Programs (continued)

Guidelines for Student Placement

Student placement in an alternative education setting must include the following written policy direction:

1. Prior to Referral

Before consideration of alternative placement, the following need to take place:

- A review of the student's academic, health and behavioral records, including planning and placement team (PPT) or 504 records, student success plans (SSP), and the efficacy of tier 1, 2, and 3 interventions;
- Assurance that Child Find requirements have been complied with;
- Students may be referred from the following sources: parent, student (self or peer), school or district.

2. Entrance Criteria

The Board of Education is required to approve the development of alternative education settings to ensure the following:

- The alternative education program/school has a transparent and defined purpose, including a description of the types of students that may benefit most from the program/school environment.
- Alternative education schools and programs develop clear and objective criteria for admission consistent with stated program guidelines provided to students and their parents/guardians at the time of admittance into the alternative setting.

3. Process

The student and parents/guardians are provided with an accurate and comprehensive description of the alternative education delivered. There are culturally and linguistically responsive family and student engagement practices regarding all aspects of decision-making related to placement. The team will ensure that parents/guardians know and understand how the alternative education placement will benefit their child.

Determination of enrollment is made by the student support team involved in the placement, which includes but is not limited to parent or family representative, student, if in secondary school, appropriate representative of the alternative environment, student's teachers, school administrator (sending school), special education administrator or designee and PPT/504 Team (if the student has an identified disability).

If there is disagreement with the placement decision, there must be a clear process written in policy by the Board delineating a family's right of appeal.

The entrance criteria and procedures must be explicitly written in each alternative education program/school handbook and provided to parents/guardians and students in the language of the home at the time of admittance into the alternative setting.

Instruction

Alternative Education Programs (continued)

Guidelines for Continued or Discontinued Student Placement

To ensure that continued placement in the alternative setting is appropriate, the District's written policy must have a clear process to include the following:

1. **Annual Review**

A review of the appropriateness of placement occurs at least annually with a team. The following issues are to be considered:

- A review of program goals to reinforce student and parent choice regarding placement.
- A review of the student's program of study and alignment to their Individualized Education Program (IEP) goals, where appropriate.
- Members of the team include, but are not limited to, parent or family representative, student, if in secondary school, appropriate representative of the alternative environment, student's teachers, school administrator or designee (receiving school – if applicable), and if the student has an identified disability, special education administrator or designee.

2. **Exit Criteria**

Alternative education settings must adopt clear and explicit criteria and procedural frameworks to address the following:

- A return to the traditional school setting by an informed choice of the student and their family.
- A determination that the setting is no longer beneficial to the student.

3. **Process**

Student transition from an alternative education setting shall be made as follows:

- Transition planning for placement outside of the alternative education setting is related to the annual review to ensure the continuity of support.
- The transition plan provides recommendations consistent with the student's future educational plans as evidenced by their student success plan.
- The transition plan is aligned with the student's IEP goals where appropriate.
- Members of the team include, but are not limited to, parent or family representative, student, if in secondary school, the appropriate representative of the alternative environment, student's teachers, school administrator or designee (receiving school – if applicable), and if the student has an identified disability, special education administrator or designee.

Instruction

Alternative Education Programs

Guidelines for Continued or Discontinued Student Placement (continued)

If there is disagreement with the placement decision, there must be a clear process written in the Board's policy by the LEA Board of Education, delineating a family's right of appeal.

The exit criteria and procedures must be explicitly written in each alternative education program/school handbook and provided to parents/guardians and students in the language of the home at the time of admittance into the alternative setting.

Regulation approved:

cps 4/17

reviewed 9/24

Existing mandated policy, adopted 6/20/22, appropriate as written.

Instruction

Gifted and Talented Students Program

The Woodbridge Board of Education recognizes its responsibility to identify gifted and talented students within the District.

For purposes of this policy, “gifted and talented students” means a child identified by the Planning and Placement Team (PPT) as: (a) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability; and (b) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child’s intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts. For purposes of this policy, “outstanding talent in the creative arts” means a child identified by the Planning and Placement Team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts, or the performing arts.

The Superintendent or his/her designee will develop procedures for an ongoing equitable identification process for gifted and talented students that includes multiple measures of identification in compliance with guidance provided by the Connecticut State Department of Education.

Upon the identification of a student as gifted and talented, the District shall provide electronic notice of such identification to the parent/guardian of such student. Such notice shall include, but need not be limited to:

1. an explanation of how such student was identified as gifted and/or talented;
2. the contact information for the District’s employee in charge of the provision of services to gifted and talented students, or, if there is no such employee, the District’s employee in charge of the provision of special education and related services;
3. the employee at the State Department of Education who has been designated as responsible for providing information and assistance to Boards of Education and parents or guardians of students related to gifted and talented students, pursuant to section 10-3e of the Connecticut General Statutes; and
4. any associations in the State of Connecticut that provide support to gifted and talented students.

The District, should it decide to offer services to the gifted and talented, shall utilize the guidelines developed and promulgated by the Connecticut State Department of Education for providing services to those students.

Instruction

Gifted and Talented Students Program

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.
P.A. 19-184 An Act Concerning the Provision of Special Education.
Gifted and Talented Education: Guidance Regarding Identification and Service. SDE Guidance, March 2019.
P.A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Section 2.

Policy adopted: June 20, 2022

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy adopted 5/20/14, CABE's updated recommended replacement policy follows.

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: May 20, 2014

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

**SCHOOL, PARENT AND FAMILY ENGAGEMENT
POLICY/SCHOOL-PARENT COMPACT
(“EVERY STUDENT SUCCEEDS ACT” SECTION 1010)**

Page 1

(Background Information for Policy Committee)

This portion of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by The Every Student Succeeds Act, requires schools, receiving federal ESEA funds, to have a written parent and family engagement policy pertaining to Title I programs. The policy shall establish the school’s expectations for parent and family engagement and describe how the school will address the following issues:

1. The involvement of parents in the joint development of its Title I plan as required by ESSA;
2. The manner in which the school will provide the coordination, technical assistance and other support necessary to implement parental and family involvement and improve student achievement and school performance;
3. The coordination of parent involvement with other parental involvement strategies under other programs;
4. The manner of conducting an annual evaluation of the parent and family engagement policy; and
5. The manner in which the school will involve parents in the school’s activities.

