

Board of Education Regular Meeting
Thursday, February 6, 2014 7:00 PM Eastern

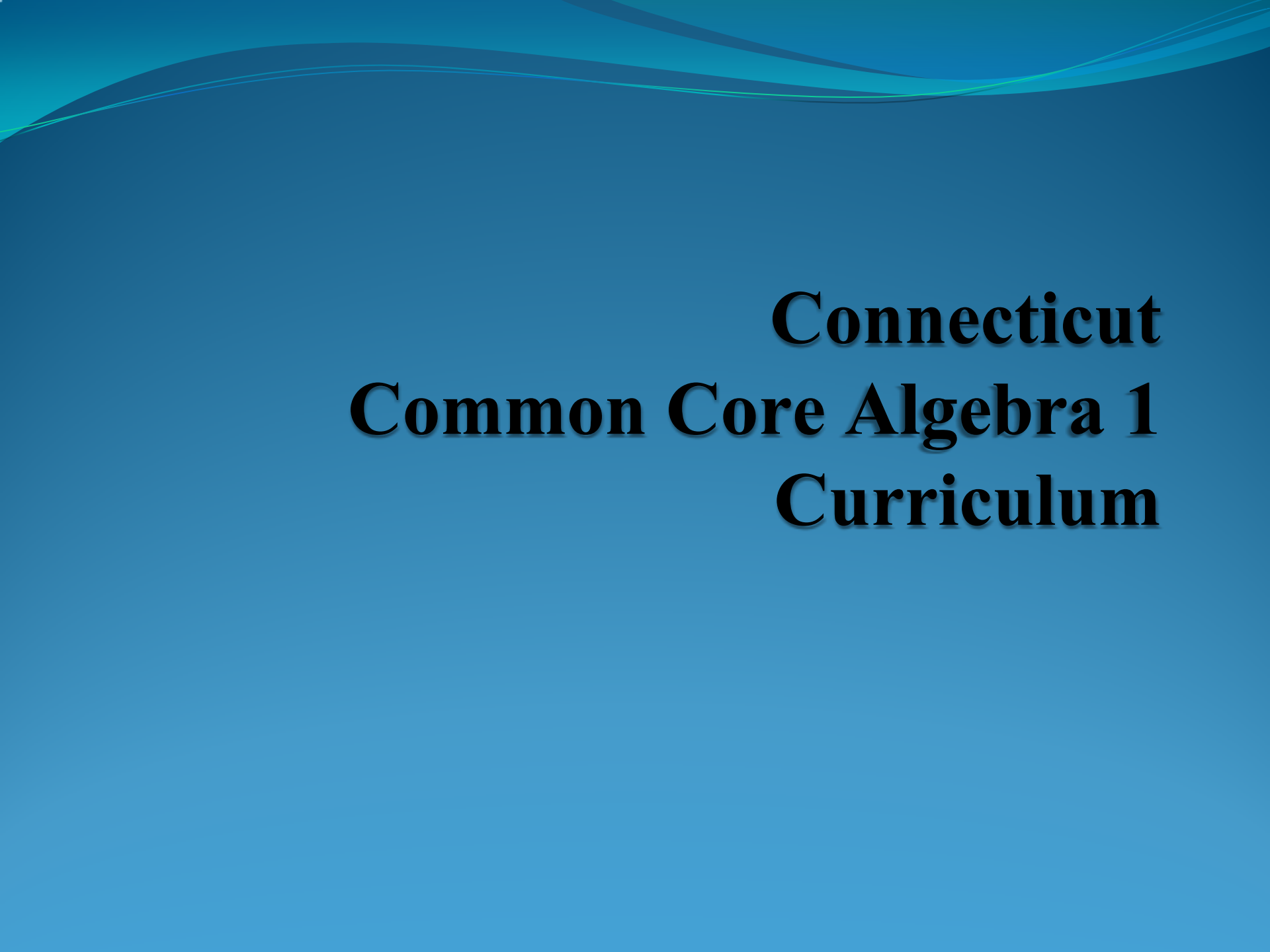
New Fairfield Community Room
3 Brush Hill Road
New Fairfield, CT 06812

Member Aboe: Present
Mr. Scott Akam: Present
Mr. Steve Burfeind: Present
Mr. Ken Chapman: Present
Mr. Kevin Hearty: Present
Mr. Sean Loughran: Present
Linda Norris: Present
Susan Starr: Present
Dr. Amy Tozzo: Present
Dr. Jay Voss: Present

Present: 10.

I.	Call to Order
II.	Pledge of Allegiance
III.	Approval of the Minutes
III.A.	January 23, 2014 - Regular
IV.	Approval of the Agenda
V.	Chairman's Report
VI.	Superintendent's Report
VII.	Student Representatives' Report
VIII.	Committees
VIII.A.	Finance
VIII.B.	Curriculum
VIII.C.	Personnel
VIII.D.	Policy
VIII.E.	Operations
VIII.F.	Field Fees
VIII.G.	Liaison
VIII.G.1.	Board of Finance
VIII.G.2.	Magnet School
VIII.G.3.	Parks and Recreation Committee
VIII.G.4.	Permanent Building Committee
VIII.G.5.	Technology
VIII.G.6.	Safety
VIII.G.7.	Education Connection
IX.	Information Items
IX.A.	CCSS - A Closer Look - Algebra I Curriculum (CCSS, Meeting Learners' Needs)
IX.B.	Review of New Techbook (First Review) (Meeting Learners' Needs)
IX.B.1.	Social Studies Techbook – Grade 8

IX.C. Board of Education Policies (First Reading)	
IX.C.1.	Policy 1331 – Smoke Free Environment
IX.C.2.	Policy 3231 – Medical Reimbursement for Special Education Students
IX.C.3.	Policy 4118.231 – Alcohol, Drugs, and Tobacco
IX.C.4.	Policy 5131.6 – Alcohol, Drugs, and Tobacco
IX.C.5.	Policy 5131.61 – Co-curricular Policy Concerning Drug & Alcohol Use by Students
IX.C.6.	Policy 6146 – Graduation Requirements
X.	Public Participation - The Board welcomes public participation. Pursuant to our Board Policy, public participation is limited to no more than three (3) minutes per speaker and a total of no more than fifteen (15) minutes. People who wish to speak longer are encouraged to attend . . .
XI.	Action Items
XI.A.	Personnel Report
XI.B.	New Fairfield High School Graduation – 2014
XII.	Other
XIII.	Adjournment



Connecticut Common Core Algebra 1 Curriculum

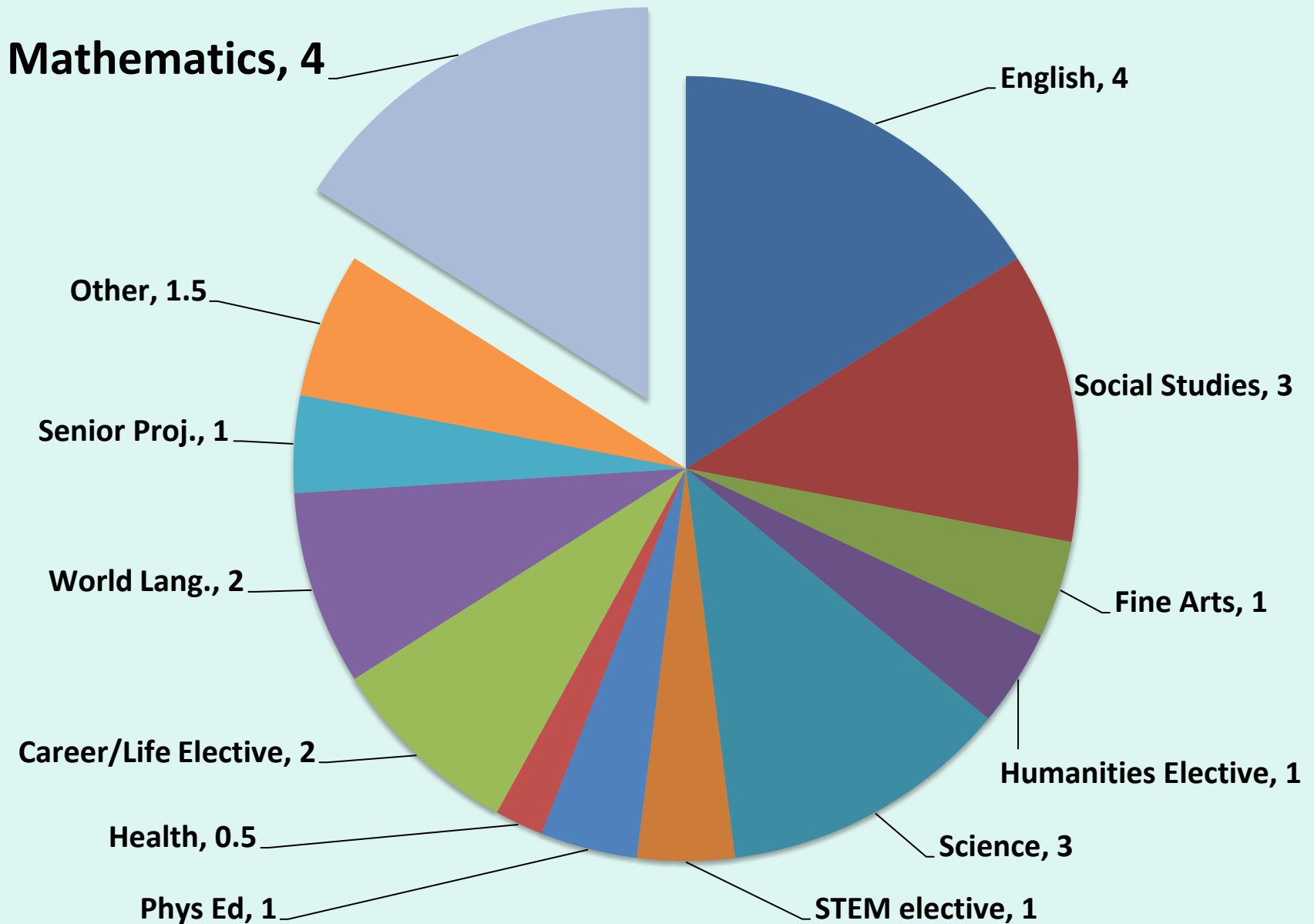
Why a New Curriculum for Algebra I ?