The policy is to be jointly developed with parents and family members and it must be distributed to parents and family members of children participating in the Title I program, to the extent possible, in a language and uniform format understandable to the parents. The policy must also be made available to the public and updated, periodically, to meet the changing needs of the school and parents.

The legislation requires schools to convene an annual meeting. The meeting is to be held at a convenient time, to which all parents of participating children shall be invited and encouraged to attend. The meeting is to be used to inform parents of their school’s participation in the Title I program and to provide an explanation of the requirements of parental involvement.

In addition, parental involvement requires the offering of a flexible number of meetings, at various times of the day and/or evening. Title I funds can be used for transportation, childcare, or home visits as such services relate to parental involvement.

Parents must be involved in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs including the parent and family engagement policy and the required school-parent compact. In addition, parents must be included in the planning, review, and improvement of such policy or in the joint development of the schoolwide Title I program unless that if a school has in place a process for involving parents in the joint planning and design of the school’s programs. The school may use that process if it provides adequate representation of parents of children participating in the Title I program.

Parents of children in the Title I program must be provided with:

1. Timely information about programs provided under Title I;

**SCHOOL, PARENT AND FAMILY ENGAGEMENT
POLICY/SCHOOL-PARENT COMPACT
(“EVERY STUDENT SUCCEEDS ACT” SECTION 1010)**

Page 2

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2. 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;
 3. Opportunities, if requested by parents, for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
 4. The opportunity to bring parent comments, if they are dissatisfied with the school’s Title I program, to the district level.

In addition, as a required component to the school-level parental and family engagement policy, each school served under this section of the legislation must jointly develop with parents of children served in the program a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s challenging and high standards.

The school-parent compact shall:

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

To ensure effective involvement of the parents of children served in Title I programs, schools and districts are required to:

1. Provide assistance to the Title I parents in understanding the State’s challenging academic standards and assessments; monitoring progress; and how to work with educators to improve the achievement of their children;
2. Provide materials and training to help parents work with their children to improve their children’s achievement, such as literacy training and use of technology including education about the harms of copyright privacy;
3. Provide in-service education to staff with the assistance of parents, regarding the value and use of contributions of parents and how to communicate with and work with parents as equal partners;

**SCHOOL, PARENT AND FAMILY ENGAGEMENT
POLICY/SCHOOL-PARENT COMPACT
(“EVERY STUDENT SUCCEEDS ACT” SECTION 1010)**

Page 3

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4. Coordinate and integrate, as feasible and appropriate, parent involvement programs and activities with other federal, state and local programs, including public preschool programs and conduct other activities; such as parent resource centers, that encourage and support parents to more fully participate in their children’s education; and
 5. Send information related to school and parent programs, meetings and other activities to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Schools and districts may also consider other approaches, in addition to those mandated above, to foster parental involvement. Such approaches could include the establishment of a district wide parent advisory council, involvement of other community based organizations, and payment for transportation and/or child care expenses from Title I funds to help parents attend training and meetings.

In addition, schools and districts may:

1. Involve parents in the development of training for staff to improve the effectiveness of such training;
2. Provide necessary literacy training for staff to improve the effectiveness of such training;
3. Train parents to enhance the involvement of other parents;
4. Adopt and implement model approaches to improving parental involvements; and
5. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.

The legislation indicates that if a school or district has a parent involvement policy that applies to all parents, that policy may be amended to meet the requirements of this subsection of the ESEA reauthorization. Connecticut law mandates a parental involvement policy for all districts.

Due to the specific requirements of the Title I parental involvement policy, it is recommended that a separate policy be developed, as required with parental input, including at least one annual meeting.

Policy Implications

Policy #6172.4 has been renamed from “Title I Parent Involvement,” to “Parent and Family Engagement Policy for Title I Students.” The existing samples have been revised to comply with the requirements of ESSA, including the “Appendix A” containing a sample “School-Parent Compact.”

Also provided is a template which can be used to assist in the development of the required policy and a summary of the legislation pertaining to this issue. (Appendix B)

April 2017

Schools receiving federal ESEA funds are required to have a parent and family engagement policy. This sample policy can be used as the basis for the joint development of a policy, as required by the federal legislation. This sample policy cannot be the district's policy without some parental involvement in its development at the local level. In short the policy must be developed jointly with, and agreed upon by parents and family members of students participating in Title I Programs.

Instruction

Parent and Family Engagement Policy for Title I Students

The Board of Education (Board) endorses the parent involvement goals of Title I and encourages the regular participation by parents and family members of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word “parent” also includes guardians and other family members involved in supervising the child’s schooling. Therefore, complying with Section 1010 of The Every Student Succeeds Act, P.L. 114-95, the Board will provide parents and family members of students participating in District Title I programs meaningful opportunities to participate in the education of their children within these programs.

Pursuant to federal law, the District will develop jointly with, agree on with and distribute to parents and family members of children participating in the Title I program a written parent and family engagement policy. This policy shall be distributed in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. In addition, this policy shall be made available to the public and updated periodically, as necessary to fulfill the requirements of the parent and family engagement portion of ESSA (Section 1010).

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

In addition to the required annual meeting, at least three additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. These meetings shall be used to provide parents with: (note: The ESSA speaks to offering a flexible number of meetings)

1. The ability to be involved in an organized, ongoing, and timely way in the planning, review and improvement of Title I programs;
2. The opportunity to be involved in an annual evaluation of the content and effectiveness of this policy in improving in those schools receiving Title I funds the academic quality; (Evidence-based strategies shall be used by the Board, based on this evaluation, by design more effective parental involvement)
3. Information about programs provided under Title I;
4. 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;
5. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and

Instruction

Parent and Family Engagement Policy for Title I Students (continued)

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

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

The parents of 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 teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

The required annual evaluation of the District's Title I program shall include identifying:

1. Barriers to greater participation by parents in program activities, with particular attention given to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
2. The needs of parent and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. Strategies which can support successful school and family interaction.

Each school in the District receiving Title I funds and involved in Title I programs shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting State standards.

The "School-Parent Compact" shall:

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

Instruction

Parent and Family Engagement Policy for Title I Students (continued)

4. Ensure regular, two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language understandable to family members.

Note: Districts with more than one school participating in a Title I program may wish to consider the establishment of a district wide parent advisory council.

Information about parental involvement and actions taken to improve parental involvement shall be included, as required, in the strategic school profile submitted annually by the Superintendent to the Board of Education and the Commissioner of Education. Such actions to improve parental involvement may include methods used to engage parents in the planning and improvement of school programs and to increase support to parent's efforts at home to assist their children on learning activities.

This policy has been developed jointly with, and agreed upon by, parents and family members of children participating in District Title I programs.

(cf. 1110.1 – Parent Involvement)
(cf. 6161.3 – Comparability of Services)

Legal Reference: Connecticut General Statutes

10-220(c) Duties of boards of education

Improving America's Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans.

20 U.S.C. §6318, as amended by Every Student Succeeds Act, P.L. 114-95 §1010 (2015)

20 U.S.C. §7801 - Definitions

Policy adopted:

rev 10/02
rev 1/17

Another version of this policy to consider.

Instruction

Parent and Family Engagement Policy for Title I Students

In accordance with Section 1010 of the Every Student Succeeds Act (“ESSA”) Public Law 114-95, it is the policy of the _____ Board of Education (Board) to provide parents and family members of students participating in the District’s Title I programs substantial and meaningful opportunities to participate in the education of their children within these programs. To facilitate parental participation, the Board encourages parents and family members of Title I eligible students to be involved in regular meetings, communications, and activities that will inform them about the district’s Title I programs, to participate in the improvement of such programs and to help improve their child’s progress within these programs.

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

The Board shall, with the meaningful involvement of Title I parents and family members, conduct an annual evaluation of the content and effectiveness of this policy in order to assess its effectiveness in improving the academic quality of the schools receiving Title I funds, in involving parents in the improvement of the Title I programs and to identify barriers to greater parent participation in Title I program activities.

The finding of such evaluation shall be used by the Board to design evidence-based strategies to improve parental involvement and if necessary, to revise this policy. The annual evaluation shall address barriers to parental participation in Title I program activities, needs of parents and family members in assisting their children and strategies to support successful school and family interactions.

Each year, each District school with a Title I program shall also conduct a meeting, at a convenient time, to involve parents in the planning, review and improvement of programs funded by Title I. All parents of participating children must be invited and encouraged to attend. At this meeting, parents shall be given a description and explanation of the Title I programs, the curriculum in use at the school, the forms of academic assessment used, the proficiency levels students are expected to meet and information regarding the importance of parental involvement.

In addition to the required annual meeting, and if requested by parents, Title I schools within the District shall offer opportunities for regular meetings at flexible times of the day in order to allow parents to formulate suggestions for the Board’s Title I programs and their application to their child(ren)’s programs; and to participate, as appropriate, in decisions related to the education of their children.

Instruction

Parent and Family Engagement Policy for Title I Students (continued)

Parents will be given opportunities to participate in the joint development of the District's Title I plan, as required by Section 1006 of ESSA, and in the process of any school review and improvement in accordance with the State's plan (Section 1111 of ESSA). At any time, if a parent is dissatisfied with a school's Title I program, he/she shall have the opportunity to submit comments for review at the district level.

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

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

1. provide assistance to parents of students participating in Title I programs in understanding topics related to their child's progress, such as explanation of state academic standards and assessment tools, the requirements under Title I, and how to monitor their child's progress and work with educators to improve the achievement of their children;
2. provide materials and training to help parents to work with their children, such as literacy training and using technology (including education about the harms of copyright piracy);
3. educate teachers, staff and administrators with the assistance of parents, about how to better communicate and work with parents;
4. ensure that information related to school and parent programs, meetings and other activities is sent to participating parents in a format and, to the extent practicable, in a language the parents can understand;
5. provide such other reasonable support for parental involvement activities as parents may request; and
6. inform parents and parental organizations of the existence and purpose of parent resource centers within the State; and
7. Coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs, conduct other activities to encourage and support parental participation.

Instruction

Parent and Family Engagement Policy for Title I Students (continued)

School-Parent Compact

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

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

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

Information about parental involvement and actions taken to improve parental involvement shall be included, as required, in the strategic school profile submitted annually by the Superintendent to the Board of Education and the Commissioner of Education. Such actions to improve parental involvement may include methods used to engage parents in the planning and improvement of school programs and to increase support to parents' efforts at home to assist their children on learning activities.

(cf. 1110.1 – Parent Involvement)

(cf. 6161.3 – Comparability of Services)

Instruction

Parent and Family Engagement Policy for Title I Students (continued)

Legal Reference: Connecticut General Statutes

10-220(c) Duties of boards of education

Improving America's Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans.

20 U.S.C. §6318, as amended by Every Student Succeeds Act, P.L. 114-95 §1010 (2015)

20 U.S.C. §7801 - Definitions

Policy adopted:

cps 5/16
rev 1/17

Another version of this policy to consider.

Instruction

Parent and Family Engagement Policy for Title I Students

The Board of Education (Board) recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents and family members, and community.

Parent and Family (Family Member) - these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a Title I program.

The Board directs the District and each of its schools with a Title I program to:

1. Conduct outreach to all parents and family members.
2. Include parents and family members in development of the District's overall Title I Plan and process for school review and improvement.
3. Include parents and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:
 - a. Distributed in writing to all parents and family members.
 - b. Incorporated into the district's Title I Plan.
 - c. Posted to the district's publicly accessible website.
 - d. Evaluated annually with parent and family involvement.
4. Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.

Accessibility

The District and each of its schools with a Title I program shall provide communications, information and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand.