- P.A.10-111
 - Secondary School Reform; including “model” curricula and end of course exams
- CCSSM
 - Common Core State Standards for Mathematics (adopted by Connecticut in 2010)

New High School Requirements (P.A. 10-111)

- Starting with class of 2020.
- 25 credits for graduation with 8 credits in STEM subjects.
- 4 credits in mathematics (including Algebra I, geometry, and Algebra II or probability/statistics).
- Model curricula to be developed for 8 courses.
- Common final examinations for **Algebra I**, **geometry**, biology, grade 10 English, American history.

Breakdown of Credits



First CT Curriculum **Developed** Algebra I

A Brief History

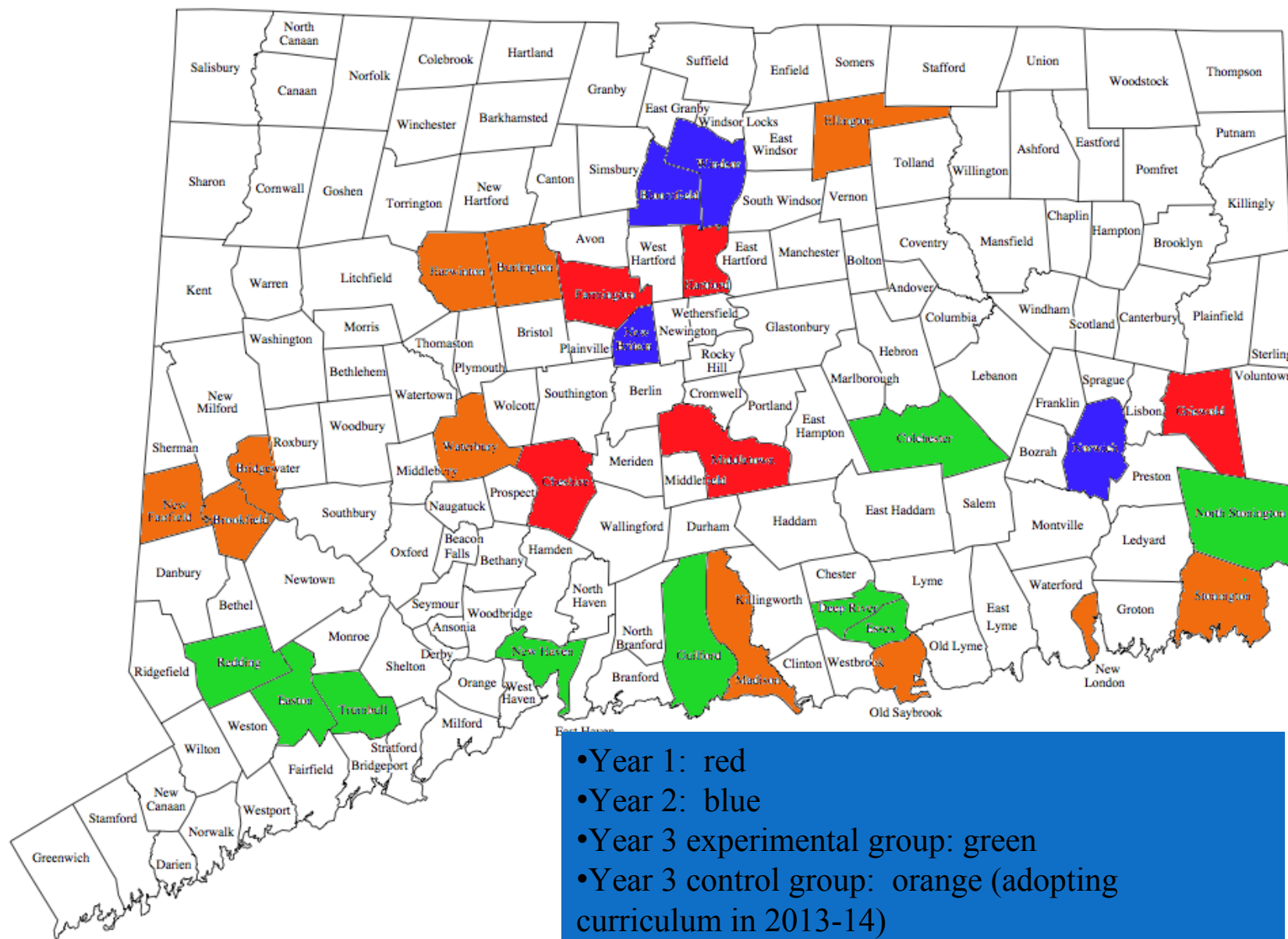
- 2009 – State of CT awarded the Mathematics and Science Partnership Grant to the CT Academy of Science and Engineering to develop a model curriculum for Algebra I
- Curriculum supported CT Secondary Education Reform
 - Aligns with Common Core State Standards
 - Field-tested 2010-2013

CT Algebra One Partners (Curriculum Writing 2009)

- Associated Teachers of Mathematics in Connecticut (ATOMIC)
- Connecticut Academy for Education in Mathematics, Science & Technology, Inc.
- Connecticut Council of Leaders of Mathematics (CCLM)
- Mathematics Basic Skills Council of Connecticut (MBSCC)
- Mathematical Association of Two-Year Colleges of CT (MatyCONN)
- Project to Increase Mastery of Mathematics and Science (PIMMS)

Mathematics and Science Partnership Grant 2010-2013

- Field testing in 3 phases.
- 80 teachers involved.
- Curriculum was continually improved on the basis of feedback from the field test sites.
- In the 3rd year, the Education Development Center conducted a comparative study.



Common Core State Standards

- K-12
- Emphasis on Focus, Coherence, Conceptual Understanding.
- HS standards for “College and Career Readiness”.
- Most HS standards identified as “CORE” with additional standards for “STEM”.
- Eighth grade curriculum will place major emphasis on algebra and geometry.
- The model curriculum developed by Connecticut is well-aligned with these standards.

Algebra 1 Curriculum Components

1. Guiding principles (framework)
2. Enduring understandings (critical concepts)
3. Course-level expectations
4. Pacing guidance for all eight units
5. Assessments – formative and summative
6. Unit investigations and activities
7. Culminating experience: A performance-based project
8. End-of-course exam

Guiding Principles of the Algebra 1 Curriculum

- **Reasoning Principle:** The curriculum must develop deep understanding of mathematical concepts and principles.
- **Teaching Principle:** The curriculum must support and illustrate effective pedagogical practices.
- **Assessment Principle:** The curriculum envisions assessment as an integral part of instruction.
- **Technology Principle:** The curriculum must make full use of technologies that increase the productivity of instruction and enrich students' experiences.

Guiding Principles of the Algebra 1 Curriculum

- **Scope Principle:** The curriculum must focus on the essential ideas and processes of mathematics.
- **Connections Principle:** The curriculum must effectively organize and integrate important mathematical ideas.
- **Context Principle:** The curriculum must include situations, applications and contemporary problems, interdisciplinary in nature, that illustrate the usefulness of mathematics.
- **Differentiation Principle:** The curriculum must provide a balance of shared experiences for all students.

Enduring Understandings

1. The fundamental **structure of algebra** provides a **systematic method** for identifying, describing, analyzing and generalizing patterns.
2. Algebra provides a way to use numbers, symbolic notation and arithmetic operations to **model, transform, simplify and solve problems efficiently**.
3. Information may be represented by physical models, diagrams, data tables, graphs and symbolic expressions.

Enduring Understandings

4. Algebra facilitates correlation among these **different representations** which may give different insights to the solution of a problem.
5. Algebra provides ways to describe and classify relationships and functions and use the classifications to **derive models that have practical real-world applications**.
6. Algebra provides a way to explore and **understand the effects of parameter changes** on any function and its various representations.

Enduring Understandings

7. Algebra provides the underlying structure to make **connections among all branches of mathematics**, including measurement, geometry, calculus and statistics.
8. Innovations in **technology** allow users to explore and deepen their understanding of new and long-standing mathematical concepts and applications of algebra.