The Superintendent or designee shall ensure that the District's Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.

The Superintendent or designee shall ensure that the District and its schools with Title I programs provide opportunities for the informed participation of parents and family members by providing resources, information and school reports in an understandable and uniform format or, upon request, in another format. Such efforts shall include:

Instruction

Parent and Family Engagement Policy for Title I Students

Accessibility (continued)

1. Providing communications in clear and simple language.
2. Posting information for parents and family members on the district's website.
3. Including a telephone number for parents and family members to call with questions.
4. Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information.
5. Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate.

The building principal and/or Title I staff shall notify parents and family members of the existence of the Title I programs and provide:

1. An explanation of the reasons supporting their child's selection for the program.
2. A set of goals and expectations to be addressed.
3. A description of the services to be provided.
4. A copy of this policy and the School-Parent and Family Compact.

Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to:

1. Volunteer in their child's classroom.
2. Support their child's learning.
3. Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.

Each District school operating a Title I program shall hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.

The schools with Title I programs shall offer a flexible number of meetings which shall be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation, child care costs or home visits.

The schools shall involve parents and family members in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs, the Title I Parent and Family Engagement Policy and the joint development of the Title I Plan.

Instruction

Parent and Family Engagement Policy for Title I Students

Accessibility (continued)

At these meetings, parents and family members shall be provided:

1. Timely information about programs provided under Title I.
 2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the academic standards.
 3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
-
- To ensure the continuous engagement of parents and family members in the joint development of the Title I Plan and with the school support and improvement process, the District shall:
 - Establish meaningful, ongoing two-way communication between the district, staff and parents and family members.
 - Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent and teacher conferences, and home visits if needed.
 - Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty.
 - Analyze and share the results of the Title I Parent/Family Survey.
 - Post school performance data on the district's website.
 - Distribute and discuss the School-Parent and Family Compact.
 - Host various parent and family nights at each school building with a Title I program.
 - Establish and support active and engaged Title I parent and family advisory councils. The council will include a majority of parents and family members of students participating in Title I programs, as well as the building principal, teachers or other appropriate staff, students and community members. The purpose of the council shall be to focus on improved student achievement, effective classroom teaching, parent/family/community engagement in the educational process, and to facilitate communications and support.
 - Actively recruit parents and family members to participate in school review and improvement planning.
 - Assign district representatives to be available to work collaboratively with parents and family members, and to conduct school-level trainings to promote understanding of school data, comprehensive plans and the budgeting process.

Instruction

Parent and Family Engagement Policy for Title I Students

Accessibility (continued)

- Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement initiatives.
- Other _____.

If the Title I Plan is not satisfactory to parents and family members, the District shall submit any parent or family member comments with the plan when the school makes the plan available to the Board.

Building Capacity for Parent and Family Engagement

The District shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve academic achievement and school performance through:

1. Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children.
2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, such as:
 - a. Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution.
 - b. Using technology, including education about the harms of copyright piracy, as appropriate.
 - c. Providing information, resources and materials in a user friendly format.
 - d. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.
 - e. Training on how to use the Parent Portal as a tool to monitor grades and achievement.
3. Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents and family members, on the value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school.

Instruction

Parent and Family Engagement Policy for Title I Students

Building Capacity for Parent and Family Engagement (continued)

4. To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children.
5. Engage the PTA/PTO to actively seek out and involve parents and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.
6. Train parents and family members to enhance the involvement of other parents and family members.
7. Adopt and implement model approaches to improving parent and family engagement.
8. Establish a district-wide parent and family advisory council to provide advice on all matters related to parent and family engagement in Title I programs.
9. Engage community-based organizations and businesses in parent and family engagement activities.

Coordinating Parent and Family Engagement Strategies

The District shall coordinate and integrate Title I parent and family engagement strategies with other parent and family engagement strategies required by federal, state, and local laws by:

1. Involving District and program representatives to assist in identifying specific parent and family member needs.
2. Sharing data from other programs to assist in developing initiatives to advance academic achievement and school improvement.

Annual Parent and Family Engagement Policy Evaluation

The District shall conduct, with meaningful participation of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all District schools with a Title I program.

The evaluation shall identify:

1. Barriers to parent and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.

Instruction

Parent and Family Engagement Policy for Title I Students

Annual Parent and Family Engagement Policy Evaluation (continued)

2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.
3. Strategies to support successful school and parent and family interactions.

The evaluation shall be conducted through:

- Establishment of a schedule and process for the policy review and revision by parents and family members.
- An evaluation of the effectiveness of the content and communication methods through a variety of methods.
- A parent and family member and teacher survey designed to collect data on school level and district-wide parent and family engagement outcomes.
- Focus groups. Parents and family members, and community members, unable to attend the focus groups in person shall have an opportunity to participate in an alternate format.
- Documentation of parent and family member input regarding Title I programs and activities from throughout the year.
- A parent and family advisory council comprised of a sufficient number and representative group of parents and family members to adequately represent the needs of the district's Title I population.

The District shall use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the District's Title I Parent and Family Engagement Policy.

School-Parent and Family Compact

Each school in the District receiving Title I funds shall jointly develop with parents and family members a School-Parent and Family Compact outlining the manner in which parents and family members, the entire school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in Title I programs to meet the academic standards.
2. Describe the ways in which parents and family members will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.

Instruction

Parent and Family Engagement Policy for Title I Students

School-Parent and Family Compact (continued)

3. Address the importance of ongoing two-way, meaningful communication between parents/family members and teachers through, at a minimum, annual parent-teacher conferences at the elementary level, frequent reports to parents and family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Title I Funds

Unless exempt by law, the District shall reserve at least one percent (1%) of its Title I funds to assist schools in conducting parent and family engagement activities. Parents and family members shall be involved in the decisions regarding how the Title I reserved funds are used for parent and family engagement activities.

Not less than ninety percent (90%) of the reserved funds shall be distributed to District schools with a Title I program, with priority given to high need schools. The District shall use the Title I reserved funds to conduct activities and strategies consistent with this policy, including:

- Supporting schools and nonprofit organizations in providing professional development for the district and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- Supporting programs that reach parents and family members at home, in the community, and at school.
- Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- Collaborating or providing sub-grants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- Engaging in any other activities and strategies that the district determines are appropriate and consistent with this policy.

Documentation of Parent and Family Engagement Practices

Documentation to track the implementation of this policy is an essential part of compliance and may include, but not be limited to, sign-in sheets at workshops, meetings and conferences; schedules, training and informational materials; communications and brochures; and meeting notes.

Instruction

Parent and Family Engagement Policy for Title I Students

(cf. 1110.1 – Parent Involvement)

(cf. 6161.3 – Comparability of Services)

Legal Reference: Connecticut General Statutes
10-220(c) Duties of boards of education
Improving America’s Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans.
20 U.S.C. §6318, as amended by Every Student Succeeds Act, P.L. 114-95 §1010 (2015)
Adult Education and Family Literacy Act – 29 U.S.C. Sec. 3271 et seq.
Rehabilitation Act – 29 U.S.C. Sec. 701 et seq.
Head Start Act – 42 U.S.C. Sec. 9831 et seq.
McKinney-Vento Homeless Assistance Act – 42 U.S.C. Sec. 11301 et seq.
20 U.S.C. §7801 - Definitions

Policy adopted:

cps 3/18

SAMPLE LETTER FOR PARENTS

[Insert School Letterhead]

[Date]

[Parents' Name]

[Parents' Address]

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

Dear **[insert parent name]**:

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

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

Enclosed with this letter is a copy of the District's/Board of Education's "Parent and Family Engagement Policy for Title I Students."

We look forward to seeing you on **[insert date and time]**

Sincerely,

School Principal

Enclosure

pc: Superintendent of Schools

Instruction

Parent and Family Engagement Policy for Title I Students

School-Parent Compact

Note: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the ESSA, must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parent and family engagement policy developed jointly by the school and parents. The compact must outline how parents, the entire school staff, and students will have the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework. Schools and parents, in consultation with student, are encouraged to include other relevant and agreed upon activities and action as well that will support effective parental and family engagement and strengthen student academic achievement.

The name of school and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the ESSA, (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's challenging standards.

This school-parent compact is in effect during school year _____.

Required School-Parent Compact Provisions

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The name of school will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the challenging State's student academic achievement standards as follows:

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

2. Communicate with parents regarding their child's progress and provide timely information about Title I programs and assessment tools;
3. Encourage ongoing communication between teachers and parents;
4. Educate staff about the importance of parental involvement;
5. Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
[Describe when the parent-teacher conferences will be held.]
6. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
[Describe when and how the school will provide reports to parents.]
7. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
[Describe when, where, and how staff will be available for consultation with parents.]
8. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
[Describe when and how parents may volunteer, participate, and observe classroom activities.]
9. Ensure regular, two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.

Teacher Responsibilities

Teachers participating in the Title I programs will:

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

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Describe the ways in which parents will support their children's learning, such as:

- Providing a positive and healthy learning environment at home and a proper place to do homework;
- Communicating with teachers on an ongoing basis;
- Participating in parent-teacher conferences during which the school-parent compact will be discussed as it relates to their child's achievement;

Parent Responsibilities (continued)

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Encouraging positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Describe the ways in which students will support their academic achievement, such as

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The *name of school* will:

1. Involve parents in the planning, review, and improvement of the school's parental and family engagement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

6172.4
Appendix A
(continued)

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the *name of school* will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title 1, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the State Department of Education's (SDE) written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

**This sample template of a School-Parent Compact is not an official U.S. Department of Education document. It is provided only as an example.*

Appendix B

Summary: School, Parent and Family Engagement Policy/School-Parent Compact

The Every Student Succeeds Act (ESSA) is the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) which was reauthorized in 2002 as the No Child Left Behind Act (NCLB). Since its inception, the intent of the law has been to raise achievement for low-income and otherwise disadvantaged children. Parent and family engagement and consultation have always been a key piece of the law, focused on the low-income parents of “Title I-participating” children. Remediating the gaps in educational opportunity and achievement requires involvement of those closest to the affected students: parents, families, and communities driving decision-making.

Funding

Title I Parent and Family Engagement Set-Aside (Section 1116): Each district is required to reserve at least one percent of its Title I funds to carry out parent and family engagement activities. The law further requires that parents and family members of low-income students must be included in decisions regarding how these engagement funds are spent.

The parent and family engagement funds are to be used for at least one of the below activities:

- Supporting schools in training school staff regarding engagement strategies;
- Supporting programs that reach families at home, in the community and at school;
- Disseminating information on best practices focused on engagement, especially for increasing engagement of economically disadvantaged families;
- Sub granting to schools to collaborate with community-based organizations or businesses that have a track record of improving family engagement; or
- Engaging in any other activities that the district believes are appropriate in increasing engagement.

Consultation

In order to receive funding under Title I, each state must submit a state plan to the U.S. Department of Education (ED). Each district must submit a plan to the state. When developing plans, districts must meaningfully consult parents of children in schools receiving Title I funds. District plans must describe the strategies the district will employ to meet the parent and family engagement requirements.

Parent and Family Engagement Policies

In order to receive Title I funds, districts must conduct outreach to parents and family members and must implement programs, activities and procedures for the involvement of parents and families in Title I-funded activities. Each district must jointly develop with and distribute to families, in a language they can understand, a written parent and family engagement policy. The engagement policy must be periodically updated to reflect the needs of families and be incorporated into the district plans described above. Title I-receiving schools in the district must also distribute parent and family engagement policies agreed to by the parents.

The district parent and family engagement policy must describe how the district will:

- Involve parents in the joint development of the district plan;
- Provide the support necessary to assist schools in implementing effective family engagement activities;
- Conduct an annual evaluation of the effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by families, (especially family members who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are a racial or ethnic minority) and use the findings to design strategies to support successful school and family interactions and revise engagement policies; and
- Involve families in school activities, which may include establishing an advisory board to develop, revise and review the engagement policy.