CCSS Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Algebra I - Scope and Sequence

Unit 1: Patterns

Unit 2: Linear Equations and Inequalities

Unit 3: Functions

Unit 4: Linear Functions

Unit 5: Scatter Plots and Trend Lines

Unit 6: Systems of Linear Equations

Unit 7: Introduction to Exponential Functions

Unit 8: Quadratic Functions

Sample Group Activity Quadratics in the Kitchen

The cross sections of many kitchen bowls and some cups are in the shape of a parabola. (Actually a paraboloid). Your teacher may have a right circular cone and be able to show you how you can cut it with a plane to generate a “perfect” parabola.

In this experiment you will keep adding water to your bowl and will measure the depth of the water using a wooden stirrer and the diameter of the surface of the water using a thick but not stretchy string. Measure everything in millimeters (mm). Use the table below and record your measurements.

Materials: Bowls, string, wooden toothpicks or coffee stirrers, colored water, ruler in (mm) and graph paper.

[illegible]

Quadratics in the Kitchen

Instructions for the Experiment:

1. If the bottom of the bowl is flat, measure the diameter of the bottom before you pour in any water into the bowl. Record the diameter and radius in the table and set the corresponding height of water to 0.
2. Put a little water containing food coloring into the bowl or cup. Measure the diameter of the surface in millimeters using your string. Measure the depth at that moment. Record your measurements above.
3. Add a little more water and repeat your measurements. Record your measures above.
4. Keep repeating this step until the bowl is almost full or you have completed all 7 rows of the table. Be careful not to overflow.

Quadratics in the Kitchen

Analyze the Data:

1. Using the graph paper your teacher provides, graph the height of the water on the vertical axis (y -axis) against the radius on the horizontal axis (x -axis).
2. Compare and contrast your graph with the graph created by another group. Does the data appear to be a linear function? Explain any similarities or differences.
3. In step one, you were asked you to plot the radius on the x axis and the height on the y axis. Based upon your knowledge about the independent and dependent variables, determine if this configuration makes sense.
4. Justify your answer by writing a logical argument that clearly incorporates your complete understanding of functions. Be sure to use appropriate mathematical vocabulary and notation in your argument.

Unit 8 – Investigation One Quadratics in the Kitchen



Unit 8 – Investigation One Quadratics in the Kitchen



Unit 8 – Investigation One Quadratics in the Kitchen



Unit 8 – Investigation One Quadratics in the Kitchen



Sample - End of Unit Exit Ticket

The Guinea Road Bridge in Stamford CT is built on a parabolic arch of stone. The function that models the archway is $y = -.01x^2 + .8x + 10$. When applying this function, you notice that the bridge is built 10 feet above the road's surface on both sides of the road. The x is the horizontal ground distance in feet. The y is the height of the arch above the ground (in feet). Use the picture below and your knowledge of the graphs of parabolas to answer the following questions:

- a. Find the maximum height of the bridge.
- b. Find the coordinates of the point on the road that lies directly below the vertex.
- c. What is the *approximate* length of the 4 lanes, including the lane - divider .
- d. Convert the given equation of this parabola to the vertex form of a quadratic function.



Connecticut Algebra I Curriculum - Tips for Parents

- The Algebra I curriculum is designed to help students develop their **comprehension of algebra topics** rather than simply learn step-by-step procedures.
- Students study algebra in the context of **real-world application** problems.
- The curriculum will help prepare students for **college and career readiness** and for the Smarter Balanced Assessment
- This curriculum was **tested and revised** by teachers in 21 Connecticut school districts over the past 3 years.

Connecticut Algebra I Curriculum - Tips for Parents

- Students will be working with his/her peers in class and for some projects.
- Students will be using a graphing calculator in class.
- Students will use the computer for some investigations.
- Students may not take as many traditional notes as in the past; notes are embedded in many activities.

Connecticut Algebra I Curriculum - Tips for Parents

Students do not have a textbook. All activities used for classwork and homework can be accessed online at the following Moodle site:

sde-cthsmoodle.cthss.cen.ct.gov/moodle/course/view.php?id=526

1. Click “Login as Guest”
2. Input passcode: csde

Existing policy with an optional revision to consider concerning the issue of electronic cigarettes.

Community Relations

Smoke Free Environment

Students

In accordance with law and to promote the health and safety of all students and staff, the District prohibits all employees, students and patrons from smoking or using tobacco or tobacco products in all school facilities, buildings and buses or other District transportation at all times, including athletic events and meetings. Tobacco includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine delivering devices, chemicals or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations. This prohibition extends to all facilities the District owns/operates, contracts for or leases to provide educational services, routine health care, daycare or early childhood development services to children, as well as facilities in which services are not provided to children.

This prohibition does not apply to any private residence or any portion of a facility that is used for inpatient hospital treatment of individuals dependent on, or addicted to, drugs or alcohol in which the District provides services.

Breaks by employees to smoke or use tobacco products are considered recreational activities. If an employee takes a break from work to smoke or use tobacco products or leaves school grounds at any time for any reason other than district business, including to smoke or use tobacco products, he/she will not be considered to be acting within the normal course and scope of employment.

An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

Staff and Public

An ongoing program of staff support and counseling will be offered to provide support for staff who wish to break the smoking habit.

(cf. 1120 Board of Education Meetings)

(cf. 1330 Use of School Facilities)

(cf. 4118/4218.231 Employee Smoking, Drinking, and Use of Drugs on School Premises)

(cf. 5135 Drugs, Tobacco, and Alcohol)

Legal Reference: _____ Connecticut General Statutes

_____ Sec. 1-21b Smoking prohibited in certain places. Signs required. Penalties.

_____ 21a-242 Schedules of controlled substances.

_____ PL 107-110, Section 4303, "Nonsmoking Policy for Children's Services")

_____ 20 U.S.C. 7181-7184 The Pro Children Act of 2001

Policy adopted: June 21, 2007

Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS

New Fairfield, Connecticut

An optional sample policy to consider.

Community Relations

Use of School Facilities

Smoke Free Environment

~~The possession, use, sale or distribution of alcoholic beverages by any person at any time within the buildings or on the grounds of the public schools is prohibited.~~

In accordance with law and to promote the health and safety of all students staff, the District prohibits all employees, students and patrons from smoking using tobacco or tobacco products in all school facilities, buildings and buses or other District transportation at all times, including athletic events and meetings. This prohibition extends to all facilities the district owns/operates, contracts for or leases to provide educational services, routine health care, daycare or early childhood development services to children, as well as facilities in which services are not provided to children.

Tobacco includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine delivering devices, chemicals or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations.

(cf. 1120 - Board of Education Meetings)

(cf. 1330 - Use of School Facilities)

(cf. 5131.6 - Drugs and Alcohol)

Legal Reference: Connecticut General Statutes

19a-342 Smoking prohibited in certain places. Signs required. Penalties.

21a-242 Schedules of controlled substances

PL 107-110, Section 4303, “Nonsmoking Policy for Children’s Services”

20 U.S.C. 7181-7184 The Pro Children Act of 2001

Policy adopted: June 21, 2007

Policy revised:

cps 4/08

rev 11/13

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Optional sample policy.

Business/Non-Instructional Operations

Medical Reimbursement for Special Education Students

The Board of Education (Board) ~~will~~ **may** seek Medicaid reimbursement for eligible medically related services* provided to Medicaid eligible special education students in accordance with federal and state law.

The Board will provide written notification to the parent/guardian of the student before accessing the student's or parent's or guardian's public benefits or insurance for the first time and prior to the one-time parental or guardian consent and annually thereafter.

~~The Board will provide, not later than July 1, 2013, written notification to all parents and guardians of children who are Medicaid eligible and currently receiving School Based Child Health (SBCH) services under an individualized education plan (IEP) prior to obtaining parental consent and prior to the continuation of billing Medicaid for the services. After such date, the~~
The Board will obtain parental consent from all parents and guardians who are Medicaid eligible and receiving SBCH services under an IEP, in order to access their public benefits or insurance to pay for services under the IDEA.

***Note:** *Districts can bill for health-related services that are outlined in the student's IEP. In general, services for which a school district may bill Medicaid are: audiologist services, evaluation and testing, nursing services, occupational therapy, physical therapy, speech therapy, psychological services and social work services.*

Legal Reference: Connecticut General Statutes
10-76d Duties and powers of boards of education to provide special education programs and services. State agency placements; apportionment of costs. (as amended by P.A. 99-279 An Act Concerning Programs and Modifications Necessary to Implement the Budget Relative to the Department of Social Services.)
42 CFR Parts 431, 433 and 440, Medicaid Program; Elimination of Reimbursement Under Medicaid for School Administration Expenditures and Costs Related to Transportation of School-Age Children Between Home and School
5.299, The Medicare, Medicaid & SCHIP Extension Act of 2007
34 C.F.R. §300.154(d) – Individuals with Disabilities Act (IDEA) Part B, related to parental consent to access public benefits or insurance

Policy adopted:

rev 7/99
rev 1/08
rev 4/13
rev 11/13

Sample regulation on this topic.

Business/Non-Instructional Operations

Medical Reimbursement for Special Education Students

The Board of Education (Board) ~~will~~ may seek Medicaid reimbursement for eligible medically related services provided to Medicaid eligible special education students in accordance with federal and state law. The services for which the Board may bill Medicaid include audiologist services, evaluation and testing, nursing services, occupational therapy, physical therapy, speech therapy, psychological services and social work services.