In Title I schools the school parents and family engagement policy must describe how the school will:

- Convene an annual meeting, at a convenient time to which all parents of low-income students are invited and encouraged to attend, to inform parents that their school receives Title I funds, that these funds come with requirements, and that parents have a right to be involved;
- Offer a flexible number of engagement meetings at convenient times for families (for which the school may provide transportation, child care, or home visits using Title I funds);
- Provide parents and families with:
 - Information about Title I-funded programs;
 - An explanation of the curriculum and achievement levels the school uses; and
 - If requested, opportunities for regular meetings to participate in decisions relating to the education of their student.
- Jointly develop with parents of low-income students a school-parent compact that outlines how families, school, staff and students will share the responsibility for improved student academic achievement and develop a partnership to help students achieve state standards.
 - The compact **must**:
 - Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the academic achievement standards, and the ways in which each parent will be responsible for supporting learning, including volunteering in their child's classroom, and participating in decisions relating to the education of their children;
 - Address the importance of communication between families and staff through, at a minimum:
 - parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as the compact relates to the individual child's achievement;
 - frequent reports to parents on their children's progress; and
 - opportunities to volunteer in or observe their child's class

6172.4
Appendix B
(continued)

- Ensure regular two-way meaningful communication between family members and school staff in a language they understand.
- Ensure effective involvement of parent and support a partnership among the school, parents and the community to improve student academic achievement by the following required and allowed activities:
 - Required:
 - Providing assistance to parents in understanding such topics as the state’s academic standards, state and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators;
 - Providing materials and training to help parents to work with their children to improve their children's achievement;
 - Educating school personnel, with the assistance of parents, in the value and utility of the contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners;
 - Integrating engagement strategies with other federal and state programs including preschool programs;
 - Ensuring that information related to programs, meetings, and other activities is sent to parents in a format and a language the parents can understand;
 - Providing other reasonable support for engagement activities;
 - Providing opportunities for the informed participation of families with limited English proficiency or disabilities, and families of migratory children in a format and language they understand; and
 - Providing reasonable support for parental involvement activities as parents request them.
 - Allowed (note that although these activities are not required they provide parents and families with an opportunity to engage school and district leaders to advocate for the specific engagement activities they want to see in schools and serve as partners in carrying out the programs):
 - Involving parents in the development of engagement training for school personnel;
 - Paying reasonable and necessary costs associated with engagement activities including transportation and child care costs, to allow parents to participate;
 - Training parents to enhance the engagement of other parents;
 - Arranging school meetings or conduct in-home conferences between teachers and parents who are unable to attend such conferences at school;
 - Implementing model approaches to improving parental involvement;
 - Establishing a districtwide parent advisory council to improve engagement;
 - Developing roles for community-based organizations and businesses in activities.

The clear intent throughout the Every Student Succeeds Act, is that parents and communities have the right to engage and help drive, financial, programmatic and policy decisions.

Instruction

Parent and Family Engagement Policy for Title I Students

Checklist for School-Parent and Family Meetings

Each district school operating a Title I program will hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members will be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members will be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.

The schools with Title I programs will offer a flexible number of meetings, which will be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation, child care costs or home visits.

Development, implementation and maintenance of School-Parent and Family Compacts (school compact), Title I programs, the Title I Parent and Family Engagement Policy and the Title I Plan must be accomplished with meaningful engagement with parents and family members of students participating in Title I programs.

The Superintendent will designate an employee within each school conducting a Title I program to be responsible for the school's process of obtaining meaningful engagement.

The following checklist includes measures designed to encourage meaningful engagement. The checklist will be completed annually by the designated employee.

- Plan regular meetings throughout the school year with parents and family members to discuss the school-parent and family compact; identify dates, times and places, and persons whose attendance is desired. Offer meetings in the morning and evening; if funds are available, provide transportation and childcare. Conduct home visits related to parent and family engagement as necessary.
- Develop an agenda, built around federal compliance requirements, for meetings to be held with parents and family members, which may include the following items:
 1. An introduction of “where we are now” and an ending that addresses “next steps.”
 2. A section informing parents and family members of their school's participation under Title I and to explain Title I requirements regarding parent and family engagement, including the right of parents and family members to be involved.
 3. A section describing and explaining the curriculum in use at the school, forms of academic assessment used to measure student progress, and achievement levels students are expected to meet.

Instruction

Parent and Family Engagement Policy for Title I Students

Checklist for School-Parent and Family Meetings (continued)

4. A section for parents and family members to formulate suggestions and to participate, as appropriate, in decisions relating to their child's education.
5. A section to involve parents and family members in the planning, review and improvement of Title I programs, including the joint development of the Title I Plan.
6. A section to address how funds are allotted for parent and family involvement in activities; parents and family members of students receiving services must be involved in these decisions.

Meeting notification requirements include:

- Notifying interested persons about meeting dates, including:
- Parents and family members of students participating in Title I programs.
- Staff members.
- Students participating in Title I programs.
- School Board members.
- Media.
- Coordinators of other federal, state and local programs, including preschool programs.
- Other _____.
- Publicizing the meeting dates, times and locations in accordance with legal requirements and the notice provisions of Board policy 006. It is wise to assume these are open meetings if Board members are expected to attend.

Standard meeting procedures include:

- Providing sign-in sheets for parents and family members attending the meeting.
- Appointing a Recording Secretary to keep meeting minutes.
- Providing copies of working drafts of the Title I Plan, Title I Parent and Family Engagement Policy and/or the school compact, as appropriate, to parents and family members in an understandable and uniform format, and in a language the parents and family members can understand.

The designated school employee will ensure a process of evaluation is conducted, as appropriate to each area, by collectively:

- Discussing and selecting indicators of success which will be used to measure the effectiveness of, as appropriate, the Title I Plan, programs, Parent and Family Engagement Policy and/or the school compact in improving achievement of academic standards.