The Board will utilize the following procedures:

1. The Board of Education will determine, for each student who requires special education services and for each student who is referred to special education, if that child is eligible for Medicaid.
2. The Board will obtain a one-time written consent from the parent or guardian, after providing the written notification described below, before accessing the student's or the parent's or guardian's public benefits or insurance for the first time. This consent must specify the following:
 - A. The personally identifiable information that may be disclosed (such as records or information about the services that may be provided to a particular student);
 - B. The purpose of the disclosure (such as billing for services);
 - C. The agency to which the disclosure may be made (such as Medicaid); and
 - D. That the parent or guardian understands and agrees that the District may access the student's, or the parent's or guardian's public benefits or insurance to pay for the services.
3. The Board will provide written notification to the student's parents or guardians before accessing the student's or the parent's or guardian's public benefits or insurance for the first time and prior to obtaining the one-time parental or guardian consent and annually thereafter. The written notification must explain all of the protections available to parents and guardians under Part B of the Individuals with Disabilities Act, as described in 34 C.F.R. §300.154(d)(2)(v) to ensure that parents or guardians are fully informed of their rights before the District can access their or their child's public benefits or insurance to pay for services under the IDEA. The notice must be written in language understandable to the general public and in the native language of the parent or guardian or other mode of communication used by the parent or guardian, unless it is clearly not feasible to do so.
4. If any child is eligible for Medicaid, but not a current Medicaid recipient, the Board will request and assist the parent or guardian of that child with applying for Medicaid.

Business/Non-Instructional Operations

Medical Reimbursement for Special Education Students (continued)

5. If any child is eligible for Medicaid, the Board will request that the parent or guardian of the child give written permission to allow the Board to request Medicaid reimbursements for eligible health related special education costs.
 - A. If written permission described is received, the Board will submit claims to Medicaid through the State Department of Administrative Services for reimbursement of any health related cost.
 - B. If written permission is denied, the Board will terminate its efforts to secure Medicaid reimbursements otherwise applicable to the child.
6. Whether the parent or guardian refuses or gives consent to the Board to access Medicaid, reimbursement is strictly optional.
7. Whether the parent or guardian refuses or gives consent to the Board to access Medicaid reimbursement, the child will receive all special education services to which he/she is entitled without delay, at no cost to the parent or guardian.
8. ~~The Board will provide, not later than July 1, 2013, written notification to all parents and guardians of children who are Medicaid eligible and currently receiving School Based Child Health (SBCH) services under an Individualized Education Plan (IEP) prior to obtaining parental consent and prior to the continuation of billing Medicaid for the services. After such date, the~~ The Board will obtain parental consent from all parents and guardians who are Medicaid eligible and receiving SBCH services under an IEP, in order to access their public benefits or insurance to pay for services under the IDEA.
 - A. The written notification shall be provided prior to the student's Planning and Placement Team (PPT) meeting.
 - B. The parent or guardian shall complete and sign the consent form at the PPT meeting.
 - C. Once the District obtains this one-time consent, it is not required to obtain any further parental or guardian consent in the future. However, written notification must be provided annually.

Legal Reference: Connecticut General Statutes

10-76d Duties and powers of boards of education to provide special education programs and services. State agency placements; apportionment of costs. (as amended by P.A. 99-279 An Act Concerning Programs and Modifications Necessary to Implement the Budget Relative to the Department of Social Services.)

Business/Non-Instructional Operations

Medical Reimbursement for Special Education Students

Legal Reference: Connecticut General Statutes (continued)

42 CFR Parts 431, 433 and 440, Medicaid Program; Elimination of Reimbursement Under Medicaid for School Administration Expenditures and Costs Related to Transportation of School-Age Children Between Home and School

5.299, The Medicare, Medicaid & SCHIP Extension Act of 2007

34 C.F.R. §300.154(d) – Individuals with Disabilities Act (IDEA) Part B, related to parental consent to access public benefits or insurance

Regulation approved:

rev 7/99
rev 4/07
rev 1/08
rev 4/13
rev 11/13

Consent Form for Accessing Parent(s)/Guardian(s) or Student's Public Benefits or Insurance for Health-Related Services in Student's Individualized Education Program (IEP)

This consent form allows the _____ (School District) to bill your or your child's public benefits or insurance for covered health-related services (such as physical therapy or speech therapy) in your child's Individualized Education Program (IEP). The funds received from your or your child's public benefits or insurance help pay for the cost of providing these services.

Student's Rights to Special Education*

- ✓ Your child's right to receive the services listed in his or her IEP will continue, without interruption and at no cost to you, whether or not you sign this form.
- ✓ Giving consent will not impact your or your child's public benefits or insurance coverage.
- ✓ You have the right to refuse consent or withdraw your consent at any time.

This consent form allows the _____ (School District) to Access Parent(s)/Guardian(s) or Student's Public Benefits or Insurance for Student's Health-Related Educational Services

Student's Name: _____
Last Name
Middle Name
First Name

Student's Date of Birth: _____ **Student's SASID#** _____

The school district is seeking permission to access your or your child's public benefits or insurance and to release the following personally identifiable information in order to do so. (to be filled out by the school district)

What records are being disclosed? (such as, records or information about the services that may be provided to a particular child)	What is the purpose of the disclosure of the records? (such as, eligibility determination, billing for services and auditing)	To what agency are the records being disclosed? (such as Medicaid)

☐ I have reviewed my child's IEP dated: _____ I understand and agree to give my consent for _____ (School District) to bill my or my child's public benefits or insurance, in accordance with state and federal laws, for health-related educational services in my child's IEP. By signing this consent I authorize the _____ (School District) to release my child's records (as indicated above) to my or my child's public benefits or insurance as necessary for the purposes indicated above. I understand that, upon request, I may receive copies of records disclosed pursuant to this authorization.

☐ I do not give my consent or am withdrawing my consent to the accessing of my or my child's public benefits or insurance and I do not consent or am withdrawing consent to the disclosure of the previously described personal data. I understand that my refusal does not affect my child's access to any service(s) to which he/she is entitled under the Individuals with Disabilities Education Act.*

Parent/Guardian Name and Signature:

_____ _____ _____
Print Name
Signature
Date

Parent/Child's Public Insurance Carrier: _____

Parent/Child's Benefit Identification Number: _____

Parent(s) Address: _____

Parent(s) Phone Number(s) _____

Note:

*Under the Individuals with Disabilities Education Act (IDEA), a school district may ask a parent for consent to access the parent's or their child's public benefits or insurance to pay for health-related services (such as physical therapy or speech therapy) set forth in their child's IEP (Individualized Education Program). Before accessing these benefits for the first time, the school district must provide written notification of information about the consent as well as obtain the parent's written permission to use these benefits. In addition, the school district must provide the parent with the written notification each year. You have the right to refuse such consent; should you refuse consent, your child will still receive all services set forth in their IEP at no cost to you.

***This form must be maintained and made available for audit purposes**

**Billing Medicaid for Health-Related Services in Student's
Individualized Education Program (IEP)
Information and Answers for Families**

Why are school districts billing Medicaid?

The Individuals with Disabilities Education Act (IDEA) allows certain services provided under an Individualized Education Program (IEP) to be covered by Medicaid. Medicaid funds help pay for the costs of providing these services.

What can school districts bill Medicaid for?

School districts can only bill for health-related services that are outlined in the student's IEP. In general, services for which school districts may bill Medicaid are: audiologist services, evaluation and testing, nursing services, occupational therapy, physical therapy, speech therapy, psychological services and social work services.

Do school districts need parental consent to bill Medicaid?

Yes. Before billing Medicaid for the first time, the school district must ask for your permission to bill your or your child's public benefits or insurance to pay for your child's related services under the IDEA. School districts are required by the Family Educational Rights and Privacy Act (FERPA) to obtain parental consent before sharing information about a student. This includes sharing personally identifiable information about a student to Medicaid. To receive funding from Medicaid to help pay for the cost of services, the school district must have parental consent to bill Medicaid.

Can parents withdraw their consent to bill Medicaid?

Yes. Parents have the right to withdraw their consent at any time.

If consent is not given by parents to bill Medicaid, will their children still receive IEP services?

Yes. Districts are required to provide all IEP services, at no cost to parents, even if the district cannot bill Medicaid. A school district may not require parents to sign up for or enroll in public insurance programs in order for their child to receive a free, appropriate education under IDEA, Part B.

If school districts bill Medicaid, will Medicaid services that parents or guardians receive outside school be affected?

No. Medicaid services received outside school and the child's IEP are authorized separately. The district may not use your child's benefits under a public benefits or insurance program if that use would result in a decrease of any other insured benefit; result in the family paying for services that would otherwise be covered by a public benefits or insurance program and that are required for the child outside of time the child is in school; result in discontinuation of coverage; or result in the risk of loss of eligibility for home and community based waivers based on aggregate health-related expenditures.

If medical service benefits are affected, families may contact HUSKY Health at 1-800-859-9889 (Monday – Friday, 9 a.m. – 7 p.m.).

If behavioral health service benefits have been affected, families may contact the Connecticut Behavioral Health Partnership at 1-877-552-8247 (Monday – Friday, 9 a.m. – 7 p.m.).

Are school districts required to notify parents? If so, how often must parents be notified?

As the parent or guardian of a student who has or may have a disability, you have certain rights under federal and state law. Your child's school district must provide you with written notification of these rights regarding parental consent prior to accessing your public benefits or insurance for the first time and annually thereafter. **This document serves as your written notification.**

Where can parents get more information about this?

The U.S. Department of Education website at: <http://www2.ed.gov/policy/speced/reg/idea/part-b/part-b-parental-consent.html>.

School: _____

Address: _____

Telephone: _____

Website: _____

Notification form developed by the Connecticut State Department of Education

Existing policy with an optional revision to consider.

Personnel -- Certified/Non-Certified

Alcohol, Drugs, and Tobacco

The Board of Education is concerned with maintaining a safe and healthy working and learning environment for all staff and students. Medical research indicates that the use of alcohol, drugs and tobacco are hazardous to one's health. In addition to the health hazard to the individual, employees are entrusted with the responsibility of imparting knowledge and serving as role models to students.

Alcohol and Drugs

The Board of Education recognizes the importance of maintaining a drug-free environment for its staff and students. In compliance with federal and state requirements, employees are prohibited from the unlawful manufacture, distribution, dispensation, possession or use on or in the workplace of any alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance. Controlled drugs are further defined in schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 C.F.R. 1300.11 through 1300.15.

The "workplace" is defined to mean the site for the performance of work done. That includes any school building or any school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

Each employee shall notify his or her supervisor of his or her conviction for conduct occurring in the workplace as defined above, no later than 5 days after such conviction.

Each employee shall abide by the terms of the school district policy respecting a drug-free and alcohol-free workplace.

An employee who violates the terms of this policy may be required to successfully complete an appropriate rehabilitation program, may not be renewed, or his/her employment may be suspended or terminated, at the discretion of the Board.

Tobacco

There shall be no smoking or other use of tobacco products on school property or on transportation provided by the Board of Education, or during the course of any trip sponsored by the Board or under the supervision of the Board or its authorized agent.

For the purposes of this policy, "tobacco product" is defined to include, but is not limited to, cigarettes, cigars, blunts, bidis, pipes, chewing tobacco and all other forms of smokeless tobacco, rolling papers and any other items containing or reasonably resembling tobacco or tobacco products, such as electronic cigarettes.

Personnel -- Certified/Non-Certified

Alcohol, Drugs, and Tobacco (continued)

A copy of this policy and the consequences of violating the policy shall be distributed to all employees of the Board of Education. Failure to comply with the policy may result in disciplinary action as detailed by the administration.

Legal Reference: Drug-Free Workplace Act. 102 Stat. 4305-4308.

 Drug-Free Schools and Community Act, P.L. 99-570, as amended by
 P.L. 101-226 (199)

 21 U.S.C. 812, Controlled Substances Act, I through V, 202.

 21 C.F.R. 1300.11 through 1300.15 regulation.

 54 Fed. Reg. 4946 (1989)

 Connecticut General Statutes

 1-21b Smoking prohibited in certain places.

Policy adopted: December 19, 2002
Policy readopted: June 1, 2006
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Existing policy with an optional revision to consider.

Students

Alcohol, Drugs and Tobacco

I. Definition of Terms

“Drug/Mood Altering Substance/Alcohol” shall include any alcohol or malt beverage, and drug listed as a controlled substance, chemical, abused substance or medication for which a prescription is required under the law, and/or any substance which is intended to alter mood. Examples of the above include, but are not limited to: beer, wine, liquor, marijuana, hashish, chemical solvents, glue, look alike substance and any capsules or pills not registered with the nurse, annotated within the student’s health record and given in accordance with the school district policy for the administration of medication to students in school.

Drugs are defined as any substance other than food or water that is intended to be taken or administered (ingested, injected, applied, implanted, inhaled, etc.) for the purpose of altering, sustaining, or controlling the recipient’s physical, mental, or emotional state. Drugs may include, but not be limited to, alcoholic beverages; controlled substances such as marijuana, hallucinogens, cocaine, barbiturates, amphetamines, narcotics; and non-authorized prescription drugs.

Controlled substances, for purposes of this policy shall include all controlled substances prohibited by federal and state law, look-alike drugs, alcoholic beverages, anabolic steroids, drug paraphernalia, any volatile solvents or inhalants, such as but not limited to glue and aerosol products, and prescription or patent drugs, except those for which permission for use in school has been granted pursuant to Board policy.

Under the influence, for purposes of this policy shall include any consumption or ingestion of controlled substances by a student.

“Child Study Team” is a multi-disciplinary team composed of school personnel. This team has been trained to understand and work on the issues of adolescent chemical use, abuse, and dependency and will play a primary role in the identification and referral process of students coming to their attention through the procedures outlined in this policy. The Student Assistance Team will enlist the resources of a licensed drug and alcohol facility when professional assessment and/or group programs are recommended.

“Chemical Abuse Specialist” is a community-based chemical abuse specialist with expertise in the area of chemical dependency and school based assessment (such as those resources and personnel from a licensed drug and alcohol facility to be utilized by the New Fairfield Public Schools).

“Distributing” is to deliver, sell, pass, share or give any tobacco, alcohol, drug or mood altering substance as defined by this policy from one person to another or to aid therein.

Students

Alcohol, Drugs and Tobacco

I. Definition of Terms (continued)

“Possession” is to possess or hold, without any attempt to distribute any tobacco, alcohol, drug or mood-altering substance determined to be illegal, or as defined by this policy.

“Drug Paraphernalia” includes any utensil or item which in the school’s judgment can be associated with the use of drugs, alcohol, or mood-altering substances. Examples include but are not limited to roach clips, pipes, bowls, crack vials, miniature cocaine spoons and tobacco rolling paper.

Tobacco includes, but is not limited to cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering devices, chemicals, or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations.

II. Alcohol and Drugs

The New Fairfield Board of Education recognizes the harmful effect that substance abuse can have on a student and the student’s peer group. For this reason, a student on school grounds or at a school-sponsored activity at any time or at any location who is under the influence of alcohol, drugs or mood-altering substances or possesses, uses, manufactures, dispenses, sells or aids in the procurement of alcohol, narcotics, restricted drugs, mood-altering substances, or any substance purported to be restricted substance or over-the-counter drug shall be subjected to discipline pursuant to the Board of Education policies and regulations, as described in Expulsion and Suspension Policy 5114.

Possessing, using, or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including such substances that contain chemicals which produce the same effect of illegal substances including but not limited to Spice and K2 and bath salts are addressed by this policy.

The New Fairfield School System will, in a coordinated effort, attempt to respond openly and effectively to the uses and abuses of drugs, alcohol and mood-altering substance by members of the student population. This effort, through the curriculum, community support and resource services, such as those provided by a licensed drug and alcohol facility, and strong, consistent administrative rehabilitative and disciplinary procedures, will work to educate, prevent and intervene in the use and abuse of all drug, alcohol, and mood altering substances by its student population.

Students

Alcohol, Drugs and Tobacco (continued)

III. Tobacco

~~It has been more than 20 years since the U.S. Surgeon General first announced a clear link between cigarette smoking and such diseases as lung cancer, emphysema, and heart disease. Cigarette smoking causes nearly a half million deaths each year — 1 in 4 Americans according to the Cancer Society. Cigarette smoking is the “single most preventable cause of cancer and the single most preventable cause of disease”. Our school health curriculum teaches youth the physical hazards of smoking and the use of tobacco products and that it is illegal substance for those under 18 years of age.~~

Alternate language to consider: *For purposes of this policy, “use of tobacco” shall mean all uses of tobacco, including but is not limited to, cigarettes, cigars, snuff, blunts, bidis, pipes, chewing tobacco, or any other substance that contains tobacco or nicotine, and all other forms of smokeless tobacco, rolling papers and any other items containing or reasonably resembling tobacco or tobacco products. In order to protect students and staff, the Board prohibits the use of tobacco or nicotine-based products in school buildings, on school grounds, in school vehicles, or at any school-related event.*

In the face of overwhelming evidence about smoking as a health hazard, and in keeping with the teachings in our school curriculum, and as a further deterrent and prevention against smoking by young persons, the New Fairfield Board of Education institutes the following policy:

1. Smoking and the use of tobacco products is prohibited in school buildings, at school activities, and on school buses at all times. All schools are “Drug-Free School Zones”.
2. Visible display and/or possession of tobacco products by students is prohibited on school property.
3. The New Fairfield Board of Education authorizes the principal and/or designee of New Fairfield High School to notify and provide statements or other assistance to the New Fairfield Police Department with respect to violations by students of the CT General Statutes prohibiting smoking in public buildings.

Any student (over the age of sixteen) found to be in violation of this policy will be subject to arrest by the New Fairfield Police Department who may issue smoking policy violators a Superior Court enforced ticket in compliance with the Connecticut General Statute.

Students

Alcohol, Drugs and Tobacco (continued)

IV. School Guidelines

As an extension of this policy, the New Fairfield Board of Education directs the Superintendent to develop guidelines to be used by all school district personnel in responding to drug, mood-altering substance, and alcohol-related situations.

As an integral part of the New Fairfield Public Schools, Tobacco, Alcohol and Other Drug guidelines represent one component in a district-wide effort to respond effectively to tobacco, drug, mood-altering substance and alcohol-related situations that may occur at school or at school-sponsored activities. These guidelines are also intended to provide a consistent disciplinary means to respond to tobacco, alcohol and other drug-related incidents. The New Fairfield Public Schools will provide a safe and healthy environment for students with due consideration for their legal rights and responsibilities. The Board reserves the right to use any extraordinary measures deemed necessary to control substance abuse even if the same is not provided for specifically in any rule or regulation enumerated herein.

V. Instruction

Students will receive instruction emphasizing the effect of alcohol, nicotine, tobacco, and drugs on health, character, and personality development wherever appropriate in the health education program and such other contexts which touch on the subject.

VI. Cooperation with Community and Parents

Any effort put forth by the New Fairfield Public Schools to address alcohol, drugs and tobacco usage requires support from all parents and cooperation from the community in order to be effective.

VII. Medical Marijuana

Although possession and use of marijuana for certain medical conditions, consistent with Connecticut's P.A. 12-55, "An Act Concerning the Palliative Use of Marijuana," is no longer a crime in Connecticut, the possession and use of marijuana remains illegal under federal law. Consistent with federal law, including the Controlled Substances Act and the Drug-Free Schools and Communities Act, the use and or possession of marijuana continues to be prohibited while a student is on a school bus, at school, on school grounds or at a school-sponsored activity. The District will continue to enforce its policies regarding controlled substances and any students who violate District policy prohibiting the use, sale or possession of illegal drugs in District facilities and school property will be subject to disciplinary and criminal action.

Students

Alcohol, Drugs and Tobacco

Legal Reference: Connecticut General Statutes

1-21b Smoking prohibited in certain places.

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

10-154a Professional communications between teacher or nurse and student. Surrender or physical evidence obtained from students.

10-220b Policy statement on drugs.

10-221(d) Boards of education to prescribe rules, policies and procedures re sale or possession of alcohol or controlled drugs.

21a-240 Definitions dependency producing drugs.

21a -240(8) Definitions “Controlled Drugs,” dependency producing drugs.

21a-240(9) Definitions “controlled substance.”

21a-243 Regulation re schedules of controlled substances.

53-198 Smoking in motor buses, railroad cars and school buses.

P.A. 11-73 An Act Regulating the Sale and Possession of Synthetic Marijuana and Salvia Divinorum.

P.A. 12-55 An Act Concerning the Palliative Use of Marijuana.

Federal Regulation 34 CFR Part 85 Drug-free Schools & Communities Act.

20 U.S.C. Section 7181 et. seq., No Child Left Behind Act.

New Jersey v. T.L.O., 469 U.S. 325 (1985).

Veronia School District 47J v. Acton, 515 U.S. 646. (1995)

Board of Education of Independent School District No 92 of Pottawatomie County v. Earls 01-332 U.S. (2002).

Policy adopted: June 16, 2005
 Policy revised: April 26, 2012
 Policy revised: May 2, 2013
 Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
 New Fairfield, Connecticut

Students

Co-curricular Policy Concerning Drug & Alcohol Use By Students

Purpose

This policy is established for the purpose of setting forth the Board of Education's support of State and Federal law and regulation governing the possession and use of illicit drugs and alcohol by students. Further, to set forth the Board of Education's expectations in the event such use or possession occurs on and off school property, at a school-sponsored activity or event, or in any way related to the conduct of program and activities of the students involved in co-curricular activities. Co-curricular activities means activities sponsored by local or regional Boards of Education that occur outside of the school day, are not part of the educational program, and do not meet the definition of before- and after-school programs and school readiness programs (including athletics).

Philosophy

Recognizing the potential of each student and that drug or alcohol abuse and dependency can seriously impair a student's ability to learn, it is the policy of the schools to take positive actions to prevent drug and alcohol abuse.

The Board of Education believes that involvement in co-curricular activities, including athletics, is essential to the development of well-rounded students. However, participation in co-curricular activities and athletics is a privilege and not a right. The purpose of this policy is to ensure that any student who represents the district demonstrates the characteristics of a good citizen of both the school and the community. Students participating in co-curricular activities and athletics are expected to demonstrate responsible behavior and high ethical standards at all times. Negative or inappropriate behavior by participants during the school year, during out of school periods and during non-school hours can affect the community's and other students' perception of the integrity of an athletic or co-curricular program, and of the standards established by the Board for all students. Consequently, participants in co-curricular activities shall be subject to PROGRESSIVE sanctions, up to and including dismissal from participation in co-curricular activities for negative or inappropriate behavior, at any time during the school year.

CIAC and Co-curricular Activities

The policy and/or regulations apply to all CIAC activities sponsored by New Fairfield Public Schools and participation in them is a privilege and not a right. The policy and/or regulations address alcohol, stimulants, street drugs (including but not limited to marijuana, heroin, and cocaine), tobacco products, inhalants and inappropriate use of prescription medications. The policy addresses anabolic steroids, hormones and analogues, diuretics, and other performance enhancing substances. This policy includes, but is not limited to substances defined by the penal code of the State of Connecticut. The CIAC may impose sanctions beyond those applied by New Fairfield Public Schools for use of these substances by athletes.

Students

Co-curricular Policy Concerning Drug & Alcohol Use By Students (continued)

Policy Expectations for Co-curricular Participants Off School Property

Medical research substantiates that the use of alcohol and mood modifying substances produces harmful effects on the human body and will affect physical and mental performance. Students must not compromise their participation in co-curricular activities with substance abuse. Students who experiment with such substances jeopardize program morale, reputation and success, and they do physical harm to themselves and risk personal injury and harm to others during any activities. Students must make the commitment to refrain from the use of alcohol, drugs, and steroids as mandated by State law. Students are considered in violation of this policy if they use, possess, consume (including being under the influence of) and/or distribute, other than as prescribed by a physician for personal use, any controlled drug and/or intoxicant or steroid, whether during school, at any school activity, on school property, or at locations off school property.

A. Chemical Usage by Students

1. For a first offense, a student will be:

Subject to sanctions as decided by an appropriate 3-person panel that would include a school administrator, coach and athletic director, and/or club advisor as appropriate. The maximum sanction will be suspension for 20% of the activity/events/games in the season. A student given sanctions will be required to give up their leadership position or captaincy for that season.

2. For a second offense, in the same year or subsequent year(s), a student will be suspended from all sanctioned events and co-curricular activities for 90 calendar days (excluding summer vacation). After ten (10) days, the student may return to the activity or team for meetings or practices only. Referral to an outside agency for counseling may be made upon the discretion of school administration and mental health personnel. If the student volunteers to become part of an approved chemical dependency or treatment program (at no cost to the School District), the student may return to participation after a minimum of 45 days. This treatment must be certified in writing to the school administration by a doctor or counselor.
3. For any additional violation in the same year or subsequent year(s), a student will be suspended from all sanctioned events and co-curricular activities for 365 calendar days.

Students

Co-curricular Policy Concerning Drug & Alcohol Use By Students

Policy Expectations for Co-curricular Participants Off School Property (continued)

B. Cigarette, Cigar and Smokeless Tobacco

Students who use tobacco products, including but not limited to, cigarettes, cigars or smokeless tobacco, nicotine delivering devices, chemicals, or devices that produce the same flavor or physical effect of nicotine substances; will be in violation of school policy. This violation will be enforced whether during the school day, at a school activity, on school property.

1. For a first offense, a student will be:

Suspended from all sanctioned events and co-curricular activities for one (1) scheduled event of the season or 10% of the activity/events/games in the season, whichever is lesser. Every effort will be made to treat all co-curricular activities equitably. The suspended student may return to the team or activity for practices or meetings only. The student will be reinstated for competition/activity after the one (1) event or 10% of the activity/event/game was missed, once all the requirements have been met. This suspension will be completed during an activities' season. If there is not sufficient time remaining in that season to complete the suspension, it will be carried over to the next co-curricular activity or interscholastic sport season in which that student participates.

The student must meet with the assistant principal and with the Athletic Director/Student Activities Director, coach or activity advisor, after which, the student will be reinstated to the co-curricular activity or team.

2. For each additional offense, in the same year or subsequent year(s), a student will be suspended from all sanctioned events and co-curricular activities for 30 calendar days (excluding summer vacation).

C. Self-Referral

If the student were to self-refer to the Student Assistance Counselor or to a staff member prior to being involved in an incident, there would be no sanction imposed on the student at that time. Continued participation in co-curricular activities or athletics would be based on an evaluation/recommendation submitted to the advisor/head coach and building administration. The School District is committed to doing all it can to assist students who have self-referred. Self-referral is defined as a student approaching a counselor or staff member independently without provocation and confiding in them the substances with which they are having a problem.

Students

Co-curricular Policy Concerning Drug & Alcohol Use By Students

Policy Expectations for Co-curricular Participants Off School Property (continued)

D. School Year Expectations

This substance use policy is in effect on and off the field, in and out of uniform, for all students involved in co-curricular activities. The reason: We care about the welfare of our students. We also expect a commitment from students if they want to be involved in afterschool activities.

E. Images

An identifiable image, photo, or video which implicates a student to have been in possession or in the presence of alcohol and/or drugs, or portrays actual use, or crime, may be considered as one piece of evidence to confirm a violation of policy 5131.6 and policy 5131.61. The Board recognizes that images can be altered, not accurately portray a complete picture of the events, and further, that establishing a timeframe of when the image originated can be difficult to determine. Because of this, caution and discretion must be used when images are considered evidence. However, students must also understand how images can be used to implicate them in breaking the code of conduct and take every precaution not to place themselves in such an environment.

F. Education and Enforcement

New Fairfield Public Schools shall provide substance abuse prevention and intervention educational programs for its student athletes and co-curricular activity participants. The Athletic Director & Assistant Principal shall require all student athletes and co-curricular participants to attend a session that outlines substance abuse preventions and details intervention programs available to district youth, such programs to occur prior to the beginning of each sport season/activity. The school principal, working in conjunction with the Athletic Director, will be responsible for the administration, enforcement, and monitoring of this policy and regulations.

G. Annual Contract

All students in grades 6 through 12 and their parent(s)/guardian(s) will, at the start of each school year or upon registering as a new student, review and sign a contract pledging to avoid the use of any controlled substances, illegal drugs, alcohol, or tobacco. No student will be allowed to participate in co-curricular activities including athletics, and other after-school activities, unless such a signed contract is on file with the school for the current year.

To ensure that all co-curricular participants and their parents are fully apprised of this policy and regulations, they will be given a copy of the policy and regulations and be required to sign that they will abide by the contents. The policy and regulations will also be published as part of the District Athletic Handbook and posted on the district website.

Students

Co-curricular Policy Concerning Drug & Alcohol Use By Students

Legal Reference: Connecticut General Statutes
1-21b Smoking prohibited in certain places
10-220b Policy statement on drugs
21a-240 Definition of Dependency Producing Drugs
21a-240 sub 8 Definition of controlled drugs and dependency producing Drugs
21a-240 sub 9 Definition of controlled substances
10-221d Board of Education to prescribe rules, policies and procedures involving sale or possession of alcohol and controlled substances
10-19 Teaching about alcohol, nicotine or tobacco, drugs and AIDS.
Training of Personnel
10-154a Professional communications between teacher or nurse and student. Surrender of physical evidence obtained from students.
53-198 Smoking in motor buses, railroad cars and school buses
Federal Regulations:
34 CFR Part 85 Drug Free Schools Act
20 U.S. C Sect 7181 et.seq. NCLB Act
Supreme Court Rulings:
NJ v. TLO 469 U.S. 325 (1985)
Veronia S.D. 47J v. Acton, 515 U.S. 646 (1995)
Board of Education of Independent S.D. #92 of Pottawatomie v. Earls 01-332 U.S. (2002)

Policy adopted: November 17, 2011

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Contract for Participants in Co-curricular Activities

Acknowledgement of Policy 5131.61

Co-curricular Policy Concerning Drug & Alcohol Use By Students

I/We acknowledge that participation in any interscholastic athletic team, co-curricular club or activity is a privilege and not a right.

I/We have read policy 5131.61 and understand the possible consequences that may result from infraction of these rules.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Existing policy with revision/additions to consider based upon 2013 legislation.

Instruction

Graduation Requirements

Introduction

In order to graduate from New Fairfield High School a student must earn a minimum of 25 credits in grades 9 through 12 (unless exceptions have been made by a duly convened planning and placement team, or otherwise in accordance with C.G.S. section 10-221a) and must have met the credit distribution requirements. Students participating in the Senior Enrichment Experience (SEE) program will earn graduation credits for all courses in which they have earned a passing grade at the start of their involvement in the program. Students who earn a passing grade for college coursework at accredited universities may submit official transcripts to the high school principal for consideration for credit approval. Students must also meet four performance standards: Communications, Mathematics, Science, and Technology. These standards define the areas of literacy that the New Fairfield Public School District feels all students should know and be able to do.

Credit Distribution Requirement:

- English 4 credits
- Mathematics 3 credits
- Social Studies 3 credits (including at least ½ credit in Civics or American Government)
- Science 3 credits
- Health/Physical Education 2 credits
- World Language 1 credit
- School and Community .5 credit
- Personal Finance (An acceptable alternative may be approved by the administration) .5 credit
(Word Processing through the class of 2010)
- Fine/Applied Arts 2 credits
- Electives 6 credits

Per statute (C.G.S. 221a(f)) the determination of eligible credits is at the discretion of the Board of Education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The Board may permit a student to graduate during a period of expulsion if the Board determines the student has satisfactorily completed the necessary credits. The graduation requirements shall apply to any student requiring special education except when the Planning and Placement Team (PPT) determines the requirement not to be appropriate.

Instruction

Graduation Requirements (continued)

A credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, (2) through on-line course work or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

Academic Advancement Program

The Board of Education permits students in grades eleven and twelve to substitute (1) achievement of a passing score on an existing national examination, as determined by the State Department of Education, or series of examinations approved by the State Board of Education, (2) a cumulative grade point average determined by the State Board of Education and (3) at least three letters of recommendation from school professionals (defined in 10-66dd), for the required high school graduation requirement. The State Board of Education will issue an Academic Advancement Program Certificate to any student successfully completing such program. The Academic Advancement Program Certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a Connecticut public institution of higher education.

The Board of Education, beginning in the 2014-2015 school year, and each school year thereafter, shall permit a student to graduate from high school upon the successful completion of the above described academic advancement program.

Additional requirement to begin with the Graduating Class of 2016:

- Senior Enrichment Experience (SEE) 1 credit

All students must carry seven classes each semester. Seniors may carry six classes and petition for early release if they have 20 credits, are in good academic standing and have the approval of their parents.

Credit Distribution Requirement for Diploma of Distinction:

- English 4 credits
- Math 4 credits
- Science 4 credits
- Social Studies 3 credits
- World Languages 3 credits (in the same language at high school)
- Health & P.E. 2 credits
- Fine/Applied Arts 2 credits
- School & Community Service .5 credit
- Personal Finance .5 credit
- (Word Processing through the class of 2010)
- Additional 3, 4, or 5 weight elective .5 credit (during the senior year)
- Must earn a total of 25 credits

Instruction

Graduation Requirements (continued)

Additional requirement to begin with the Graduating Class of 2016:

- Senior Enrichment Experience (SEE) 1 credit

To receive a Diploma with Highest Distinction a student in addition to all of the above, must complete the following:

Earn a score in the ADVANCED category on all four sections of the CAPT

or

Earn a score in the ADVANCED category on three sections of the CAPT and earn an 1800 on the SAT or earn a 26 Composite Score on the ACT.

District's Performance Standards

Communications

Definition:

Students should be able to communicate effectively in a variety of ways, both verbally and in writing. As part of this goal, students must demonstrate proficiency at reading a variety of materials and responding appropriately. This may include making connections between a variety of sources, using problem-solving strategies, and interpreting and evaluating information.

Objectives: The student will be able to:

- communicate effectively, both verbally and in writing, using the Writing Process Model.
- read a variety of materials and respond appropriately.
- make connections between a variety of sources, using problem-solving strategies.
- interpret and evaluate information.

Assessment:

Students will take the Connecticut Academic Performance Test (CAPT) and receive a score on both the Response to Literature and Writing Across Disciplines sections that indicate their competency. If students do not meet goal level in 10th grade or proficiency level in 11th grade in either of these two sections, they must create a piece of writing that follows the Writing Process Model and produce a publishable, superior product. This writing sample will then be evaluated using a standard assessment list developed by the English/Language Arts and Social Studies departments. Students may bring in a piece of writing from any subject area that they feel meets this criterion.

Instruction

Graduation Requirements (continued)

Implementation:

Students will have numerous opportunities in all English/Language Arts and Social Studies classes to produce writing samples using the Writing Process Model.

Remediation:

There are two forms of remediation available. The first form would be practice and review by Grade 11 students as part of the regular classroom experience. The second avenue for students needing remediation is targeted for Grade 12 students. These pupils have a number of sources of assistance available to them as they identify or develop a writing sample. For assistance, students may go to the Tutorial Center, National Honor Society Tutorial Service, Directed Study Program, and/or receive one-on-one consultation with a classroom teacher in English/Language Arts and Social Studies.

Mathematics

Definition:

Students should become mathematical problem solvers, learn to communicate mathematically, learn to reason mathematically, learn to value mathematics, and become confident in their ability to do mathematics. While it is still important for students to be able to calculate and manipulate mathematical symbols, the focus is on technology and application of knowledge and skills.

Objectives: The student will be able to:

- apply a range of numerical, algebraic, geometric, and statistical concepts and skills.
- formulate, analyze, and solve real world problems.

Assessment:

- A student will score in the fourth level meeting goal on the Math portion of the CAPT as a tenth grader, or
- If a student does not meet goal on the Math portion of the CAPT as a tenth grader, he/she must retake it as an eleventh grader and score at least in the third (proficiency) level or
- A student will achieve a C or better in three math courses required for graduation, or
- If the student does not achieve the above criteria, then as a senior, he/she will do a performance based learning assessment demonstrating the above skills.

Instruction

Graduation Requirements (continued)

Implementation:

Students will have numerous opportunities in all mathematics classes to complete performance-based learning assessment activities.

Remediation:

Students in need of completing a performance-based learning assessment to meet the standard will be notified at the end of their junior year. As seniors, they will be given a performance based learning assessment and a pass to the Tutorial Center to work on this assignment with a mathematics teacher. Their work will be monitored regularly.

Science

Definition:

To meet graduation requirements in science, the student will be able to master scientific methodology as a basis of inquiry for all problem solving and decision making challenges.

Objectives: The student will be able to:

- define a problem and identify dependent and independent variables.
- form a hypothesis after gathering information about the problem.
- design an experiment.
- collect data through quantitative and qualitative observation.
- use the data to support or disprove the hypothesis.
- use technology to present the data in accordance with meeting the district technology standard.

Assessment:

Students will take the Connecticut Academic Performance Test (CAPT) and receive a score on the Science section that indicates their competency. If students do not meet goal level in 10th grade or proficiency level in 11th grade, they must meet one of the following criteria for the standard:

- Achieve a C or better in three science courses required for graduation, or
- Perform a Science Horizons task, or
- Complete a SPLAT activity, or
- Conduct a field-based research project.

A SPLAT (Science Performance Learning and Assessment Task) activity will demonstrate that the student can apply the scientific method. It will be assessed using the CAPT Scoring Rubric. The student will present their data (verbally as well as with visual technology) in a science class where appropriate or in front of a panel of three science teachers. Students may select a project previously completed in 9th, 10th, or 11th grade to be assessed in lieu of SPLAT activity with approval from the science committee.

Instruction

Graduation Requirements (continued)

Implementation:

Students will have numerous opportunities in all science activities to complete projects using the scientific method that could be assessed as a SPLAT activity.

Remediation:

It is strongly recommended that students who are working on the SPLAT requirement take a fourth year of science in order to work with a science teacher for help with the SPLAT requirement. Students producing a SPLAT will use the Tutorial Center in order to gain mentoring in the implementation of their project.

Technology

Definition:

Students should be able to analyze, synthesize, and evaluate situations at home, school, or work and apply technology to complete tasks efficiently and effectively. Students should identify capabilities and limitations of technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. They also must use technology tools and resources for managing and communicating personal/professional information. Finally, students will select and apply technology for research, information analysis, problem solving, and decision-making in content learning.

Objectives: Students will be able to:

- operate a personal computer
- ~~develop touch keyboarding skills at acceptable speed and accuracy levels (Minimum 3 minute timing at 30 WPM with 3 errors) This objective will be removed beginning with the class of 2011.~~
- use word processing software to create, modify, store, retrieve and print documents
- use specialized software
- apply computers to a job task

Assessment:

- ~~Students could meet the first three objectives by successfully completing the word processing course they currently take as freshmen. This assessment will be removed beginning with the class of 2011.~~
- To meet the objectives, each student must demonstrate competency using three specialized software packages.

Instruction

Graduation Requirements (continued)

Implementation:

Students will have numerous opportunities in their courses to demonstrate the ability to use technology.

Remediation:

Depending on the technology application, students may receive assistance in any one of their courses. Students may also go to the Tutorial Center, National Honor Society Tutorial Service, and/or receive one-on-one consultation with a classroom teacher.

Special Circumstances

- Transfer students-Consideration will be given to a student who transfers into New Fairfield after the first three years of high school.
- Special Education students-The IEP will outline the expected performance standards for a student in special education.
- 504 students-Considerations will be given to modifications provided by the appropriate 504 plan.
- The Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes. *(optional)*
- The Board of Education shall award a high school diploma to any person who (1) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941 to December 31, 1946, inclusive, (2) did not receive a diploma as a consequence of such work, and (3) has been a resident of the state for at least fifty (50) consecutive years. *(optional)*

Notification:

Of teachers:

At the end of each school year, the Guidance Department will provide a list of the juniors who have not met a standardized goal. This list will be sent to Department Heads of each specific subject area. Teachers will be notified of the results of the junior CAPT scores as soon as the school receives them.

Instruction

Graduation Requirements (continued)

Of students:

At the end of the year, the Guidance Department will notify all juniors who did not meet the CAPT goal, and their parent(s)/guardian(s), to remind them of the performance standards for graduation. At the beginning of each school year, the Guidance Department will notify seniors as to his/her status relative to the performance standard requirements for graduation. They will include the options available for the student. Successful completion of a performance standard will be included on the final report period of the junior year or on the first report period it is met in the senior year.

Of parent/guardian(s):

At the beginning of each school year, the Guidance Department will notify, in writing, the parent(s)/guardian(s) of any senior who has not yet met one or more of the performance standards for graduation. Successful completion of a performance standard will be included on the final report period of the junior year or the first report period it is met in the senior year.

Appeals

- Students should submit their appeal to the Principal within 20 days of receiving their score. The appeal should include the rubric along with a statement explaining why the student feels the score is incorrect. An independent assessor will score the performance standard.
- The Assistant Superintendent or his/her designee will name the independent assessor.
- The outcome of this assessment will be sent to the Principal who will share this information with the student and parent(s)/guardian(s).
- In rare cases where seniors have not met the minimum performance standards for graduation as stated herein, the alternative high school program may be considered as an option.

Legal Reference: Connecticut General Statutes

10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)

10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results.

10-16(1) Graduation exercises. (As amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Appeals Establishment of Graduation Dates).

Instruction

Graduation Requirements (continued)

Legal Reference: Connecticut General Statutes (continued)

10-221a High school graduation requirements as amended by P.A. 08-138, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes and P.A. 13-247, Budget Implementer Bill.

P.A. 13-108, An Act Unleashing Innovation in Connecticut Schools.

P.A. 13-247, An Act Implementing Provisions of the State Budget.

Policy adopted: December 2, 2004
 Policy revised: December 7, 2006
 Policy revised: April 3, 2008
 Policy revised: November 6, 2008
 Policy revised: November 17, 2011
 Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
 New Fairfield, Connecticut



Graduation Requirement: Performance Assessment

New Fairfield High School

New Fairfield High School is a mission-driven school. Each student will be assessed on an ongoing basis according to each numbered expectation of the school mission. The possible range of results is EXCEEDS EXPECTATION, MEETS EXPECTATION, and NEEDS IMPROVEMENT. A performance assessment card will be sent home two times each year. In January it will be brought home by the student with her/his report card. At the end of the school year it will be mailed home. To graduate a student must complete each expectation beginning with the 2008-2009 school year.

New Fairfield High School Mission

New Fairfield High School strives to provide a safe educational environment in which all students acquire the knowledge and skills to become lifelong learners and responsible citizens within a diverse society and changing world.

Expectations for Student Learning

ACADEMIC

Students must earn an ME or EE on all 11 rubrics a minimum of two (2) times each school year to meet the three academic expectations. Each student will record her/his own progress in meeting each academic expectation in her/his agenda book throughout every school year. To graduate from New Fairfield High School, each student must demonstrate that s/he has met the academic expectations each of her/his four years.

Our students will

1. develop core skills in writing, reading, mathematics, problem solving and communication
2. demonstrate technological and scientific literacy
3. explore a range of possible careers

CIVIC (to begin with the Class of 2010 during the 2008-2009 school year)

To meet the civic expectations for graduation, students must complete a combination of 15 hours minimum each year volunteering in school and community activities and complete a *Civic Expectations VERIFICATION and RESPONSE SHEET* to be turned in to the student's Connections advisor. The time must be spent supporting a non-profit community activity. Members of clubs and sport teams may apply for approval of school and community hours if projects/activities are completed in addition to club and team membership.

4. contribute to society as responsible citizens and exhibit ethical behavior
5. contribute constructively to school and community activities

SOCIAL

To meet the social expectations for graduation, each student must complete the three requirements below each school year.

- Students will write a SMART goal (Specific, Measurable, Achievable, Realistic, Timely) every school year that relates to the active learner criteria. Since the goal is specific to school activities, documentation of meeting the goal will require a teacher's signature.
 6. participate actively in their education
- Students need an assignment that demonstrates a discussion of other cultures, opinions, or beliefs on which they have received a B- or better.
 7. understand varying opinions, diverse beliefs and cultural differences
- Students need to have documentation of commitment to a healthful lifestyle. Possibilities include a copy of a completed Health Fair Card; Grade 10 State PE Assessment certificate meeting benchmark in all areas; Life Saving Certification; Participation on a sport team for the entire season; Weight Room Attendance a minimum of two (2) times per week in the school year, at least one sport season. Students who participate in activities outside of school may apply for approval.
 8. engage in behaviors that foster a commitment to a healthful lifestyle



New Fairfield High School
Civic Expectations

VERIFICATION and RESPONSE SHEET

Mission Statement, Expectations 4 and 5:

Our students will contribute to society as responsible citizens and exhibit ethical behavior.

Our students will contribute constructively to school and community activities.

Student Name: _____

Graduation Year: _____

Title of Activity: _____

Write a brief reaction below to your involvement in the activity that demonstrates your meeting the mission statement expectations.

Date(s) participated: _____

Sponsoring organization: _____

Hours contributed: _____

A minimum of 15 volunteer hours must be recorded each year by participating in school AND community events.

Sponsor's name: _____

Sponsor's signature: _____

Sponsor's phone number: _____

NFHS Connections Advisor's signature: _____



New Fairfield High School
Social Expectation 8

VERIFICATION and RESPONSE SHEET

Mission Statement, Expectation 8:

Our students will engage in behaviors that foster a commitment to a healthful lifestyle.

Student Name: _____

Graduation Year: _____

Title of Activity: _____

Write a brief reaction below to your involvement in the activity that demonstrates your meeting the mission statement expectation.

Date(s) participated: _____

Sponsoring organization: _____

Hours contributed: _____

This expectation must be met each school year.

Sponsor's name: _____

Sponsor's signature: _____

Sponsor's phone number: _____

NFHS Connections Advisor's signature: _____