Instruction

Parent and Family Engagement Policy for Title I Students

Checklist for School-Parent and Family Meetings (continued)

Making recommendations based on the results of the evaluation process to improve academic achievement.

Identifying barriers to greater participation by parents and family members, with particular attention to parents and family members who are migrants, economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Use the findings of such evaluation to design strategies for more effective parent and family engagement.

Following the meeting, the designated school employee will:

Provide status reports to the Superintendent, who will update the Board, including possible recommendations for revisions to the Title I Plan and Parent and Family Engagement Policy.

Revise the applicable school-parent and family compact, Title I Plan, and Parent and Family Engagement Policy as necessary.

Instruction

Parent and Family Engagement Policy for Title I Students

School-Parent and Family Compact - *Alternate Sample*

This School-Parent and Family Compact has been jointly developed with parents and family members, and outlines how parents and family members, school staff, and students will share in the responsibility for improved student academic achievement, and the means by which the school and parents and family members will build and develop partnerships to help their children achieve the state's academic standards.

School Commitment

As a school, we are committed to supporting student learning by:

- Providing high-quality curriculum and instruction in a supportive and effective learning environment that enables students participating in Title I programs to meet the state academic standards.
- Addressing the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:
 - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual student's achievement.
 - Frequent reports to parents and family members on their child's progress.
 - Reasonable access to staff, and
 - Ensuring regular two-way, meaningful communication between family members and school staff, including providing information and school reports in a format and in a language that the parent and family member can understand.
- Providing parents and family members opportunities to volunteer and participate in their child's class, and to observe classroom activities
- Treating each student with dignity and respect.
- Striving to address the individual needs of each student.
- Acknowledging that parents and family members are vital to the academic success of their children.
- Taking steps to provide a safe, positive and healthy learning environment.
- Assuring that school staff communicate clear expectations for performance of both students and parents and family members.
- Providing professional development for staff.

Instruction

Parent and Family Engagement Policy for Title I Students

School-Parent and Family Compact - *Alternate Sample*

Parent and Family Commitment

As parents and family members, we are committed to supporting our children's learning by:

- Creating an atmosphere that supports learning by conducting activities at home to continue classroom learning.
- Volunteering in the classroom, at school activities and events.
- Participating, as appropriate, in decisions relating to the education of our children and positive use of extracurricular time.
- Attending school meetings, functions and conferences.
- Communicating with teachers at conferences, by phone, by email and by attending Title I parent and family workshops.
- Being aware of Board policies and school rules.
- Monitoring school attendance and school arrival times.
- Making sure that homework is completed.
- Encouraging student involvement in school activities held during and after school.
- Reinforcing positive behavior.

Student Commitment

As students, we are committed to being responsible and taking ownership of learning by:

- Coming to school each day on time and ready to learn.
- Reading at home.
- Completing homework assignments.
- Taking home and returning necessary school papers and forms.
- Maintaining a positive attitude toward school.
- Being respectful to students, staff and property.

*School districts, in consultation with parents, may use the **sample template** below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required LEA Parental Involvement Policy Components" below, they will have incorporated the information that Section 1118(a)(2) requires to be in the LEA parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parental involvement and strengthen student academic achievement.*

Instruction

Parent and Family Engagement Policy for Title I Students

In support of strengthening student academic achievement, [Insert name of school district] receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents of participating children a written parental involvement policy that contains information required by Section 1118(a)(2) of the Elementary and Secondary Education Act of 1965 (ESEA). The policy establishes the District's expectation for parental involvement and describes how the District will implement a number of specific parental involvement activities, and it is incorporated into the District's plan submitted to the Connecticut Department of Education.

The [Insert name of school district] agrees to implement the following requirements as outlined by Section 1118:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each include as a component a school-parent compact consistent with Section 1118(d) of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements to the extent practicable, the District and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the District plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

Instruction

Parent and Family Engagement Policy for Title I Students (continued)

- The District will be governed by the following definition of parental involvement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- a. Parents play an integral role in assisting their child's learning.
- b. Parents are encouraged to be actively involved in their child's education at school.
- c. Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- d. Other activities are carried out, such as those described in Section 1118 of the ESEA.

Jointly Developed

The name of school district will take the following actions to involve parents in the joint development of its LEA parental involvement plan under Section 1112 and the process of school review and improvement under Section 1116 of the ESEA:

(Describe/List how parents will be involved in the development of the district parental involvement policy, Comprehensive District Improvement Plan (CDIP), and how parents will be involved in the development and review of the School Improvement/Title I Schoolwide/Title I Targeted Assistance Plan.)

Technical Assistance

The name of school district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

(Describe/List how the district will provide support and technical assistance to all its Title I schools in planning and implementing effective parental involvement practices inclusive of school parental involvement plans, school-parent compacts, and all Title I parental involvement requirements.)

Instruction

Parent and Family Engagement Policy for Title I Students (continued)

Annual Evaluation

The name of school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

(Describe/List actions for how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)

Reservation of Funds

The name of school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.

(Describe/List how the district will share with parents the budget for parental involvement activities and programs and how parents will be involved in providing input into how the funds are used.)

Coordination of Services

The District will coordinate and integrate parental involvement strategies under other programs, such as Head Start, preschool programs etc., that encourage and support parents in more fully participating in the education of their children by:

(Describe/List how the district will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families.)

Building Capacity of Parents

The name of school district will, with the assistance of its Title I schools, build parents' capacity for strong parental involvement by providing materials and training on such topics as literacy training and using technology to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

Instruction

Parent and Family Engagement Policy for Title I Students

Building Capacity of Parents (continued)

- The State's academic content standards
- The State's student academic achievement standards
- The State and local academic assessments including alternate assessments
- The requirements of Title I, Part A
- How to monitor their child's progress
- How to work with educators

(Describe/List activities, such as workshops, conferences, classes, online resources, and any equipment or other materials that may be necessary to support parents in helping their student's academic success.)

Building Capacity of School Staff

The name of school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals, and other staff on how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

(Describe/List activities such as workshops, conferences, trainings, webinars, and online resources that will be used with school staff to build their capacity to work with parents as equal partners. Include information about how the district and/or schools will provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand.)

Building Capacity for Involvement

Note: The District parental involvement policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

Instruction

Parent and Family Engagement Policy for Title I Students

Building Capacity for Involvement (continued)

- Training parents to enhance the involvement of other parents.
- Maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend those conferences at school.
- Adopting and implementing model approaches to improving parental involvement.
- Establishing a LEA parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

***NOTE TO THE LEA:** Describe how each discretionary item your district and parents chose will be implemented.*

Adoption

This District parental involvement policy has been developed jointly and agreed on with parents of children participating in Title I, Part A programs, as evidenced by _____.

The District will distribute this policy to all parents of participating Title I, Part A children on or before _____.

This sample template is not an official U.S. Department of Education document. It is provided only as an example.

This policy, or #6161.31, is mandatory for any district that receives or desires to receive Title I funds.

Instruction

Title I Parent and Family Engagement

The Board of Education (Board) recognizes that parental and family involvement and engagement is vital to achieve maximum educational growth for students participating in the District's Title I program. Therefore, in compliance with federal law, the District will meet with parents/guardians to provide information regarding their school's participation in the Title I program and its requirements.

The Superintendent or his/her designee is directed to ensure equivalence among schools in teachers, administrators and other staff, and in the provision of curriculum materials and instructional supplies.

The Board directs the Superintendent to ensure that each of the District's schools participating in the Title I program meet annually with the parents/guardians of students receiving Title I services. Parents/guardians of participating students will be informed of their right to be involved in the development of the District's parental and family engagement policy, overall District Title I plan and the school-parent compacts.

In cooperation with parents/guardians and family, the District's policy, plan and compact will be reviewed annually and updated periodically as determined necessary, to meet the changing needs of parents/guardians and the schools, and distributed to parents/guardians of participating students in an understandable and uniform format and to the extent practicable, in a language the parents can understand.

The Superintendent is directed to develop administrative regulations, as necessary, to implement this policy and meet the requirements of law.

(cf. 1110.1 – Parent Involvement)
(cf. 6161.3 – Comparability of Services)
(cf. 6161.31 – Title I Programs)

Legal Reference: Connecticut General Statutes
10-220(c) Duties of boards of education
Improving America's Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans.
Title I of the Elementary and Secondary Education Act, 20 U.S.C. §6301-6514
20 U.S.C. §6318, as amended by Every Student Succeeds Act, P.L. 114-95 §1010 (2015)
20 U.S.C. §7801 - Definitions

Policy adopted:
cps 1/21

This regulation serves as a sample of the required school-level parent and family engagement compact. The numbered paragraphs correspond to mandatory requirements in ESEA, 20 U.S.C. §6318(c). Bulleted items are ideas that each district must, with parents/guardians and family, develop through its own processes for accomplishing the respective numbered paragraph.

Instruction

Title I Parent and Family Engagement

School-Level Parent and Family Engagement Compact

This school-level *Parent and Family Engagement Compact (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 at the school level by:

Parent/Guardian Involvement

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 his/her designee must:
 - 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 childcare so that all parents/guardians who would otherwise be unable to attend may attend.

2. Offering a flexible number of meetings, such as in the morning or evening, and may provide, with funds provided by the relevant provision in Title I, transportation, childcare, 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.

Instruction

Title I Parent and Family Engagement

School-Level Parent and Family Engagement Compact

Parent/Guardian Involvement (continued)

3. Involve 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 parent and family engagement policy and the joint development of the school-wide program plan (under U.S.C. §6314(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 the use of school newsletters, the District website, email 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 achievement levels of challenging State academic standards.
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 to receive follow-up.
7. If the school-wide plan under 20 U.S.C. §6314(b) is not satisfactory to the parents/guardians of participating children, the Building Principal or designee shall:
 - Submit any parent/guardian comments on the plan when the school makes the plan available to the Board of Education.
 - Provide a process for parents/guardians to express concerns and complaints.

Instruction

Title I Parent and Family Engagement

School-Level Parent and Family Engagement Compact (continued)

Shared Responsibilities for High Student Academic Achievement

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 challenging academic standards. Each parent/guardian is responsible for supporting their children's learning by:
 - Volunteering in their child's classroom.
 - Participating, as appropriate, in decisions relating to their children's education and positive use of extracurricular time.
2. Communications between teachers and parents/guardians occurs on an ongoing basis through:
 - Parent-teacher conferences, 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 child's progress.
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
 - Ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.

Building Capacity for Involvement

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

- Provide assistance to parents/guardians in understanding the challenging State academic standards and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- Provide materials and training, such as, literacy and technology (including education about the harms of copyright piracy), to help parents/guardians work with their children to improve their children's achievement.
- Educate teachers, instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents/guardians, in:
 - The value and utility of contributions of parents/guardians; and
 - How to effectively communicate and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the school.

Instruction

Title I Parent and Family Engagement

School-Level Parent and Family Engagement Compact

Building Capacity for Involvement (continued)

- To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, State and local programs, including public preschool programs, and conduct other activities, such as parent/guardian resource centers, that encourage and support parents/guardians in more fully participating in their children's education.
- Ensure that information is sent to the parents/guardians of participating children in a format, and to the extent practicable, in a language that parents/guardians can understand.
- Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.

In addition, each school may:

- 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 the funds provided by the relevant provision in Title I 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 encourage and enhance the involvement of other parents/guardians.
- 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.

Instruction

Title I Parent and Family Engagement

School-Level Parent and Family Engagement Compact (continued)

Accessibility

In carrying out the parental involvement requirements of this Compact, the school, to the extent possible, will provide opportunities for the informed participation of parents/guardians and family members, (including those with limited English proficiency, with disabilities, and migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians can understand.

Regulation approved:

cps 1/21

Existing policy and regulation adopted 5/20/14, 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: May 20, 2014

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing regulation, approved 5/20/14 appropriate 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

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: _____

Existing policy adopted 5/20/14, 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: May 20, 2014

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut