

PLYMOUTH PUBLIC SCHOOLS

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Instruction

Concept and Roles in Instruction

General

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

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

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

Instruction

School Calendar

The school calendar shall show the beginning and ending dates of school, legal and local holidays, meeting days, number of teaching days, vacation periods, and other pertinent dates.

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

The Superintendent shall recommend to the Board of Education a school calendar that will meet the requirements of the law as well as the needs of the community, students, and personnel.

The Board of Education may declare a holiday in the schools under its jurisdiction when good reason exists.

Legal Reference: Connecticut General Statutes

1-4 Days designated as legal holidays.

10-15 Towns to maintain schools, as amended by PA 11-85, An Act Concerning the Achievement Gap.

10-29a Certain days to be proclaimed by governor. Distribution and number of proclamations.

10-261 Definitions.

10-16l Establishment of graduation date.

10-233j Student possession and use of telecommunication devices.

PA 13-247, An Act Implementing Provisions of the State Budget for the Biennium Ending June 30, 2015 Concerning General Government, Sections 321-324.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

School Day

In the event of a delayed opening or early dismissal, because of weather, staff in-service activities, parent-teacher conferences or other activities, the actual hours of school work in said day must be counted toward meeting the statutory requirement of 900 hours of actual school work in each school year for grades 1 through 12 and 450 hours for kindergarten.

In an early school closing or delayed opening because of adverse weather conditions, either the morning or afternoon kindergarten session shall count as a school day, regardless of its length.

Number of School Days

The district must by law provide in each school year no less than 180 days of actual school sessions for kindergarten through grade 12, and 900 hours of actual school work for grades 1 through 12. No more than 7 hours of actual school work in any school day may be counted toward the total required for the school year. Graduation shall not be held until 180 days and 900 hours of actual school work are completed.

Length of School Day: Special Education

Unless otherwise specified in a child's individualized education program, the minimum day and year for children requiring special education and related services shall be the same as that for children in the regular education program.

Total travel time shall not exceed one hour each way to and from a special education facility, unless parental consent and administrative approval is obtained.

Legal Reference: Connecticut General Statutes
 10-15 Towns to maintain schools, as amended by P.A. 11-85, An Act
 Concerning the Achievement Gap.
 10-16 Length of school day (as amended by PA 95-182) An Act Concerning
 Reduction of Education Mandates).
 10-16(l) Graduation exercises.
 State Board of Education Regulations
 10-76d-3 Length of school day and year.
 10-76d-11 Individualized education program.
 10-76d-19 Transportation.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Released Time

Principals and teachers continually shall emphasize that students should not be taken out of school unless absolutely necessary. Student's and parent's as well as teacher's and administrator's appointments often can be made after school or on Saturday. The idea that a student should attend school must become an imperative in the minds of the student and parents.

Students are to be excused from school upon written request from parent or guardian.

The staff should cooperate fully with parents in requests for student absences for dental and medical services. Advance notification of such appointments and parental effort to schedule such appointments in free time or after school may be requested.

Instruction

Emergencies and Disaster Preparedness

The Board of Education recognizes that the health, welfare and safety of its students and employees are dependent upon sound emergency preparedness planning. All employees of the school system are responsible for doing everything in their power to promote the safety of all of the students at all times. District staff shall be prepared to respond immediately and responsibly to any combination of events which threaten to result in a disaster as well as to a disaster when it occurs.

The Superintendent or his/her designee shall use state-approved School Security and Safety Plan Standards and the accompanying School Security and Safety Plan Template to be compliant with the National Incident Management System (NIMS), and incorporate the National Incident Command System when updating District and site-level emergency and disaster preparedness plans. Each school in the District, each school year, will develop and implement a school security and safety plan. Such plan shall be based upon the standards issued by the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS) and the accompanying School Security and Safety Plan Template. In addition to preparedness and response, the plan shall provide guidance on recovery from any emergency incident.

Each school shall establish a school security and safety committee which will assist in developing and administering the school's security and safety plan. The members of the Committee shall include a local police officer, local first responder, teacher and administrator from the school, a mental health professional, a parent or guardian of a student at the school and any other person deemed necessary; (school nurse, custodian, local health director, transportation coordinator, etc.)

Governmental agencies and bodies vested with the responsibility for directing and coordinating emergency services on local and state levels shall be included in the preparation and implementation of the plan. The plan shall specify procedures to be taken in the District in the event of an emergency.

The Superintendent or designee will conduct a security and vulnerability assessment for each of its schools every two years and develop a school security and safety plan for each such school in compliance with Section 87 of P.A. 13-3. By November 1 of each year the District must submit to the DEMHS Regional Coordinator one of the following: (1) those plan pages that have been updated; (2) the DEMHS provided form that the plan has not changed; or (3) a revised plan if the current plan has undergone a major revision.

First Aid

At least one person at each school site should hold current first aid and/or CPR certification.

Instruction

Emergencies and Disaster Preparedness

(cf. 5141.6 – Crisis Prevention/Response)
(cf. 5142 – Student Safety)
(cf. 6114.1 – Fire Emergency/Crisis Response Drills)
(cf. 6114.3 – Bomb Threats)
(cf. 6114.6 – Emergency Closings)
(cf. 6114.7 – Safe Schools)

Legal Reference: Connecticut General Statutes
10-221 Boards of education to prescribe rules
10-231 Fire drills
52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.
P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Section 86, 87, 88)
10-222m – School security and safety plans. School security and safety committees
10-222n – School security and safety plan standards

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Fire Emergency (Drills)/Crisis Response Drills

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

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

Principals shall keep a record of all fire and crisis response drills held in their schools, stating the date the drill was held and the time required for the response protocols utilized in the drill. They shall furnish such reports to the Superintendent or his designate as may from time to time be required.

Local law enforcement and other local public safety officials shall evaluate, score and provide feedback on fire drills and crisis response drills conducted pursuant to Connecticut General Statutes 10-231. "Public Safety Officials" include the local emergency management director, fire marshal, building inspector and emergency medical services representative. Each of the named officials should evaluate and provide feedback on a representative sampling of fire/crisis response drills each year. The Board of Education shall annually submit reports to the Department of Emergency Services and Public Protection regarding such fire drills and crisis response drills.

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

Legal Reference: Connecticut General Statutes
10-231 Fire drills. (as amended by PA 00-220 and PA 09-131)
P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety
10-222m – School security and safety plans. School security and safety committees
10-222n – School security and safety plan standards

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Emergencies and Disaster Preparedness

Bomb Threats

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

- A. The person receiving the threat will immediately notify the principal/designee.
- B. Students and staff will evacuate the building according to a plan designed by the principal/designee.
- C. Fire and police officials will be notified of the threat.
- D. The building and/or premises will be searched.
- E. If a thorough search has been conducted and nothing found, the feasibility of returning students and personnel to the building will be evaluated subject to final approval by the Superintendent/designee. A gymnasium, if not in use could be searched and once completed the student body could be moved to that location while the rest of the school is searched. Once completed, the day's activities could be resumed.
- F. Students who leave school without permission will be subject to discipline.
- G. Investigation of the bomb threat will be made by school officials and local police and fire departments in cooperation with other appropriate agencies.

Legal References: Connecticut General Statutes
53-80a – Manufacture of bombs.
53a-61aa – Threatening in the first degree: Class D felony.
18U.S.C.§§921;8921.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Emergency Closings

The Board authorizes the Superintendent to close the schools, delay their opening, and/or to dismiss them early in the event of hazardous weather or other emergencies which threaten the safety or health of students or staff members.

It is understood that the Superintendent will take such action after consultation with transportation, police, appropriate town maintenance personnel, and weather authorities, as needed.

The public will be informed early in each school year of emergency closing, delayed opening, and early dismissal procedures.

(cf. 6111 - School Year/School Calendar)

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

School Ceremonies and Observances

Silent Meditation

The Board directs that the administration shall provide for students and teachers the opportunity to observe an appropriate period of time for silent meditation at the beginning of each school day.

Pledge of Allegiance

The Board further directs that an opportunity to say the Pledge of Allegiance shall be provided each school day. Participation in the recitation of the Pledge is voluntary.

Each school within the district shall provide time each school day for students to recite the Pledge of Allegiance. Such recitation is voluntary. If, because of some personal philosophy or belief, a student has made the personal decision not to recite the "Pledge," he/she may choose to remain seated and silent. Students may wish to use this time to reflect on their belief or remember loved ones. In any event, all students must be courteous and respectful of the beliefs of others.

Instruction

Nondiscrimination in the Instructional Program

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

1. Equal rights and opportunities for students and employees in the school community regardless of handicapping condition.
2. Equal opportunity for all students to participate in the total program of the schools.
3. Continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.
4. Training opportunities for improving staff ability and responsiveness to educational and social needs.
5. Opportunities in educational programs which are broadly available to all students with access not based upon race, color, religious creed, age, marital status, national origin, sex, or physical disability.

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools.

10-15c Discrimination in public school prohibited.

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

10-226a Pupils of racial minorities.

10-145a(b) Certificates of qualification for teachers; Inter-group relations programs.

10-220 Duties of boards of education, as amended by PA 97-290, An Act Enhancing Educational Choices and Opportunities.

Title IX of the Education Amendments of 1972, 20 U.S.C., 1681 et seq. Section 504, U.S. Rehabilitation Act, 1973, 29 U.S.C. 791

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Curriculum

The curricula of the schools shall be in harmony with the Board of Education's adopted goals and legal requirements.

Curriculum development by the certified staff shall be guided by such factors as the following:

1. Actual studies and information concerning the needs of students in this school district.
2. The range of abilities, aptitudes and interests of the students.
3. Aspirations of residents of the school district for the students.
4. The mobility of the population, making it necessary to provide education for the students useful anywhere in the world.
5. Avoidance of discrimination.

The Board of Education desires that unnecessary duplication of work among the various school levels be eliminated, and that courses of study and syllabi be coordinated effectively.

The Board of Education favors providing opportunities for faculty to consult and assist in curriculum development through such devices as workshops, study groups, assistance from outside consultants, and an extended school year to allow teachers to devote summertime to the effort.

The Board of Education reserves the responsibility for establishing and approving curricula for the school district. Teachers shall teach within the approved curricula.

(cf. 6121 – Non-discrimination in Instructional Program)

(cf. 6141 – Curriculum Development/Revision)

Legal Reference: Connecticut General Statutes
10-15 Towns to maintain schools.
10-15c Discrimination in public schools prohibited.
10-16b Prescribed courses of study.
10-18 Courses in United States history, government and duties and responsibilities of citizenship.
10-18a Contents of textbooks and other general instructional materials.
10-19 Effect of alcohol, nicotine, or tobacco and drugs to be taught.
10-220 Duties of boards of education as amended by PA 08-153.
10-221a High School graduation requirements.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Curriculum Development and Revision

Through a regular and ongoing curriculum development/revision process, the Plymouth Board of Education seeks to ensure quality education for students in the Plymouth Public Schools. The curriculum development/revision process is generally conducted by a committee. The curriculum development/revision process requires a significant financial investment in terms of purchase of materials and texts, committee time, conference attendance, visitations, pilot activities, staff training, and the use of substitutes to support such activities. The essential nature of this significant undertaking merits the financial commitment.

The Curriculum Development committee shall continue the process of planning, programming, implementing and evaluating the approved curriculum. The Superintendent and the Student Achievement Committee of the Board of Education shall receive regular reports on all phases of the continuing curriculum development/revision, implementation and evaluation process for each subject area.

(cf. 6140 Curriculum)

Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study.
10-16c et seq. re family life education.
10-17 English language to be medium of instruction.
10-17 et seq. re Bilingual instruction.
10-18 Courses in United States history, government and duties and responsibilities of citizenship.
10-18a Contents of textbooks and other general instructional materials.
10-18b et seq. re Firearms safety programs.
10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught. Training of personnel. Evaluation of programs by alcohol and drug abuse commission and department of education.
10-19a et seq. re Substance abuse prevention team.
10-24 Course in motor vehicle operation and highway safety.
10-21 et seq. re Vocational education and cooperation with business.
10-220 Duties of boards of education as amended by PA 08-153.
10-221a High School graduation requirements.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Separation of Church and State

Since religious institutions and diverse beliefs have been a force in shaping human experience, past and present, awareness of these significant forces is part of a complete education. It is essential that the teaching about -- not of -- religion be conducted in a factual, objective and respectful manner.

Therefore, the practice of the schools will be to:

1. Emphasize that religious themes in the arts, literature, and history, both in curriculum and school activities, be only as extensive as necessary for a balanced and comprehensive study of these areas. The curriculum should address a diversity of religions, using materials reflecting secular educational values. Studies should never foster any particular religious tenets or demean any religious or non-religious beliefs;
2. Recognize the age and developmental difference of students and accommodate these variances in instructional approach;
3. Ensure that the expenditure of school time, money, and materials for this area of the curriculum be kept to a minimum;
4. Provide training for teachers in both the substantive content to be taught and in methods of teaching to ensure the transmission of accurate information, a sensitive approach, and consistency throughout the district;
5. Ensure that teachers preview any material presented in their classroom for compliance with these guidelines;
6. Provide a process for students to be excused from this instruction if their parents so desire. Students of appropriate maturity should be able to excuse themselves. A student who is excused should be given reasonable alternative accommodations and materials to work on that are of educational benefit. To the degree possible, alternative studies should deal with the subject of pluralism and diversity. The curriculum, however, should be such as to minimize the need for such requests.
7. Provide training for administration and teachers in dealing with excuses and absences for religious reasons.
8. Provide an instructional atmosphere which would not require students to reveal their personal beliefs but which would allow them to express those beliefs of their own volition.

Instruction

Separation of Church and State (continued)

Since holiday recognition is an opportunity to expand learning opportunities about the diversity and variety of religious traditions, it will further be the practice of public schools to:

1. Ensure that recognition of religious holidays be a valid objective educational experience and comply with curriculum guidelines.
2. Ensure that classroom discussions and other activities concerning religious holidays are accurate in content, objectively presented to foster understanding and respect, and carefully limited so as to avoid the excessive or unproductive use of school time.
3. Ensure that religious holiday themes and symbols not be utilized as the instructional content in unrelated curriculum areas.

Legal Reference: First Amendment, The United States Constitution

Engel v. Vitale, 370 U.S. 421 (1962)

Lenon v. Kurtzman, 403 U.S. 602 (1971)

Lee v. Weisman, 505 U.S. 577 (1992)

Lamb's Chapel v. Center Moriches Union Free School District, 508 U.S. 384 (1993)

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Bilingual-Bicultural Education

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

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

(cf. 6141.311 – Limited English Proficiency Program)

(cf. 6146.2 - Statewide Proficiency/Mastery Examinations)

(cf. 6162.31 - Test Exclusion)

Legal Reference: Connecticut General Statutes
 10-14q Exceptions (as amended by P.A. 02-7, 5/9/02 Special Session)
 10-17 English language to be medium of instruction. Exception.
 10-17a Establishment of bilingual and bicultural program.
 10-17d Application for and receipt of federal funds.
 10-17e Definitions.
 10-17f Required bilingual education. (as amended by PA 98-168 & PA
 01-205, PA 05-290 and June Special Session PA 15-5)
 10-17g Application for grant. Annual evaluation report.
 10-76e Definitions.
 10-146f Waiver of certification requirements for bilingual teachers.
 State Board of Education Regulations
 10-17h-1 to 10-17h-15. Programs of bilingual education.
 P.A. 99-211. An Act Improving Bilingual Education. Title VII of the
 Improving America's Schools Act of 1994, P.L. 103-382

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Programs for Limited English Proficient Students

Students whose primary languages are languages other than English will be provided special assistance, in conformity with applicable Federal and State statutes and regulations, until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their child will be provided with written, verbal or signed communication in a language they can understand.

Legal Reference: Connecticut General Statutes
10-17 English language to be medium of instruction. Exception.
10-17a Establishment of bilingual and bicultural program.
10-17d Application for and receipt of federal funds.
10-17e Definitions.
10-17f Required bilingual education. (as amended by PA 98-168, PA 01-205 and June Special Session PA 15-5)
10-17g Application for grant. Annual evaluation report.
10-76e Definitions.
10-146f Waiver of certification requirements for bilingual teachers.
P.A. 99-211 An Act Improving Bilingual Education.
State Board of Education Regulations
10-17h-1 to 10-17h-15. Programs of bilingual education.
Title VI, Civil Rights Act of 1964
Equal Education Opportunities Act as an amendment to the Education Amendments of 1974
Bilingual Education Act. 20 U.S.C. §§7401 *et seq.* as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act.
34 CFR, Part 200 Regulations appearing in Federal Register, 9/13/06.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Migrant Students

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

This program will include a means to:

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

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

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

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

Legal Reference: §1301 et seq., 20 U.S.C. §6391 et seq., 34 C.F.R. §200.40 – 200.45.

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

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Computer Literacy

It is the goal of this school system to teach all students to be computer literate.

Computer literacy is defined as that collection of skills, knowledge, values and relationships that allows a person to function comfortably as a productive citizen in a computer-orientated society.

The program of instruction in computer literacy requires attention to the following components:

1. **Curriculum** - Objectives for instruction will be designed to promote sequential learning awareness, theory, and application of computers.
2. **Hardware** - Specifications for selection will be designed to ensure durable, functional and updated equipment.
3. **Software** - Programs for use in computers, whether commercial or locally developed, will be selected and shared within the school district to promote maximum learning.
4. **Staff Development** - Encouragement will be afforded all employees involved in instruction of students to gain their own training in awareness, theory and applications of computers.
5. **Providing Resources and Funding** - Commitment of school district resources is required for the development of the computer literacy program. It is expected that general funds will be committed to this program as well as special public and private funding.

Legal Reference: Connecticut General Statutes
10-221a High school graduation requirements.
10-221b Boards of education to prescribe rules.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Computers: Acceptable Use Policy for Responsible Computer, Network and Internet Use

Overview

The Plymouth Board of Education (Board) provides its students and staff access to a multitude of technology resources. Access to information and communication technologies (ICT) is considered a privilege and not a right. ICT resources consist of any technology and/or devices that access or convey information, software applications, Internet resources and Internet environments.

These resources provide opportunities to enhance learning and improve communication within our community and with the global community beyond the local campus. The advantages of having access to these resources are viewed by the Board as far greater than any potential downside. However, with the privilege of access is the responsibility of students, teachers, staff and the public to exercise appropriate personal responsibility in their use of these resources. The policies of the Board are intended to promote the most effective, safe, productive, and instructionally sound uses of networked information and communication tools. The District also makes a good faith effort to protect its students from exposure to Internet materials that are harmful or explicit. The District maintains a system of Internet content filtering devices and software controls that meet federal standards established in the Children's Internet Protection Act (CIPA).

Digital Citizen

The District uses information and technology in safe, legal, and responsible ways. It is incumbent upon all members of the school community to use technology ethically, constructively, and with respect for the work of others. Independent and appropriate use of information and communication technologies is predicated upon responsible and ethical conduct. Therefore, a responsible digital citizen, whether staff, student or volunteer, is one who:

- **Respects One's Self.** Users will select online names that are appropriate and honest about one's identity, and will consider the information and images that are posted online. Users will communicate and interact with others in respectful ways.
- **Respects Others.** Users will refrain from using technologies to bully, tease or harass other people. Users will not access or use hate-based or sexually explicit materials nor will they disparage others.
- **Protects One's Self and Others.** Users will protect themselves and others by reporting abuse and not forwarding inappropriate materials or communications. Users will adhere to age requirements and guidelines of all websites. Users will protect personal information and respect the privacy of others' information.

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Digital Citizen (continued)

- **Respects Intellectual Property.** Users will suitably cite any and all use of websites, books, media, etc.
- **Protects Intellectual Property.** Users will request to use the software and media others produce. Respect will be shown for intellect and creativity by asking permission, giving credit and observing the law.
- **Respects Classroom Guidelines.** Users will follow all guidelines set by teachers regarding the use of electronic devices. Users will respect teachers by keeping all communication school related.

Expectations

Responsible use of the technology resources provided by the Board is expected to be ethical, respectful, academically honest, and supportive of the school's mission. Each computer user has the responsibility to respect every other person in our community and on the Internet. Digital storage and electronic devices used for school purposes will be treated as extensions of the physical school space. Administrators, or their designees, may review files and communications (including electronic mail) to insure that users are using the system in accordance with Board policy. Users should not expect that files stored on servers or disks will be private.

Some activities are expressly prohibited by law. Users are expected to abide by the generally accepted rules of network etiquette. The following guidelines are intended to clarify expectations for conduct, but they should not be construed as all-inclusive. Given the nature of emerging technologies, it is impossible to anticipate or prevent all problems that may occur.

- Use of electronic devices should be consistent with the Board's educational objectives, mission and curriculum.
- Transmission of any material in violation of any local, federal and state laws is prohibited. This includes, but is not limited to copyrighted material, licensed material and threatening or obscene material.
- Intentional or unintentional use of computing resources to access or process, proxy sites, pornographic material, explicit text or files, or files dangerous to the integrity of the network is strictly prohibited.
- Software and/or services may not be installed or downloaded on school devices without prior approval of the Superintendent or designee.

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Expectations (continued)

- Use of computing resources for commercial activities, product advertisement or religious or political lobbying is prohibited.
- Users may be held personally and financially responsible for malicious or intentional damage done to network software, data, user accounts, hardware and/or unauthorized costs incurred.
- Files stored on district-managed networks are the property of the school district and, as such, may be inspected at any time and should not be considered private.
- Materials published for electronic publication must be for educational purposes. School administrators, teachers and staff may monitor these materials to ensure compliance with content standards.

Communications via ICT resources are often public in nature and general school rules and communication apply. It is expected that users will at all times comply with District standards and will act in a responsible and legal manner in accordance with District standards as well as with federal and state laws.

It is important that all users and parents understand that the District, as owner of the ICT resources, reserves the right to monitor and review the use of ICT resources. Such monitoring or review will be limited and done, as needed to ensure that the systems are being used for District-related educational purposes. Therefore, all users must be aware that they should not have any expectation of personal privacy in the use of these ICT resources.

Monitoring access is for, but not limited to, the following reasons:

- Ensuring the safety and security of people and resources;
- Ensuring positive learning and work environments;
- Keeping schools safe from harassment, intimidation or threats;
- Ensuring ICT resources use relates to educational mission and goals;
- Preventing breaches of confidentiality;
- Prevention of copyright infringements;
- Ensuring appropriate Internet access;
- Ensuring appropriate communication messages, such as email, blogs, chats and discussion forums; and
- Ensuring appropriate file downloads and print requests.

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Policy Violations

The District reserves the right to refuse access to the Internet to anyone. Violating any portion of this policy may result in disciplinary action, including temporary or permanent ban on computer or Internet use, suspension or dismissal from school, and/or legal action. The District may cooperate with law enforcement officers in investigations related to illegal activities conducted through its network.

Legal Reference: Connecticut General Statutes

53a-182b Harassment in the first degree: Class D felony. (as amended by PA 95-143)

20 U.S.C. 254 Children's Internet Protection Act of 2000

47 U.S.C. Children's Online Protection Act of 1998

Public Law 110-385 Broadband Data Improvement Act/Protecting Children in the 21st Century Act

**CODE OF CONDUCT FOR INTERNET AND OTHER
COMPUTER NETWORK ACCESS**

The purpose of providing Internet and other computer network access in this district is to promote the exchange of information and ideas with the global community. The following represents a guide to the acceptable use of the technology provided by this district. All network use must be consistent with the policies and goals of this school district. Inappropriate use of district technology will result in the loss of technology use, disciplinary action, and/or referral to legal authorities.

All Internet and other computer network users will be expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Messages should not be abusive to others.
2. Take pride in communications. Check spelling and grammar.
3. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language, symbols, or pictures.
4. Protect password confidentiality. Passwords are not to be shared with others. Using another user's account or password or allowing such access by another may be permitted only with the approval of the supervising teacher or system administrator.
5. Do not reveal your personal address or telephone number or those of other persons. No student information protected by FERPA should be electronically transmitted or otherwise disseminated through the network.
6. Do not disguise the point of origin or transmission of electronic mail.
7. Do not send messages that contain false, malicious, or misleading information which may be injurious to a person or a person's property.
8. Illegal activities are strictly prohibited.
9. The district technology is not to be used for playing multi-user or other network intensive games, commercial ventures, Internet relay chat lines, or downloading excessively large files.
10. No charges for services, products, or information are to be incurred without appropriate permission.
11. Do not use the network in such a way that you would disrupt the use of the network by other users.
12. Users shall respect the privacy of others and not read the mail or files of others without their permission. Copyright and licensing laws will not be intentionally violated.

**CODE OF CONDUCT FOR INTERNET AND OTHER
COMPUTER NETWORK ACCESS**

13. Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy hardware, data of another user, Internet, or any other agencies or other networks which may be accessed. This includes, but is not limited to, the uploading or creation of computer viruses.
14. Report security problems to the supervising teacher or system administrator.
15. Violators of this policy shall hold the district, including its employees and agents, harmless against any and all causes of action, damages, or other liability resulting from the willful or negligent violation of this policy.

INTERNET ACCESS CONDUCT AGREEMENT

Every student, regardless of age, must read and sign below:

I have read, understand, and agree to abide by the terms of the foregoing Acceptable Use Policy and Code of Conduct. Should I commit any violation or in any way misuse my access to the school district's computer network and the Internet, I understand and agree that my access privilege may be revoked and school disciplinary action may be taken against me.

User's Name (print clearly) _____ Home Phone: _____

User's Signature: _____ Date: _____

Address: _____

Status: I am 18 or older _____ I am under 18 _____

If I am signing this policy when I am under 18, I understand that when I turn 18, this policy will continue to be in full force and effect and agree to abide by this policy.

Parent or Guardian: (If applicant is under 18 years of age, a parent or guardian must also read and sign this agreement.) As the parent or legal guardian of the above student, I have read, understand and agree that my child or ward shall comply with the terms of the school district's Acceptable Use and Internet Safety Policy for the student's access to the school district's computer network and the Internet. I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for the school to restrict access to all offensive and controversial materials and understand my child's or ward's responsibility for abiding by the policy. I am, therefore, signing this policy and agree to indemnify and hold harmless the school, the school district, and the Data Acquisition Site that provides the opportunity to the school district for computer network and Internet access against all claims, damages, losses, and costs, of whatever kind that may result from my child's or ward's use of his or her access to such networks or his or her violation of the foregoing policy. Further, I accept full responsibility for supervision of my child's or ward's use of his or her access account if and when such access is not in the school setting. I hereby give permission for my child or ward to use the building-approved account to access the school district's computer network and the Internet.

Parent or Guardian (please print): _____ Home Phone: _____

Signature: _____ Date: _____

Address: _____

This agreement is valid for the _____ school year only.

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Internet Acceptable Use: Filtering

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

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

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

1. Professional development opportunities to help teachers integrate the use of the Internet into classroom teaching.
2. Use of the computers, computer systems, software electronic access privileges and networks shall be restricted to those users who have signed the District's "Acceptable Use Policy." In the case of minors, the "Acceptable Use Policy" must also be signed by the student's parent or guardian.
3. Implementation of a system developed to filter out Internet sites with content/material considered inappropriate or harmful and unacceptable for student viewing. Such content includes that which is considered obscene, child pornography or harmful to minors. A committee of teachers, parents, and administrators shall be used to receive appeals from users who indicate that they have a specific need for using a filtered site.
4. All Internet access must be filtered, whether minors (under 18) or adults are using the computer system and regardless of the number of computers with Internet access provided by the school or library.

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

Filtering should only be viewed as one of a number of techniques used to manage student's access to the Internet and encourage acceptable usage. It should not be viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors. Filtering should be used in conjunction with:

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

Instruction

Internet Acceptable Use: Filtering (continued)

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

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

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

(cf. 6141.321 - Acceptable Use of the Internet)

(cf. 6141.322 - Web Sites/Pages)

Legal Reference: Connecticut General Statutes
1-19(b)(11) Access to public records. Exempt records.
10-15b Access of parent or guardians to student's records.
10-209 Records not to be public.
11-8a Retention, destruction and transfer of documents
11-8b Transfer or disposal of public records. State Library Board to adopt regulations.
46b-56 (e) Access to Records of Minors.
Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of PL 93-568, codified at 20 U.S.C. 1232g.).
Dept. of Education. 34 CFR. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.
Public Law 106-554 Fiscal 2001 Appropriations Law containing the "Children's Internet Protection Act"
Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.
Public Law 110-385 Broadband Data Improvement Act/Protecting Children in the 21st Century Act
Reno v. ACLU, 521 U.S. 844 (1997)
Ginsberg v. New York, 390 U.S. 629, at 642, n.10 (1968)
Board of Education v. Pico, 457 U.S. 868 (1988)
Hazelwood School District v. Kuhlmeier, 484 U.S. 620, 267 (1988)

Instruction

Posting of Student Work/Photographs

The school system routinely makes use of videotaping and digital and traditional photography for educational purposes. Examples include, but are not limited to, the videotaping of concerts, assemblies, and sporting events. Student images **without** names may be displayed in a variety of ways including, but not limited to, bulletin boards, publications, and the school or District web site. A parent or guardian who does not want their child videotaped or photographed and the image displayed as described above is asked to contact the school Principal. Procedures for notifying the parents or guardians of this policy can be found in the Administrative Regulations.

In certain circumstances, it may be desirable to display a student's image in a publication or on the school or District web site with his name, such as when an award is given. **Publishing a student's image with his name requires express written permission from the parent or guardian.**

The provision of seeking prior permission does not apply to school yearbooks, school newspapers, images published by the working press, or public settings. If a parent or guardian has a concern about the publication of a student's image in these settings, that concern should be brought to the school Principal.

(cf. 1110 - Communication with the Public)

(cf. 5125 - Student Records)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6141.321 - Internet Use)

(cf. 6141.322 - District/School/Staff/Student Web Sites and Web Pages)

(cf. 6145.3 - Publications)

(cf. 6162.6 - Use of Copy Devises, Copyrights)

Legal Reference: Connecticut General Statutes

1-19(b)(11) Access to public records. Exempt records.

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

10-209 Records not to be public.

11-8a Retention, destruction and transfer of documents

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

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

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Posting of Student Work/Photographs (continued)

Legal Reference: Connecticut General Statutes (continued)

Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g.).

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

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

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

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

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

Definition of "Device"

A "device" as part of this protocol is a piece of privately owned and/or portable electronic handheld technology that includes emerging mobile communication systems and smart technologies, laptops and netbooks, and any technology that can be used for wireless internet access, word processing, image capture/recording, sound recording and information transmitting, receiving, and storing.

Internet

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

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

Software

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

Security and Damages

Responsibility to keep the device secure rests with the individual owner. The Plymouth Public School District is not liable for any device stolen or damaged on campus. If a device is stolen or damaged, it will be handled through the administrative office as other personal items that are stolen or damaged. It is recommended that skins, decals, and other custom touches be used to identify physically a student's device from others. Additionally, protective cases for technology are encouraged.

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

Bring Your Own Device/Technology Student and Parent Agreement

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

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

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

(cf. 5114 – Suspension/Expulsion)
(cf. 5131.81 – Use of Electronic Devices)
(cf. 5131.911 – Bullying)
(cf. 5131.913 – Cyberbullying)
(cf. 5131 – Conduct)
(cf. 5144 – Discipline)
(cf. 6141.321 – Acceptable Computer Use Policy)
(cf. 6141.323 – Internet Acceptable Use: Filtering)
(cf. 6141.326 – Online Social Networking)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

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Chromebook/Mobile Device Student User Agreement

Rules and Appropriate Usage

Plymouth Public Schools encourages the use of 1:1 devices and the network, including the Internet, as a tool for research and education. 1:1 devices and the network, like any other school property, must be used for the educational purposes for which they are intended. The Chromebooks/Mobile Devices issued to students are the property of Plymouth Public Schools. The distribution of a Chromebook/Mobile Device to each student is a privilege, not a right, and may be revoked at any time for inappropriate conduct. **Before a Chromebook/Mobile Device will be issued for use at home, students and parents or guardians must sign the “Plymouth Public Schools Network/Internet Acceptable Use” Policy form, “School District Chromebook/Mobile Device Protection Plan Form” and “Chromebook/Mobile Device Student User Agreement and Parent Permission Form.” These forms must be completed each school year.**

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

Students are expected to abide by the following rules and behavioral expectations, while using a Chromebook/Mobile Device, both at home and within the school:

Use of Equipment (Hardware and Software)

- Student must have a **“Plymouth Public Schools Network/Internet Acceptable Use”** Policy form, **“School District Chromebook/Mobile Device Protection Plan Form”** and **“Chromebook/Mobile Device Student User Agreement and Parent Permission Form”** signed by a parent/guardian on file with Plymouth Public Schools in order to use the Chromebook at home and to access the Internet while using the Chromebook/Mobile Device.
- The school Chromebook/Mobile Device is to be used for educational purposes only.
- The use of the Chromebook/Mobile Device must not violate the parent/guardian/student signed **“Plymouth Public Schools Network/Internet Acceptable Use”** Policy form. Copies of the **“Plymouth Public Schools Network/Internet Acceptable Use”** Policy form may be found in the Parent/Student Handbook and are available for downloading and printing on the Plymouth Public Schools website.
- Student may not destroy, deface, or alter Chromebook/Mobile Device equipment, identifying labeling or files not belonging to the student.

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Chromebook/Mobile Device Student User Agreement

Use of Equipment (Hardware and Software) (continued)

- Student may not remove district installed software (“Apps”) from the Chromebook/Mobile Device or may not install software (“Apps”) that is not approved by administration or teachers. Plymouth Public Schools reserves the right to remove software (“Apps”) from, or add software (“Apps”) to the Chromebook/Mobile Device at any time.
- Online chat rooms, message boards, forums, etc. may not be accessed by students while using the Chromebook/Mobile Device without prior consent from a teacher, or person monitoring the Internet use, or as in accordance with the **“Plymouth Public Schools Network/Internet Acceptable Use”** Policy (6141.321).
- Engaging in online activities, while using the Chromebook/Mobile Device, that are in violation of this policy will result in automatic termination of the student's network/Internet privileges in accordance with the **“Plymouth Public Schools Network/Internet Acceptable Use”** Policy (6141.321).
- Sending messages via school technology with the intent to intimidate, frighten, threaten, harass, ridicule or bully another person is considered harassment and will have consequences per the Parent/Student Handbook Student Discipline Code, Plymouth Public Schools Bullying Policy (5131.911, 5131.913), Plymouth Public Schools Sexual Harassment Policy (5145.5) and the Plymouth Public Schools Acceptable Computer Use Policy (6141.321).
- Students may not change, alter, bypass, or attempt to bypass any Chromebook/Mobile Device security measures including filtered Internet sites.

Privacy

- It is a violation of the **“Plymouth Public Schools Network/Internet Acceptable Use”** Policy (6141.321) to share your password with anyone else, or to access any account belonging to other students, faculty, or staff.

Management

- Since the Chromebooks/Mobile Devices belong to Plymouth Public Schools, Plymouth Public Schools will be monitoring all devices. Files created using the Chromebook/Mobile Device, or stored on school servers, are not private. Plymouth Public Schools reserves the right to search District assigned Internet services accounts, such as District assigned student email accounts, accessed with school equipment, if it is felt that illegal or otherwise inappropriate use of technology is occurring. Improper use of Plymouth Public Schools technology devices will result in loss of network/Internet privileges, and other consequences as per the Parent/Student Handbook Student Discipline Code, Plymouth Public Schools Bullying Policy (5131.911, 5131.913), Plymouth Public Schools Sexual Harassment Policy (5145.5) and the **“Plymouth Public Schools Network / Internet Acceptable Use”** Policy (6141.321).

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Chromebook/Mobile Device Student User Agreement (continued)

Responsibilities

By signing the “**Plymouth Public Schools Network/Internet Acceptable Use**” Policy form and this “**Chromebook/Mobile Device Student User Agreement and Parent Permission Form,**” students and parents or guardians agree to:

- **Submit their Chromebook/Mobile Device to school authorities upon request.**

Such a request may be made in order to check browser histories and caches, as well as to ensure Chromebooks/Mobile Devices do not contain any unapproved software or files.

- **Charge their Chromebook/Mobile Device overnight each night to ensure that they are fully charged for classes the next day.**

Just as students are expected to be prepared for class by having all required materials, the student must have his/her charged Chromebook/Mobile Device in class at the start of each day.

- **Protect the Chromebook/Mobile Device from damage and theft.**

Required precautions include the use of the protective case when transporting the Chromebook/Mobile Device to and from classes and to and from school. If the Chromebook/Mobile Device is lost or stolen when outside of school grounds, it should be reported to the police immediately. Parents or guardians will incur a financial obligation to the school for any missing Chromebook/Mobile Device for which a copy of the police report has not been provided to the school Principal. Parents or Guardians will also incur a financial obligation for any repairs that are required for the Chromebook/Mobile Device.

An optional School District Protection Plan is offered for Chromebooks/Mobile Devices.

The School District Protection Plan will cover events such as accidental loss (theft) and damages.

Please see the School District Protection Plan section at the end of this document.

- **If damage to the Chromebook/Mobile Device is intentional, willful or purposeful, as determined by Plymouth Public Schools, the parents or guardians will pay the full replacement cost of the Chromebook/Mobile Device (as listed in the applicable School District Chromebook/Mobile Device Protection Plan form), protective case and/or AC power adaptor, regardless of the “School District Chromebook/Mobile Device Protection Plan” choice.**

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Chromebook/Mobile Device Student User Agreement

Responsibilities (continued)

- **Leave the student issued Chromebook/Mobile Device at school over the summer for regular maintenance.**

Returning students will be reissued their same Chromebook/Mobile Device the following year. The School regards the Chromebook/Mobile Device as all other materials that are checked out to a student (e.g. textbooks, library materials, sports equipment, etc.) and failure to return the Chromebook/Mobile Device, and all associated accessories, for the summer or unenrollment from school, will result in the parent or guardian incurring a financial obligation to the school and result in consequences as per the Plymouth Public Schools Parent/Student Handbooks and the “Fees, Fines, Charges” Policy (6121.21).

Students will be provided with a username and password. Students must not change their passwords without permission from the Technology Department or school. Upon request, Parents/Guardians will be informed of their child’s username and password in order to monitor the student's computer usage at home. When the Chromebook/Mobile Device is taken home by the student, it is highly recommended that it will always be used in a common family location so that adult supervision can be maintained at all times.

Student Expectations

As a learner I will:

1. Never leave my Chromebook/Mobile Device unattended.
2. Make sure the Chromebook/Mobile Device is not subject to careless or intentional damage (e.g., as a result of horseplay).
3. Ensure that, when the Chromebook/Mobile Device is being transported, it is as secure as possible. The Chromebook/Mobile Device **MUST** be carried in its protective case.
4. Ensure that my Chromebook/Mobile Device is charged every evening and ready for use the next day (i.e., plugging it in for charging overnight).
5. Store my Chromebook/Mobile Device in a safe place, such as the student’s locked locker, when not in use (e.g., lunch, PE, etc.). The Chromebook/Mobile Device should be in its case and no items will be stacked on top of it.
6. Use my Chromebook/Mobile Device for the task assigned by my teacher at all times. Chromebooks/Mobile Devices will **ONLY** be used for educational purposes.
7. Print only after teacher gives permission.
8. Not decorate the Chromebook/Mobile Device in any way, including the use of stickers or decals, and not allow it to be subject to graffiti/defacing.
9. Not install or download software (“apps”) that is not approved by administration or teachers.

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Chromebook/Mobile Device Student User Agreement (continued)

Consequences for Violation of Chromebook/Mobile Device Rules:

By signing this User Agreement, you commit to the student expectations and understand the consequences for violation.

Consequences for Breaches of the Acceptable Use Agreements

In the event a student breaches any part of the “**Plymouth Public Schools Network / Internet Acceptable Use**” Policy form and/or “**Chromebook/Mobile Device Student User Agreement and Parent Permission Form**,” consequences will be imposed by the school per the Parent/Student Handbook Student Discipline Code, Plymouth Public Schools Bullying Policy (5131.911, 5131.913), Plymouth Public Schools Sexual Harassment Policy (5145.5), the “Fees, Fines, Charges” Policy (6121.21) and the “**Plymouth Public Schools Network/Internet Acceptable Use**” Policy (6141.321) as applicable.

Repairing or Replacing Chromebook/Mobile Devices

Chromebook/Mobile Device Repairs

All required repairs for Chromebooks/Mobile Devices will be processed by the Plymouth Public Schools Technical Support Department.

DO NOT attempt to repair the Chromebook/Mobile Device yourself.

Damaged Chromebooks/Mobile Devices should be brought to the school library to initiate the repair process. In the case of loss/theft, a police report should be filed by the parent/guardian. A copy of the police report should be provided to the school Principal.

School District Protection Plan

School district protection is available for students and parents to cover Chromebook/Mobile Device replacement/repair in the event of theft, loss, or accidental damage.

There will be an annual protection cost for each Chromebook/Mobile Device with a maximum cost of four Chromebook/Mobile Devices per family. This plan will include replacement and repairs for covered damages or loss. The actual annual cost will be specified in the applicable **School District Chromebook/Mobile Device Protection Plan** form.

It will not cover intentional damages or a loss not accompanied by a police report, in which case the student/parent will be responsible for full replacement, or repairs, up to the value of the Chromebook/Mobile Device as specified in the applicable “**School District Chromebook/Mobile Device Protection Plan**” form. Intentional damage will be determined by the District and/or Insurance Company. Excessive claims, as determined by the District, may result in loss of Chromebook/Mobile Device privileges.

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Chromebook/Mobile Device Student User Agreement

School District Protection Plan (continued)

Parents will need to purchase this insurance through the school office before your student is allowed to check out a Chromebook/Mobile Device, or have indicated that they elect to decline the offered Chromebook/Mobile Device Insurance, in which case they assume full financial responsibility for the Chromebook/Mobile Device including theft, loss or any damages.

Cost of Repairs

Students and Parents/Guardians will be held responsible for ALL damage to their Chromebook/Mobile Devices including, but not limited to: broken screens, cracked plastic pieces, inoperability, etc. Should the cost to repair exceed the cost of purchasing a new device, parents/guardians will incur a financial obligation equal to the full replacement value of the device as specified in the applicable **School District Chromebook/Mobile Device Protection Plan** form. These costs can be avoided with the purchase of the optional School District Chromebook/Mobile Device Protection Plan.

Lost items such as cases and cables will be charged the actual replacement cost.

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

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Independent Study

One goal of the Plymouth Board of Education is the development of self-directed learners. A modern school program should provide students with an opportunity to learn to become sufficiently independent of school and teacher so that students can and will carry on their own learning enterprises successfully after their formal schooling is ended.

Independent study is a plan of instruction which deliberately aims to guide learners in their own independent work. It is a separate phase of instruction tailor-made for the individual student and guided by the teacher in order to build on the student's abilities as an independent learner. Under independent study, the teacher's role shifts from a director of learning to a resource for the learner.

Independent study may take any of several patterns:

1. As a substitute for organized instruction
2. As honors work
3. As a culminating activity
4. As corresponding study
5. As programmed instruction
6. As a supplement to group instruction
7. As individualized instruction

Objectives

1. To broaden and strengthen curriculum content thereby overcoming the usual limitations of the regular school program
2. To provide students an opportunity to make decisions and to select from a series of options about their activities in school
3. To place students in a more active role in the learning process
4. To provide learning experiences tailored to the interests, talents, and needs of individual students
5. To enable students to develop confidence in their ability to learn, to think imaginatively, and to explore ideas

Instruction

Independent Study (continued)

6. To develop in students the ability to comprehend, apply, analyze, and synthesize information .
7. To provide students an opportunity to develop responsibility through developing and following a plan of study
8. To foster in students a continuing interest in learning

The Superintendent of Schools or designee shall develop rules for the proper administration of independent studies.

Instruction

Student Volunteers and Community Service

The district is committed to preparing its high school students for active participation in community affairs through a student service learning program. Student service learning is defined as an unpaid activity within the school or the community that provides service to an individual or group to address a school or community need. The activity must be developmentally appropriate and meaningful to the student.

The program aimed at teaching skills and habits the Board of Education perceives as essential for good citizenship, strives to allow students to develop a wide range of personal, intellectual, academic and social skills such as teamwork, problem-solving, negotiation, communication, planning and evaluation. It will help students become effective employees, colleagues, citizens and leaders.

Through participation in student service learning, a student will have opportunities to:

- develop knowledge and respect for community and citizenship;
- learn that problems can be solved by working together;
- learn the responsibilities involved in citizenship;
- increase self-esteem and appreciation for others;
- become sensitive to others and appreciate cultural diversity;

Community service is required for all students. All graduating students will have completed a minimum of thirty (30) hours of community service. This community service requirement can be met anytime during the student's four high school years, but students are encouraged to complete the majority of the required time during the freshman and sophomore years. An alternate plan shall be provided for those students with parent approval who can not do community service for moral, ethical, religious or other reasons.

Legal Reference: Connecticut General Statutes
10-221a [a] An Act Concerning High School Community Service
Herndon v. Chapel Hill - Carrboro City Board of Education, 899 F. Supp
1443 (North Carolina) 1995
Immediato v. Rye Neck School District, 873 F. Supp 846 (New York)
1995

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Basic Instructional Program

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

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

The Board shall provide a program of instruction which shall include language arts, including reading, writing, speaking and listening, mathematics, physical education, science, social studies, including but not limited to, citizenship, economics, geography, government and history, computer programming instruction, the arts, health and safety, and, in addition, on at least the secondary level, one or more world languages and vocational education.

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

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study. (as modified by PA 97-45, PA 97-61, PA 08-153, PA 11-136, PA 14-234, PA 15-17, PA 15-94 and PA 15-138 and PA 16-188)

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

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

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

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

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

Goals for Nutrition Promotion and Education

The goals for addressing nutrition education include the following:

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

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be offered 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.

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Goals for Physical Activity (continued)

- 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 a minimum of thirty minutes of physical activity daily for students as a best practice.

Nutrition Guidelines for Foods Sold in Schools

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

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

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

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.

Instruction

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

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.

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.

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Evaluation of Wellness Policy

In an effort to measure the implementation of this policy, the Board of Education designates the Superintendent or designee as the person 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 on the Board's website. This availability shall include the policy, including any updates to and about the wellness policy and the Triennial Assessment, including progress toward meeting the goals of this policy. In addition, the annual notification shall include a description of each school's progress in meeting the wellness policy goals; summary of each school's wellness events or activities; contact information for the leader(s) of the wellness policy team; and information on how individuals and the public can get involved.

(cf. 3542 – Food Service)

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

(cf. 3542.34 – Nutrition Program)

(cf. 3452.45 – Vending Machines)

(cf. 6142.6 – Physical Education)

(cf. 6142.61 – Physical Activity)

(cf. 6142.62 – Recess/Unstructured Time)

(cf. 6142.10 – Health Education)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

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

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

10-215a Non-public school participation in feeding program.

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

10-216 Payment of expenses.

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

10-215f Certification that food meets nutrition standards.

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Legal Reference: Connecticut General Statutes (continued)
10-221o Lunch periods. Recess.
10-221p Boards to make available for purchase nutritious, low-fat foods.
10-221q Sale of beverages.
Regulations of Connecticut State Agencies
10-215b-1 Competitive foods.
10-215b-23 Income from the sale of food items.
National School Lunch Program and School Breakfast Program;
Competitive Food Services. (7 CFR Parts 210.11 and 220.12.)
The Child Nutrition and WIC Reauthorization Act of 2004, Public Law
108-265
Nutrition Standards in the National School Lunch and School Breakfast
Programs, 7 CFR Parts 210 & 220
Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296, 42 U.S.C. 1751
Child Nutrition Act of 1966 (as amended by P.L. 108-269, July 2, 2004)
School Breakfast Program, 7 C.F.R. Part 220 (2006)
National School Lunch Program or School Breakfast Program: Nutrition
Standards for All Foods Sold in School (Federal Register, Vol. 78, No.
125, June 28, 2013)
Local School Wellness Policy Requirements, 42 U.S.C. 1758b

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

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 milk and grains flavored or unflavored, which meet the requirements of the state beverage statute and federal regulation;
- Reduce the levels of sodium, saturated fats and trans fats in meals; (per Department of Agriculture Nutrition Standards and Connecticut Nutrition Standards, which are the same);
- Offer a variety of fruits and vegetables; (Meet specific requirements about different types required)
- Meet the nutrition needs of school children within their calorie requirements (per Department of Agriculture Nutrition Standards and Connecticut Nutrition Standards which are the same);
- Contain 0 percent trans fats;
- Purchase or obtain fresh fruits and vegetables from local farmers, when practical.

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

Instruction

Student Nutrition and Physical Activity (School Wellness)

National School Lunch Program and School Breakfast Program (continued)

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, states why the disability restricts the student’s diet, identify the major life activity affected by the disability, and states the foods to be omitted and the food or choices of foods that must be substituted.

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

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

Cafeteria A La Carte Sales

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

Instruction

Student Nutrition and Physical Activity (School Wellness)

Cafeteria A La Carte Sales (continued)

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

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

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

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

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

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.

Instruction

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

Qualifications of Food Service Staff

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

Training for Food Service Staff

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

Summer Food Service Program

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

Other Foods Offered or Sold

To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The District's nutrition standards apply to all food 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.

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 to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers or activities. All beverages sold to students at school shall meet the requirements of state statute and federal regulations, whichever are stricter, at all times.

Instruction

Student Nutrition and Physical Activity (School Wellness)

Other Foods Offered or Sold (continued)

However, beverages not meeting the requirements of state statute and foods not meeting the Connecticut Nutrition Standards may 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. The District strongly encourages the sale or distribution of nutrient-dense foods, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes.

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

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

Access to Drinking Water

The Federal Healthy Hunger Free Kids Act of 2010 requires schools to make free portable 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.

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.

Instruction

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

Fundraising

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.

Concessions

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

Teacher-to-Student Incentives and Punishments

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

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

Student Nutrition Education and Promotion

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

Instruction

Student Nutrition and Physical Activity (School Wellness)

Student Nutrition Education and Promotion (continued)

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.

Educational Reinforcement

School instructional staff members may 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 may 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 should disseminate information to parents, students and staff members about community programs that offer nutrition assistance to families upon request.

Instruction

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

Nutrition Promotion

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

Consistent Health Messages

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

Food and Beverage Marketing in Schools

The District is committed to providing a school that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on district property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. Any foods and/or beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School Nutrition standards.

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

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

Instruction

Student Nutrition and Physical Activity (School Wellness)

Food and Beverage Marketing in Schools (continued)

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

As the District reviews existing contracts and considers new contracts, equipment and product purchasing and/or replacement, decisions should reflect the applicable marketing guidelines established by the District wellness policy.

Staff as Role Models

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

Education Links with School

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

Professional Development for Teachers

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.

Instruction

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

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

Engaging Students

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

Parent Nutrition Education

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

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

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

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

Instruction

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

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. Families are invited to attend events focused on nutrition-health.

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. 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
- Student representative
- Staff member representative from each school level
- Administrative Representatives
- School health professionals
- 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)

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 person responsible for managing the triennial assessment and contact information is the Superintendent or designee. 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) (continued)****Competitive Foods and Beverages**

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

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

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

Instruction**Student Nutrition and Physical Activity (School Wellness) (continued)****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 be offered a regular quality, standards-based physical education program;
- B. All schools will have certified physical education teachers providing physical education instruction; and
- C. All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality physical education consistent with state and/or national standards.

Incorporating Physical Activity Into the Classroom

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

Use of School Facilities Outside of School Hours

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

Prohibiting Physical Activity as Punishment

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

Instruction

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

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

Controversial Issues

Students in our schools shall have the opportunity for free discussion of controversial issues.

Such free discussion requires that students have at least four rights:

1. The right to study any controversial issue that has political, economic or social significance and concerning which the student, at his/her level 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 and prejudice.
4. The right to form and express his/her own opinions on controversial issues without thereby jeopardizing the student's relations with the teacher or the school.

The discussion and study of controversial issues shall be objective and scholarly, with a minimum emphasis on opinion. The teacher shall approach controversial issues in the classroom in an impartial and unprejudiced manner, and must refrain from using classroom privileges and prestige to promote a partisan point of view.

Selection of 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 that 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 that 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?

Instruction

Controversial Issues (continued)

6. Some issues do not have a proper place in the classroom that seeks to educate all children with public funds. In selecting controversial topics they shall select topics whose teaching leads to the accomplishment of the objectives of teaching, rather than defeating them. For example, the following, unless the issue or topic is included in curriculum adopted by the Board of Education, such as education for HIV/AIDS, Sexual Abuse, Substance Abuse, Sexually Transmitted Diseases should be avoided:

- a. Questioning the rationale or values of any religious faith.
- b. Advocacy of a partisan political viewpoint.
- c. Presentation by an outside speaker with a known and strong bias that are vigorously argumentative or persuasive.

Teachers should be aware that consultation with a department head, supervisor, or principal prior to initiating instruction on a controversial issue is the best method of determining whether the topic and treatment are appropriate. While such consultation is recommended, it is not required.

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.

In the study of controversial issues, indoctrination shall not be the purpose; rather, the purpose shall be to have the student understand 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 the dignity and worth of each individual is 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: Connecticut General Statutes
31-51q Liability of employer for discipline or discharge of employee on account of employee's exercise of certain constitutional rights.
Keyishian v. Board of Regents 395 U.S. 589, 603 (1967)
Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Exemption from Instruction

Substance Abuse Education

Substance abuse education is required by state statutes for all students annually and students are not exempt.

Religious

If the religious belief and/or teachings of a student or his/her parents or guardian are contrary to the content of a school subject, or to any part of a school activity, the student may be exempt from participation. To receive such an exemption, the parent or guardian must present a written request for exemption to the Principal stating the conflict involved. In the event of religious exemption, an alternate assignment will be provided.

Medical

If a student is unable to participate in a physical education class, he/she must present to the Principal or designee a statement from a physician stating the reason for his/her inability to participate.

HIV/AIDS Instruction

Currently there is no cure for those infected with AIDS, but the Board of Education believes that education is the best way to prevent the spread of AIDS. By learning the facts about AIDS, students will be able to make decisions that will keep them healthy and perhaps save their lives.

A student will be exempted from instruction on Acquired Immune Deficiency Syndrome (AIDS) upon receipt of a written request for exemption from his/her parent or guardian to the Principal or designee.

“HIV/AIDS Instruction” is defined as ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS) offered by the District pursuant to state law.

Bilingual Education

A student will be exempted from the bilingual program upon receipt of a written request for exemption from his/her parent or guardian to the Principal or designee. Equivalent instruction, as determined by the teacher will be provided.

Dissection of Animals

A student will be exempted from Dissection Instruction upon receipt of a written request for exemption from his/her parent or guardian to the Principal or designee. “Dissection Instruction” is defined as instruction in which a student must participate in, or observe the dissection of any animal.

Instruction

Exemption from Instruction

Dissection of Animals (continued)

Any student excused from participating in, or observing the dissection of any animal as part of classroom instruction shall be required to complete an alternate assignment to be determined by the teacher.

Exemptions from required instruction do not excuse a student from the total semester hours required for graduation.

Family Life Instruction Education

Students, parents or guardians shall be informed of their right to exempt the student from the family life program. The student will be exempted upon a written request for exemption from his/her parent or guardian to the Principal or designee. "Family Life Instruction" is defined as instruction pertaining to family planning, human sexuality, parenting, nutrition and the emotional, physical psychological, hygienic, economic and social aspects of family life.

Any student excused from any aspect of the curriculum may be required by the teacher to complete an alternate assignment.

Sexual Abuse and Assault Awareness and Prevention Program

"**Sexual abuse and assault awareness and prevention program**" is defined as the state-wide program identified or developed by the Department of Children, in collaboration with the Department of Education and Connecticut Sexual Assault Crisis Services, Inc. (or a similar entity) that includes age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to, (A) the skills to recognize (i) child sexual abuse and assault, (ii) boundary violations and unwanted forms of touching and contact, and (iii) ways offenders groom or desensitize victims and (B) strategies to (i) promote disclosure, (ii) reduce self-blame, and (iii) mobilize bystanders.

A student shall be excused from the sexual abuse and assault and prevention program in its entirety or any part thereof, upon receipt by the Principal or his/her designee, of a written request from the student's parent/guardian.

Any student excused from any aspect of the curriculum may be required by the teacher to complete an alternative assignment. Any student excused from participating in the sexual abuse and assault awareness program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work as determined by the teacher.

Instruction

Exemption from Instruction

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

10-16c State board to develop family life education curriculum guides.

10-16e Students not required to participate in the family life education program.

10-17f Required bilingual program (as amended by PA 98-168)

10-18d Animal dissection. Students to be excused from participation or observation.

17a-101q Statewide sexual abuse and assault awareness and prevention program.

10-19(b) AIDS education.

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

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

**Plymouth Public Schools
Terryville, Connecticut**

I request that my child, _____, be exempted from instruction in the following areas:

1. Dissection
2. Family Life Education
3. HIV/AIDS
4. Bilingual Education
5. Sexual Abuse and Assault Awareness and Prevention

I understand that teachers may require my child to complete alternate assignments in lieu of curricular instruction in the area of exemption.

The form must be completed annually and returned to the school Principal by September 1st.

Name of Student

Parent/Guardian's Signature

Date

Student's Signature (if 18 years of age)

Date

Instruction

Controversial Speakers

American academic tradition stresses the free contest of ideas as a vital element in both curriculum development and in classroom teaching.

In order to foster the study and discussion of controversial issues, the Board of Education, in its effort to educate students for effective citizenship, encourages faculty members to invite speakers to address their classes on subjects which are within the framework of the curriculum and which are not prohibited by law.

Prior to such invitation, the teacher shall consult with the Principal concerning the speaker, the subject matter, and all other pertinent information needed to make an informed judgment concerning the advisability and appropriateness of such invitation.

In the interest of objective and balanced presentations of all sides of controversial issues, equal opportunity shall be given insofar as is practicable and appropriate to representatives of opposing views on the issue under study to present those views.

Instruction

Extracurricular Activities

Extracurricular activities are sanctioned by the Board of Education and regulated by the administration according to the following policy guidelines:

1. The School System will provide students with adequate opportunities for voluntary participation in a wide variety of extracurricular activities. Schools must not make any assumptions about what a student with a particular disability can or cannot do with respect to participating in extracurricular athletics.
2. The overall objectives of the extracurricular program will be multifaceted, including the intellectual, social, physical, cultural, musical, personal, artistic, political and/or literary development of participating students.
3. There will be a proper balance between activities which require special skills for participation and those that require only a willingness to be an active participant; between intramural and interscholastic activities; and between competitive and noncompetitive activities.
4. Extracurricular activities may be recreational and/or educational. They will be based on active participation by students with adequate supervision, guidance, or instruction by a person or persons assigned by the administration.
5. Extracurricular activities will augment, and not detract from the standard school programs.
6. Eligibility for participation in extracurricular activities will be governed by regulations established by the Connecticut Association of Secondary Schools and Connecticut Interscholastic Athletic Conference (C.I.A.C.) where applicable.
7. The duration of extracurricular activities shall be reasonable and commensurate with the requirements and objectives of the particular activity.
8. Each advisor or coach will establish necessary regulations or training rules pertaining to participation in each activity, including the number of participants, time, frequency, and duration of meetings, absences, grooming, deportment, the care of equipment.
9. The use of tobacco, alcohol, or controlled drugs is prohibited.
10. Criteria for eligibility for participation in and expulsion or suspension from an activity will be carefully defined for each activity. Punishment for violation of published regulations or training rules shall be reasonable and appropriate. Serious disciplinary matters will be handled by the Advisor or Coach in concert with the Principal or Athletic Director.

Instruction

Extracurricular Activities (continued)

11. Nonacademic and extracurricular services and activities will be provided to “qualified” students with disabilities in such a manner as to afford an equal opportunity for participation in such services and activities, by making reasonable modifications and providing those aids and services that are necessary to ensure an equal opportunity to participate, unless the District can demonstrate that doing so would constitute a fundamental alteration to the program.

(cf. 5145 – Section 504: Civil and Legal Rights and Responsibilities)

Legal Reference: Equal Access Act

Westside Community Board of Education V. Mergens

U.S. Department of Education, Office for Civil Rights, “Dear Colleague Letter”, 113 LRP 3326 (OCR 1/25/13)

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Interscholastic/Intramural Athletics

The Board of Education believes individual students will benefit from opportunities to grow physically and intellectually through experiences that provide the opportunity for self-discipline and team efforts made possible through competitive interschool and intramural team and individual sports activities.

District participation in interscholastic athletics will be subject to approval by the Board. This shall include approval of membership in any leagues, associations, or conferences, of rules for student participation, and of annual sports schedules.

It is the Board's policy to provide students interscholastic athletic competition in a variety of sports. Students will be allowed to participate in individual sports on the basis of their physical condition and desire. Qualified personnel shall be provided for coaching and supervising individual sports. In addition, it is the policy of the Board to provide intramural athletic activities as an outgrowth of class instruction in physical education commensurate with the grade level of the students involved.

Students with disabilities, possessing the required level of skill or ability to participate in a competitive program or activity, shall be afforded an equal opportunity to participate in extracurricular activities, which include club, intramural or interscholastic athletics. The District shall make reasonable modifications and provide those aids and services that are necessary to afford a "qualified" disabled student the opportunity to participate in extracurricular athletics, unless it results in a fundamental alteration to the District's program. The District will consider whether safe participation by a disabled student can be assured through reasonable modifications or the provision of aids and services.

The District may create additional opportunities for students with disabilities who cannot participate in the existing extracurricular athletics program, even with reasonable modifications or aids and services, in order to afford such students an equal opportunity to receive the benefits of extracurricular athletics.

Each student who chooses to participate in an interscholastic athletic program is required to have on file, in the offices of the building administrator and the Athletic Director, a certificate of consent which is signed by the parent or legal guardian. No student may start practice for any athletic team until he or she has been examined and submitted a sports physical form as approved by the school nurse. This certificate of consent will be in effect for each student for each sports season.

The purpose of school athletics is both educational and recreational. The athletic program should encourage participation by as many students as possible and should be carried on with the best interests of the participants as the primary consideration. Participation should be without unreasonable interference with other obligations in the school, community and home.

Instruction

Interscholastic/Intramural Athletics (continued)

It is recognized that a well-organized and well conducted athletic program is a potent factor in the morale of a student body and an important phase of good community-school relations.

Every possible effort shall be made to offer equal opportunities for both sexes in sports and activities which shall include life sports that a student can carry through adulthood.

Legal Reference: Connecticut General Statutes
 10-149 Qualifications for coaches of intramural and interscholastic athletics.

Stratton, PPA v. St. Joseph's High School, Bridgeport Superior Court, June 4, 1986 (12 CT 26)9/87.

U.S. Department of Education, Office for Civil Rights, "Dear Colleague Letter," 113 LRP 3326 (OCR 1/25/13)

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Interscholastic/Intramural Athletics

Sunday Play of Postponed Friday and Saturday Games

The Board of Education endorses the allowance of Sunday play of postponed Friday and Saturday games under the guidelines as stipulated in the C.I.A.C. policy.

1. The postponement must be due to severely adverse weather conditions.
2. The two competing schools must agree to Sunday play of a postponed game.
3. No Sunday game may start before 1:30 p.m.
4. A postponed Friday game may be played on Sunday only if a site is not available on Saturday or if severely adverse weather conditions exist on Saturday.

The Principal, in making the decision to postpone, will consult with the Athletic Director.

Instruction

Interscholastic/Intramural Athletics

Sportsmanship

The Board of Education believes that sports programs serve educational purposes in the lives of the district's students. One of these purposes is the development of good sportsmanship. The primary focus of the challenge of achieving good sportsmanship is on the student, but others are involved.

The Board believes that administrators must insist that good sportsmanship is the goal. Athletic directors must also realize the value of sportsmanship and set the tone for the implementation of its good practice.

The coaches must accept the responsibility of making each athletic contest a showcase for education. They are expected to be models of self-control and dignity for players and spectators.

The players must be taught to handle themselves in a sportsmanlike way; they are also expected to project good sportsmanship in the activities in which they participate. Student fans must be reminded that their conduct reflects on their school and that poor sportsmanship will not be tolerated.

Adult spectators must realize that they also must exhibit good sportsmanship at athletic events. Spectators serve as a model for their own children and for other young people in the community. Spectators also need to demonstrate self-control and dignity while participating in athletic events.

Good sportsmanship practices will be practiced by administrators and coaches. Students will be taught good sportsmanship and be held accountable for their actions. Spectators will be reminded and encouraged to be appropriate role models for young people. The Board will support staff and administrators who enforce sportsmanship rules at athletic and other competitive events, including evicting students or adults who violate the District policy.

Instruction

Publications

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

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

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6144 - Controversial Issues)

Legal Reference: *Eisner v Stamford Board of Education*, 440 F. 2d 803 (2nd Cir 1971)

Trachtman v Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S. 925 (1978)

Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562 (1988).

Bethel School District v. Fraser, 478 US 675 (1986).

Tinker v. Des Moines Independent Community Dist., 393 US 503, (1969).

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Student Publications

Purposes of Official Student Newspaper

1. To exist as an instructional device for the teaching of writing and other journalistic skills;
2. To provide a forum for opinions of students, school staff, and members of the community; and
3. To serve the entire school by reporting school activities.

Rights of Student Journalists

1. To print factual articles dealing with topics of interest to the student writers; and
2. To print, on the editorial page, opinions on any topic, whether school related or not, which students feel are of interest to themselves or to the readers.

Responsibilities of Student Journalists

1. To submit copy that conforms to good journalistic writing style;
2. To rewrite stories, as required by the journalism advisor, to improve journalistic structure, sentence structure, grammar, spelling and punctuation;
3. To check facts and verify quotes;
4. In the case of editorials on controversial issues, to provide space for rebuttals, in the same issue if possible, but otherwise no later than the following issue; and
5. Subject to the specific limitations in these guidelines, to determine the contents of official student newspapers.

Material Not Permitted in Official School Newspapers

1. Material which is libelous or which violates the rights of privacy;
2. Profanity, hereby defined as the language that would not be used in The Hartford Courant or the New York Times;

Instruction

Student Publications

Material Not Permitted in Official School Newspapers (continued)

3. Material which criticizes or demeans any race, religion, sex or ethnic group;
4. Ads for cigarettes, liquor, or any other product not conducive to good health;
5. Any material, the publication of which would cause substantial disruption of the school. Substantial disruption is hereby defined as the threat of physical violence in the school or nearby community and/or the disruption of the school's educational program; and
6. Endorsements of political candidates or ballot measures, whether such endorsements are made via editorial, articles, letter or photograph cartoon. The newspaper may, however, publish "fact sheet" types of articles on candidates and ballot measures, provided such articles do not endorse any person or position, and provided equal space is provided for all candidates for a particular office or both sides of a ballot measure.

Determination of Appropriateness

The newspaper advisor shall have the primary responsibility of reviewing each article prior to its publication to determine if it satisfies all the conditions of these guidelines. The school principal or his/her designated representative other than the newspaper advisor may also review copy prior to its publication. No copy may be censored except for reasons specifically listed in these guidelines. Nothing in these guidelines is intended to allow censoring of any article merely because it is controversial or because it criticizes a particular school, a school procedure, or the school system itself.

Legal Reference: *Eisner v Stamford Board of Education*, 440 F.2d 803 (2nd Cir 1971)
 Trachtman v Anker, 563 F.2d 518 (2nd Cir 1977), cert. denied, 354 U.S. 925 (1978)
 Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562 (1988).
 Bethel School District v. Fraser, 478 US 675 (1986).
 Tinker v. Des Moines Independent Community Dist., 393 US 503, (1969).

Regulation approved: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Student Performances

Worthy and appropriate educational values often accrue from student participation in civic and community affairs both as individuals or as members of school musical, dramatic, or other organizations.

Student performances and presentations are encouraged when they contribute to the educational process and do not interfere with normal school routine. All such performances shall be subject to the approval of the building Principal who shall either personally supervise or else assign a representative to supervise such a performance or presentation.

District High School Band

The District High School Band may be asked to perform during the school year at school programs and official community affairs. The Band shall not be available for any candidate or political campaign. Appearances at other than school affairs must be approved by the Superintendent upon recommendation of the Principal.

All out of town appearances, except for school activities, will be on a voluntary basis and be subject to the approval of the Board.

All requests for band appearances must be made at least two weeks in advance.

Proper supervision must be provided at all appearances, and insurance must be in effect.

Television and Radio Broadcasts

Television and radio broadcasts of public performances by students -- including athletic events -- are approved only when such telecasts and broadcasts are in the public interest. All such rights shall be granted in accordance with procedures to be established by the Board of Education and the school administration.

All requests for the right to televise a school event or series of events must be submitted in writing and are to be approved by the Board of Education.

The Board of Education delegates to the Superintendent of Schools, and to whomever he/she might designate, the authority to act on all requests for permission to broadcast school events over radio and television.

Instruction

Student Performances

Television and Radio Broadcasts (continued)

In all instances of broadcast – that is, for television, social media (e.g., Facebook Live, You Tube) or radio – it is essential that school authorities reserve the right to approve all sponsors to make certain that sponsorship does not include firms supplying goods or services inappropriate to school events.

Any broadcaster granted the right to transmit or record any school event assumes the responsibility for obtaining any releases legally required from students or staff and assumes liability for all actions of their assigned personnel.

Instruction

School Productions

Student productions are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board of Education shall encourage the development of school theatrical productions.

The Board recognizes that students have rights to free expression in student theatrical productions. Consequently, student speech shall be limited in officially sponsored student theatrical productions only if there is a legitimate pedagogical reason to do so. The administration shall develop regulations to provide guidance on such legitimate pedagogical reasons.

Definition

School productions shall refer to any performance involving student participants and prepared for an audience, either within or outside the regular school day. Productions shall include, but not be restricted to, concerts, plays, variety shows and exhibits.

Requirements

School productions involving students shall meet the following criteria:

1. Performances and productions shall contribute to educational goals and objectives and shall not substantially disrupt regularly scheduled school activities or classes.
2. Include content that adheres to constitutional requirements for separation of church and state.
3. Encourage inclusiveness and reflect sensitivity to diversity, race, religion, disability and ethnicity.
4. Consideration by the faculty of the maturity levels of students and appropriate standards of theatrical taste.
5. Performances shall be approved in advance by the principal.
6. Arrangements shall be made to provide proper supervision and to assure that participating students conduct themselves in a way that brings credit to the school.
7. Performances that are scheduled outside school hours are preferred.
8. As required, approval shall be acquired from copyright holders.

Instruction

School Productions (continued)

Student productions shall not contain speech which:

1. is vulgar, indecent or obscene;
2. contains libelous comments, personal attacks or abusive language such as language defaming a person's character, race, religion, ethnic origin, gender, family status, or disability;
3. causes or clearly threatens to cause a material and substantial disruption of normal school functions or school activities;
4. encourages the commission of unlawful acts or the violation of lawful school rules; or
5. promotes any product or service not permitted to minors by law.

Students may appeal a faculty advisor's or principal's decision to restrict production.

(cf. 6145.3 - Publications)

(cf. 6145.4 - Student Performances)

(cf. 6162.6 - Copyright Law Compliance)

Legal Reference: *Eisner v Stamford Board of Education*, 440 F. 2d 803 (2nd Cir 1971)

Trachtman v Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S.
 925 (1978)

Hazelwood School District v. Kuhlmeir, 484 U.S. 260 (1988)

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

School Productions

A school environment shall be fostered that encourages all students to feel equal ownership of their school and promotes their participation and inclusion in school productions.

In support of this goal, schools shall:

1. Strive to vary the content of productions in order to appeal to the diversity of the student population.
2. Represent diversity in the selection of performance content.
3. Conduct conscientious outreach to those students not traditionally a part of school activities through peer recruitment and faculty encouragement.
4. Publicize open auditions in a variety of announcements and hold auditions during times convenient to all students.
5. Permit flexibility in the timing of rehearsals.
6. Select students of diverse race, religion, academic ability and socioeconomic status.

The following terms used in the policy are defined as follows:

- a. **Obscene:** Any speech or work the average person, applying contemporary community standards would find, taken as a whole, appeals to prurient interest, or which depicts or describes, in a patently offensive way, sexual conduct specifically defined by applicable law, and which, taken as a whole, lacks serious literary, artistic, political or scientific value.
- b. **Libelous Statement:** False and unprivileged statements about a specific individual which injure that person's reputation in the community.
- c. **Substantial Disruption:** Any conduct by a student, in class or out, which for any reason including inappropriateness of time, place or type of behavior, significantly interferes with school functions, classroom instruction, or with the rights of other students.

Religious Neutrality

When school productions are to include religious content, the sponsor shall apply the Lemon Test through the use of the following questions:

- a. Does the policy or practice have a non-religious purpose?
- b. Is the primary effect of the policy or practice one which neither advances nor inhibits religion?
- c. Does the policy or practice avoid an excessive entanglement with religion?

An affirmative answer is required for each of these questions in order to meet constitutional requirements.

Instruction

School Productions

Royalties – School Productions

1. If a school plans to present one or more performances of a royalty play or musical, permission from the publisher must be received.
2. The royalty must be paid unless special permission is given by the publisher.
3. No performance of a royalty play may be performed “in part” without the permission of the publisher. The “part” must be specified in any request for special permission.
4. Shows may not be modified, changed or adapted without the written authorization of the publisher. Where a school wishes to modify a show, the school must pay the royalties to the publisher, and/or ask for permission to present a modified form of the show. Permission to modify or adapt a show is not likely to be granted and, even if granted, royalties will be required.
5. Alternatives are to produce non-royalty shows, or to write an original script and insert music that is in the public domain or has no royalty bond.
6. When a school produces its own show, the script will state whether there are royalty fees to be paid or if it is free. Play magazines provide excellent scripts which are all royalty free.

Appeals

Students may appeal a decision of the faculty advisor or Principal which restricts production. The appeal must be written and presented to the Principal; within five school days of the decision to restrict the production. The Principal shall render a written decision within five school days after receiving the appeal.

If a student is dissatisfied with the Principal’s decision, the student may appeal the decision to the Superintendent in writing within seven school days after receiving the Principal’s decision. The Superintendent or designee shall respond to the appeal within seven school days after receiving the appeal.

If the student is dissatisfied with the decision of the Superintendent, the student may appeal to the Board of Education within seven days after receiving the Superintendent’s decision.

Instruction

Organizations/Associations

Student organizations contributing to learning shall be encouraged. Such organizations shall operate within the framework of the law, Board policy, administrative rules, and the parameters of the learning program. When such organizations truly contribute, their establishment and operation shall be facilitated in reasonable ways by district staff and through utilization of district resources.

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

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

Student Government

In order to encourage student participation in the various activities of school life and to provide opportunity for training in democratic processes, the elementary and secondary schools may operate student councils.

Student government shall be of the students, by the students, for the students, representing all students in the school in communications with the administration and in the organizations of student activities.

The student council shall assist in improving the general welfare of all students and shall give students the opportunity to participate in the orderly workings of the democratic process.

Members of the student council shall be elected democratically. The rights and responsibilities of the council shall be clearly set forth. Faculty advisors for student council will be recommended for appointment by the administration.

The student council shall not have authority to make policies for the district or regulations for the school. Nor shall they have any disciplinary authority, except for recommending removal from the council of one of their members unless a duly authorized student court system is established and properly monitored by a faculty advisor. However, a council may make recommendations to the administration on any topic of student concern.

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

Instruction

Organizations/Associations (continued)

Non-School Organizations

All organizations not specifically authorized and organized by the school are considered to be non-school organizations and beyond the jurisdiction and responsibility of school authorities.

However, should these groups conduct activities on school property, at school-sponsored activities or as a carry-over into the school day or reflect on the reputation of the school, the Superintendent is authorized to develop procedures concerning disciplinary action to be taken.

Activities which are contrary to the best interests of the school and reflect on the reputation of the school are forbidden, including

1. initiation and hazing on the school grounds or at school-sponsored events.
2. indulging in group functions that violate federal, state or city laws or county ordinances.

Instruction

National Honor Society

The Plymouth Board of Education endorses the concept of the National Honor Society in its ability to provide special recognition to students who combine scholarship with demonstrated leadership, extensive service and good character. The Principal shall approve all activities and decisions of the chapter. The Principal appoints the society advisor and the members of the faculty council. The administration is directed to develop appropriate regulations regarding Honor Society Procedures.

Instruction

Travel and Exchange Programs

Foreign Exchange Students Attending Plymouth Schools

The Board of Education recognizes the value of a foreign exchange for students. This unique opportunity to experience the culture of another country can be an effective and memorable learning experience for a student.

In order to insure that students coming into the local school system from another country have a positive experience, as a foreign exchange student, the following guidelines will be distributed to all concerned sponsoring agencies and families.

1. The Board of Education reserves the right to determine, on an individual basis, if a foreign exchange student may or may not attend public school.
2. Advance notice must be provided to the school prior to the finalization of arrangements to accept an exchange student.
3. The decision to accept a foreign exchange student into a district public school shall rest with the building principal who will take into account such factors as space, appropriateness of placement, etc.
4. It is understood that foreign exchange students shall not be eligible for a district high school diploma, but may be given verification of attendance for the period of time in their district.
5. Agencies, groups and/or families sponsoring foreign exchange students in town should submit health and educational records to the school they would like the student to attend as early as possible. These records will be a factor in the decision regarding attendance.
6. The name and telephone number of the sponsoring agency/representative must be on file in the school before the school year begins.
7. All living arrangements for foreign exchange students are the responsibility of the sponsoring agency and families. This includes changes in living arrangements after the student has arrived and throughout his/her stay. Neither the Board of Education nor any of its employees will assume responsibility in this area.
8. Foreign exchange students are subject to the same academic and behavioral standards as all other students while enrolled in district schools.
9. The Board of Education will provide the most appropriate program available for each foreign exchange student, but should not be expected to offer English as a Second Language services.
10. No foreign exchange student will be accepted who has already completed secondary education.

Instruction

Travel and Exchange Programs (continued)

District Students Participating in Foreign Exchange Programs

Any district student, planning on going to a foreign country as an exchange student, shall, prior to leaving, request permission from the school principal to have course work completed in the foreign country applied to his/her high school educational record. The principal shall notify the Board of Education of his/her decision.

If permission is granted, the following guidelines shall apply:

1. If an English speaking student attends school in a non English speaking country for a full year, upon return from that country, no credits will be accepted from that country with the exception of that country's language credit. (2 credits)
2. If a student attends school in an English speaking country, the student must present a transcript from the school upon his/her return. The transcript will be evaluated in terms of credit to be granted by the high school principal. The decision of the high school principal in such cases shall be final.

Students who do not bring a transcript with them at the time they register for their courses upon their return will resume their education at the grade level/graduation requirement status at which they were on their departure.

(cf. 6146 - Graduation Requirements)

Legal Reference: Illegal Immigration Reform and Immigration Responsibility Act of 1996.

Connecticut General Statutes

10-27 International studies, exchange programs. Advisory committee,
(amended by PA 04-153, An Act Encouraging International Students Programs.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

School Events/Meetings

The Board believes that social activities in school life assist students in learning how to enjoy worthwhile group events, how to conduct them, and how to contribute to the enjoyment of others. Therefore, school groups and classes may hold social events for their membership under authorization and staff supervision, using school facilities.

Proper chaperoning shall be provided under direction of the principal.

Instruction

Activity Funds Management

School activity funds must be expended only for purposes which may benefit the student body of the school. Funds expended from an activity account should be for the stated purpose for which the activity account was created. 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 therefrom are to contribute to that objective.

The procedures 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. 3434 - Periodic Audit)

(cf. 3450 - Monies in School Buildings)

Legal Reference: Connecticut General Statutes

 10-237 School Activity Funds

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Activity Funds Management

School activity accounts shall be under the direct control of the school Principal.

Establishment or dissolution shall be made upon petition and approval of the Superintendent of Schools or designee and in accordance with C.G.S. 10-237.

The Business Manager shall serve as Treasurer of the school activity accounts. He/she is to ensure that the accounts are established, controlled, and audited in a manner as prescribed by state statutes or Board policy.

The Treasurer shall generate periodic reports for the Superintendent of Schools and the school principals. Establishment or dissolution of any account shall be reported to the Superintendent. The Treasurer shall do an in-house audit of all accounts at year's end; also, make available all books and other necessary information to the town auditors for the annual formal audit.

Any donations made to the schools without specific purpose shall be deposited to the Principal's account as well as interest earned on any and all checking and savings accounts and activity accounts.

Disbursements from the Principal's account are intended to be utilized to address compelling student needs, in order to improve the overall culture or climate for students in the building.

All accounts shall have designated student advisor(s) who will expend funds from these accounts upon the approval of the school Principal in concert with the class president and/or treasurers of the various accounts.

Up to \$2,500 of the remaining balance in the graduating class account, after the close of the school year, shall be put into the trust of the President and Treasurer of the graduating class for its future use. This money should be used by the President and Treasurer to defray the cost of a major future class activity e.g., class reunion). A letter will be sent from the Business Office to all officers of the graduating class identifying the amount of funds that are available for deposit. Any amount over \$2,500 remaining in the account will be deposited into the Principal's account.

(cf. 3434 - Periodic Audit)

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

Regulation approved: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Activity Funds Management

Student Fund-Raising Activities

Soliciting and Selling

Soliciting or selling for school-sponsored activities shall be permitted only upon the approval of the Superintendent of Schools or the Superintendent's designee.

Each school and its support organizations shall be restricted to distributing approved fundraising information.

Soliciting contributions for reasons other than school-sponsored activities is prohibited on school property.

Tickets

Tickets for sale or purchase or free of charge, except those for entertainment and activities given by, or for, Plymouth school children or for the benefit of a Plymouth school, shall not be distributed to students.

Instruction

Graduation Requirements

Graduation from the Plymouth Public Schools denotes (1) that students have satisfactorily completed the Terryville High School prescribed courses (2) that they have satisfactorily passed the district's performance standards established by the faculty and approved by the Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits. Graduation shall not be held until 180 days and 900 hours of actual school work are completed.

The Board of Education conforms with state regulations and statute regarding credits for graduation from high school.

TERRYVILLE HIGH SCHOOL GRADUATION REQUIREMENTS FOR GRADUATING CLASSES 2019 THROUGH 2022:

23 credits in the following subjects must be earned:

- 4 English Credits
- 3 Math Credits
- 3 Social Studies Credits (Civics, US History I and II)
- 3 Science Credits (Biology required)
- 1 Physical Education Credit
- .5 Health Credit
- 1 Art or Vocational Credit
- 7.5 Electives Credits

TERRYVILLE HIGH SCHOOL GRADUATION REQUIREMENTS FOR GRADUATING CLASSES 2023 AND THEREAFTER:

25 credits in the following subjects must be earned:

- 9 credits in the Humanities, including 4 credits of English and 3 credits of Social Studies (Civics, US History I & II required)
- 9 credits in Science, Technology, Engineering and Mathematics, including 3 credits of Math and 3 credits of Science (Physical Science, Biology, and Chemistry required)
- 1 credit in Physical Education and Wellness
- 1 credit in Health and Safety Education
- 1 credit in World Languages
- 1 credit "Mastery-Based Diploma Assessment"
- 3 credits in Elective courses

A student shall be excused from the physical education requirement upon presentation of a certificate from a physician or advanced practice registered nurse indicating that participation in physical education is medically contradicted because of the student's physical condition. The credit for physical education may be fulfilled by an elective.

In addition, also beginning with the graduating class of 2023, the Board of Education will provide adequate student support and remedial services for students beginning in grade seven. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, (3) allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (4) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

Credits

A credit defined as the equivalent of one forty-minute class period for each day of a school year. One-half credit is given for courses that compile work in one semester.

Only courses taken in grades nine through twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education shall satisfy this graduation requirement except that a student may be granted credit (1) toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through education experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, internships and student-designed independent studies, provided such demonstration of mastery is in accordance with state-wide subject matter standards; (2) for the successful completion of coursework at an institution accredited by the Department of Higher Education or regionally accredited. One three-credit semester course, or its equivalent shall equal one-half high school credit. (3) A student may also be granted credit toward meeting a specified course requirement in grades, seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve, inclusive.

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.

The fulfillment of the mandated one credit foreign language requirement, beginning with the class of 2023 can include the successful completion of a world language course in grades six, seven or eight or an online course successfully completed or successful completion of a course offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed, within available appropriations, by the Commissioner of Education, and such credits do not exceed four.

With prior administration approval, online courses may earn credit towards the graduation requirements.

The Board shall create a student success plan for each enrolled student, beginning in grade six. Such student success plan shall include a students' career and academic choices in grades six to twelve, inclusive.

Awards of High School Diplomas

Students who complete all graduation requirements shall receive a diploma at the June commencement. Individuals also may satisfy graduation requirements by the satisfactory completion of the following:

1. Successful completion of a summer course or summer courses comparable (as determined by the Principal) to the subject(s) in which the student was deficient.
2. The Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean hostilities or veteran of the Vietnam era requesting such diploma who left high school for military service as defined in the statutes.

The Board of Education, in recognition of its responsibility for the education of all youths in the school system, including those who withdraw from school, shall make available to all the school district's youths, alternatives programs for meeting standards that will enable them to acquire a high school or vocational school diploma.

(cf. 5121 - Examination/Grading/Rating)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6111 - School Calendar)
(cf. 6145.6 - Travel and Exchange Programs)
(cf. 6146.2 - Statewide Proficiency/Mastery Examinations)
(cf. 6172.6 - Virtual/On-line Courses)

Legal Reference: Connecticut General Statutes

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

10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)

10-16(l) Graduation exercises. (as amended by P.A. 96-26 An Act Concerning Graduation Requirements and Readmission and Placement of Older Students)

10-221a High school graduation requirements. (as amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses Other Subject Areas), P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 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, P.A. 13-247, Budget Implementer Bill, P.A. 15-237 An Act Concerning High School Graduation.) and PA 17-42

10-233(a) Promotion and graduation policies.

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

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

P.A. 15-237 An Act Concerning High School Graduation.

P.A. 16-44(SS) (Section 310)

Policy adopted: December 12, 2018

rev 10/14

rev 11/15

rev 6/16

rev 7/17

Instruction

Grading System

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

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

(cf. 5124 - Reporting to the Parents)

Instruction

Statewide Proficiency/Mastery Examinations (Statewide Summative Assessments)

Annually, each student enrolled in grades three through eight inclusive and eleven shall take a mastery examination or examinations that measures essential and grade appropriate skills in reading, writing or mathematics during any month of the school year. (Currently administered during the last 12 weeks of the school year). Students enrolled in grade eleven shall annually take a nationally recognized college readiness assessment approved by the State Board of Education that measures essential and grade appropriate skills in reading, writing and mathematics. (Connecticut SAT School Day in English language arts and math examination) Each student enrolled in grade five, eight, and eleven shall, annually, in March, April, or May take a state-wide mastery examination that measures essential and grade appropriate skills in science. The State Board of Education shall approve the provision and administration of all mastery examinations. All examinations shall take place during the regular school day.

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

All English learners (ELs) including recently arrived, defined as those students whose initial entry date in a U.S. school is less than two years (24 months) prior to test administration are required to participate in all content areas of the state summative assessment.

All students identified as English Learners (EL) regardless of how long they have been enrolled in school shall take the mastery examination in all content areas (reading/language arts, mathematics, science). Scores on each component of the mastery examination for English learners who have been enrolled in school for fewer than twenty (20) school months shall not be used for the purposes of calculating the school performance index for two years.

Scores from year 1 is ready to serve as a baseline for academic growth in Year 2. In year 3, the scores of recently arrived ELs will be included toward academic achievement and academic growth indicators in Connecticut's accountability system.

Limited English proficient students eligible for special education due to significant cognitive impairment must be tested on the Connecticut Alternate Assessment (CTAA), regardless of the one school year exemption option.

Any alternate assessment, including the CTAA, of students enrolled in special education, shall be available only to those students with significant cognitive disabilities. Students with significant cognitive disabilities in grades three through eight and eleven shall be assessed with the CTAA in English/language arts and mathematics. In science, eligible students with significant cognitive disabilities shall be assessed with the CTAA/Science in grades five, eight and eleven.

Instruction

Statewide Proficiency/Mastery Examinations (continued)

In compliance with federal law, out-of-level testing is not an option for students enrolled in special education.

The Board of Education recognizes that federal law requires full participation of all students on the state summative assessments, with a minimum standard for the participation rate of at least 95 percent of all students and all student groups for each subject. Further, the Board realizes there are consequences for districts and schools not meeting this participation role threshold on these state summative assessments.

(cf. 5121 - Examination/Grading/Rating)
(cf. 5125 - Student Records; Confidentiality)
(cf. 6146 - Graduation Requirements)
(cf. 6162.31 - Test Exclusion)

Legal Reference: Connecticut General Statutes
10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by PA 03-174, PA 03-168, and PA 13-207, Section 115 of PA 14-217 and PA 15-238)
10-14o Compensatory education grant. Financial statement of expenditures.
10-14p Reports by local and regional boards re instructional improvement and student progress.
10-14q Exceptions (as amended by PA 01-205)
PA 15-238 An Act Concerning Students Assessments
PL 107-110 – Title I, 34 CFR Part 200
34 CFR, Part 200 Regulations appearing in Federal Register, 9/13/06.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Class Size

Class size is defined as the number of students under the supervision and control of a regular teacher, at any one time, for the purpose of instruction and learning.

The Plymouth Board of Education supports appropriate and reasonable class sizes, consistent with the student's maturity and the nature of the subject, material, and grade level. The Superintendent of Schools shall work with the school staff in establishing reasonable and equitable class sizes and shall recommend appropriate staffing levels to the Board.

No class shall exceed thirty (30) or be fewer than twelve (12) students without the specific approval of the Superintendent of Schools.

Instruction

Class Size

Class size is defined as the number of pupils under the supervision and control of a regular teacher, at any one time, for the purpose of instruction and learning.

No class shall exceed thirty (30) or be fewer than twelve (12) students without the specific approval of the Superintendent of Schools.

The criteria used to test the need for large or small classes may include:

1. The class is an advanced class within a subject area, i.e., calculus.
2. The class is required for graduation, i.e., Senior English.
3. The class is a singleton within a program of studies, i.e., French IV.
4. The class is a prerequisite in a sequence.
5. The size is required for the task at hand, i.e., band, physical education, resource rooms, ability level of students.
6. The class is designed to provide remediation in a subject area.

Instruction

Field Trips

The Plymouth Board of Education recognizes that students may derive valuable experiences from field trips that are properly planned, executed, and evaluated. Field Trips as a term are described in the following Regulations. Field Trips may include, but are not limited to, the following educational experiences: content specific classroom learning goals, athletic participation, end-of-year activities, and student social-emotional development.

All proposals for field trips shall be submitted to, and approved by, certified school staff and administration as provided in the following regulations. Field Trip sponsors must secure prior approval to any commitments being made or formally inviting participation from students. Trips having no affiliation with, or no approval of, school administration are not ‘school sponsored’, irrespective of whether the trip has an educational component or involves district students, and therefore do not meet the definition of field trip. Activities of non-school groups or, that are not approved in accordance with these procedures are not to be considered field trips and do not fall under the purview of the Plymouth Public Schools. The Plymouth Public Schools are not responsible for any trip that is not school-sponsored and has not been approved in accordance with school policy and procedures.

The school staff, under the direction of the administration, will take all reasonable, prudent, and necessary steps to maintain the safety of students during field trips. Students participating in field trips must be officially enrolled and attending one of the Plymouth Public Schools in the district. A student’s participation in a field trip is at the discretion of administration.

All Board policies and administrative regulations concerning students and staff will be in effect for all approved Field Trips. Permission slips signed by a parent or guardian on an approved form shall be required of all students participating in field trips. All students participating in such activities may be required to have appropriate accident and health insurance coverage in force, protecting against bodily injury, disability, or death while participating in such activities. All students may be required to provide in advance, an emergency treatment waiver signed by the student's parent/guardian including emergency contact phone numbers, hospital insurance policy numbers and/or any other data deemed necessary to implement this policy.

Students may be asked to pay for all or part of their participation in any field trip sponsored by the school district, as may be deemed necessary by the school district. No student will be excluded from participating in a field trip because of the need for financial assistance.

The Superintendent shall have the responsibility to react swiftly to local, national, and international events to protect the safety and security of staff and students. The Superintendent reserves the right to cancel, alter or modify the field trip at any time before or during the trip. Nothing in this policy shall interfere with that prerogative. In the event of such a cancellation, the Board of Education assumes no responsibility for losses incurred by anyone associated with the planned field trip.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Field Trips

Administrative Guidelines - Field Trips

I. Definitions of Field Trips

A. Educational Field Trip

An educational field trip is a planned activity for a class or group of students for the purpose of continuing and extending the program of instruction. As such, they are considered instructional and planned with objectives determined in advance with appropriate instruction preceding and following each field trip. Trips having no affiliation with, or no approval of, school administration are not 'school sponsored', irrespective of whether the trip has an educational component or involves district students, and therefore do not meet the definition of field trip. Activities of non-school groups or that are not approved in accordance with these procedures are not to be considered field trips and do not fall under the purview of the-Plymouth Public Schools. The Plymouth Public Schools are not responsible for any trip that is not school sponsored and has not been approved in accordance with school policy and procedures.

B. Class Field Trips

Class field trips are defined as grade level specific activities that are an important part of the educational process designed to foster student connections to, and participation in, the school community.

C. Athletic Field Trip

An athletic field trip is any trip for the purpose of participating in any athletic contest or practice session.

D. Extracurricular Field Trip

An extracurricular field trip is any trip conducted off school grounds and scheduled at a time so as not to interfere with the normal school day. An extracurricular field trip must be under the sponsorship of a school organization.

E. International Field Trip

An international field trip is a trip designed to provide an educational experience outside the United States where students experience other languages, people and cultures.

Instruction

Field Trips

Administrative Guidelines - Field Trips (continued)

F. Chaperone

A chaperone is an adult accompanying students on school sponsored field trips. Generally, this will be a teacher; it could be an administrator, sponsor, coach, or other staff member, or a parent volunteer. All chaperones for school-sponsored, overnight field trips will have completed an FBI Background Check through submission of fingerprinting, as well as complied with DCF Child Abuse and Neglect Registry.

II. Guidelines For Field Trips

- A. All field trips must have a written itinerary with locations, phone numbers, and estimated time of arrival at each location. A copy of this itinerary must be left at the school office. Overnight and international field trip itineraries must also be sent to the Office of the Superintendent.
- B. Chaperones, as assigned, must carry with them a complete list of the students and adults on the field trip with emergency contact numbers listed for each individual. A copy of this list must be submitted in advance to school and to Office of Superintendent in the case of an overnight field trip.
- C. Special medical accommodations, allergies, disabilities, medications, etc., of students who are participants on the field trip will be disclosed to assigned school-employee chaperones. This list must be carried by a Plymouth Public Schools' staff member during the field trip. Pre-arrangements must be made in writing for administering medication prior to leaving campus.
- D. Chaperones, as assigned, must carry a list of school emergency contact numbers so they can reach a school official if needed. Should accidents or medical emergencies occur, the teacher must immediately notify the building principal or designee. In the event of an emergency, parents will be contacted by a school official.
- E. On field trips outside of Plymouth, building administrators will determine appropriate level of chaperone support.
- F. The Superintendent reserves the right to modify, alter, change or cancel any previously approved field trip. In the event of such a cancellation, Plymouth Public Schools assumes no responsibility for losses incurred by parents.

Instruction

Field Trips

II. Guidelines For Field Trips (continued)

- G. School system employees shall accept no commission or other remuneration except that employees may receive reimbursement of their expenses. On extracurricular and international field trips, any reimbursement of expenses to the chaperones must be paid from fees collected from the participants. Students participating must be made aware of this provision.
- H. All fund-raising activities conducted to help finance field trips must be in accordance with Board of Education Policy #1324 for fund raising.
- I. Parents are responsible for any cost incurred for students who are sent home early for any reason.
- J. Contracts with carriers or travel agencies must be reviewed by the Business Manager/Designee before a signature is affixed. A copy of the contract must be submitted to the Office of the Superintendent or designee.
- K. For trips out of state or out of the country, parents must be provided with specific written information to include objectives of the program, costs, daily itinerary, chaperones, accommodations, student and chaperone responsibilities, school behavior policies, trip cancellation procedures and refund policies.

III. Additional Guidelines for International Field Trips

- A. All requests for field trips outside the United States must be submitted to the Superintendent's office at least four months prior to the planned departure. International field trip request forms must also be completed at that time.
- B. In special circumstances, school time may be used for field trips abroad. All requests for field trips involving school time must follow the approval process.
- C. All students must be in good standing in both academics and behavior as evidenced by a review by school administration.
- D. Should accidents or medical emergencies occur, the chaperone must immediately notify the principal/administrator and the district level administration. Chaperones must carry a list of emergency contact numbers including embassy numbers. If an emergency occurs, chaperones need to be prepared to provide complete information about the incident. Parents will be contacted by a school official.
- E. Following international field trip approval, the following steps are to be carried out: written parental consent and a completed student health history form must be obtained for each student participant.

Instruction

Field Trips

III. Additional Guidelines for International Field Trips (continued)

- F. Prior to an international field trip, chaperones must receive orientation and training (provided by the Plymouth Public Schools) which explains the procedures for travel abroad.
- G. Students/families are responsible for securing appropriate travel documents including visas, passports as well as medical waivers and immunizations as needed. It is strongly recommended that parents purchase trip cancellation insurance.
- H. Conferences and/or orientation sessions are scheduled with students and their parents to assure that all plans and school policies are clearly understood and will include objectives of the program, costs, daily itinerary, chaperones, accommodations, student and chaperone responsibilities, school behavior policies, trip cancellation procedures, and refund policies.

IV. Approval Process for Trips

- A. Field trips must be authorized by a building principal and the appropriate program director after the completion of the Field Trip Request Form. Any trip involving an overnight or out of state stay must also be approved by the Superintendent or designee and by the Board of Education.
- B. International Field Trips must be approved by the Superintendent and the Board of Education.
- C. In the event of adverse political, safety, or health conditions, or any other unforeseen circumstances, the Superintendent may modify, alter or cancel a previously approved field trip. Any such decision by the Superintendent will be made publicly. Best efforts will be made to have communication in an open forum and in a timely manner.
- D. In the event of such a modification or cancellation of a field trip, the Board of Education assumes no responsibility for losses incurred by anyone associated with the planned field trip.

Instruction

Student Participation in Election Process

The Board of Education considers the active participation of students in the election process to be a valuable and educational experience provided that it is conducted in such a manner that the privacy of the students and their families is completely safeguarded, that there is a minimum disruption to the total school program, that the buildings and personnel are not exploited on behalf of the advocacy of any specific individual or issue other than through impartial information dissemination proceedings.

Pre-election activity including the visits to the schools by the candidates for public office will be coordinated via the social studies department in each individual building and will be conducted in a period of two weeks preceding the election.

In keeping with this general statement, the Board of Education shall permit a pre-election opinion survey to be conducted in grades eight through twelve during the week preceding the November election.

Legal Reference: Connecticut General Statutes
 9-233 Voting machine tenders. (as amended by P.A. 03-108)
 9-235 Unofficial checkers. (as amended by P.A. 03-108)
 9-235d Citizens sixteen or seventeen years of age authorized to serve as
 election or primary officials. (as amended by P.A. 03-108)
 9-258 Election officials; additional lines of electors. (as amended by P.A.
 03-108)
 9-436 Use, number and adjustment of voting machines; conditions and rules
 for use of paper ballots; qualification and appointment of primary officials.
 (as amended by P.A. 03-108)
 9-436a Candidate checkers. (as amended by P.A. 03-108)

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Homework

Plymouth Public School defines “homework” as independent practice and learning that happens outside of the classroom. Homework aids in the creation of lifelong learners that employ skills for independence. These learning opportunities can help to serve as a connection between home and school. Independent practice reinforces skills that students should be able to practice with little support. Learning outside of the classroom may include work on long-term projects and tutorials or readings to prepare for new learning.

To be educationally meaningful, independent practice and learning assignments should:

1. Reinforce skills introduced in the classroom by providing additional practice.
2. Be at an appropriate level of challenge and allow for personalization.
3. Promote engagement in classroom activities and student success.
4. Provide opportunities for students to reflect on their learning and current performance.

Guidelines for Homework

A. Guidelines for teachers are:

1. Design practice opportunities tied to academic standards and assign only when necessary to reinforce skills.
2. When giving assignments, be sure to explain the purpose, give clear directions, provide timely and consistent feedback to students, and suggest a recommended time allotment.
3. Plan and support long-term assignments in and out of the classroom, in segments that allow students to receive feedback.
4. Long-term assignments and assessments should be scheduled in collaboration with grade level partners when possible.
5. Create opportunities for students to reflect on their learning and performance.
6. Encourage students to advocate for additional help and support as needed to reach mastery.
7. Homework will count for a maximum of 10% of a student’s academic grade.

B. Guidelines for administrators are:

1. Effectively communicate the philosophy and guidelines for homework with all staff and ensure staff communicates homework expectations and philosophy to students and parents.

Instruction

Homework

Guidelines for Homework

B. Guidelines for administrators are: (continued)

2. Support staff with the implementation of the Plymouth Public School homework policy and regulations for use.
3. Periodically monitor homework assignments for alignment to academic standards and clear purpose for learning.
4. Provide opportunities for teachers to communicate and coordinate major assignments and long-term projects with grade level peers and departments.
5. Monitor syllabus and website communication to ensure sharing of information related to homework assignments, grading practices, and expectations.

C. Guidelines for students are:

1. Follow the directions and complete each assignment to the best of his/her ability.
2. Reflect on learning and current performance.
3. Advocate for additional help and support as needed to reach mastery.
4. Budget time realistically and meet due dates.
5. Actively seek missed work/assignments by asking teachers before or upon return from an absence.

D. Guidelines for parents are:

1. Support students in identifying a time and place to carry out his/her assignments.
2. Encourage students to share reflection on their learning and performance.
3. Encourage independence and help students self-advocate for support as needed.
4. Encourage students to take pride in their work.
5. Contact the teacher in the event of questions or concerns.

Instruction

Homework

Plymouth Public School **defines “homework” as independent practice and learning that happens outside of the classroom.** These learning opportunities can help to serve as a connection between home and school. Independent practice reinforces skills that students should be able to practice with little support. Learning outside of the classroom may include work on long-term projects and tutorials or readings to prepare for new learning.

Families are encouraged to support learning opportunities outside of the classroom. They can do this by supporting students in identifying a time and place to carry out his/her assignments; encouraging students to share reflections on their learning and performance; encouraging independence and helping students self-advocate for support as needed and encouraging students to take pride in their work. Families should communicate with their child’s classroom teacher regarding homework, if needed.

Elementary Schools:

Reading and developing literacy skills is a priority in the elementary curriculum. Ideally, students should read outside of school on a daily basis, in addition to any other homework assigned. Students in grades 3 through 5 may also be expected to complete other independent practice assignments and long-term projects in addition to daily reading. Teachers are not expected to assign homework every day.

At the elementary level homework should not be assigned for weekends or vacations other than long-term projects that students can plan for accordingly.

Time allotments for homework as general guidelines. Some students may require less or more time than that which is indicated for a grade level.

Kindergarten to Grade 1

The expected length of time for reading at home is 10-20 minutes of reading/being read to each day.

Grades 2 and 3

The expected length of time for reading at home is 20-30 minutes each day, or 100-150 minutes across a week. Other independent practice assignments and work on long-term projects should not exceed an average of 10-15 minutes daily. Teachers are not expected to assign homework every day.

Grades 4 and 5

The expected length of time for reading at home is 20-30 minutes each day, or 100-150 minutes across the week. Other independent practice assignments and work on long-term projects should not exceed an average of 15-30 minutes daily. Teachers are not expected to assign homework every day.

Instruction

Homework (continued)

Middle School:

Reading continues to be a priority for learners at the middle school. Ideally, students should read outside of school on a daily basis, in addition to any other homework assigned. Students in grades 6 through 8 may also be expected to complete other independent practice assignments and long-term projects in addition to daily reading.

At the middle school level, homework should not be assigned for weekends or vacations other than long-term projects that students can plan for accordingly.

Time allotments for homework are general guidelines. Some students may require less or more time than that which is indicated for a grade level.

Grade 6, 7 and 8

The expected length of time for reading at home is 30 minutes each day, or 150 minutes or more across a week. Other independent practice assignments, work on long term projects, and studying should not exceed an average of 15-20 minutes daily per course. Teachers are not expected to assign homework every day.

High School:

Reading through the content areas is a priority for learners at the high school. Ideally, students should read outside of school on a daily basis, in addition to any other homework assigned. Students in grades 9 through 12 may also be expected to complete other independent practice assignments and long-term projects in addition to daily reading.

Time allotments for homework will vary according to developmental ability, grade level, and coursework. Some students may require less or more time. Factors differ at the high school level that impact homework assignments and appropriate rigor. Departmental professional judgment is expected.

Departments should create criteria for a unified approach to homework expectations. Homework criteria and schedules of assignments must be shared with students and parents on the course syllabus and teacher webpage. Consistency across departments to ensure a shared experience for students is a priority.

Instruction

Use of Computers in Instruction

Connecticut Education Network (CEN)

The Board of Education (Board) believes that the effective use and integration of educational technology is a key factor in improving educational achievement and equity and producing a competent and technologically literate learner. Such use and integration of educational technology necessitates that all teachers and students have full access to a technology-rich learning and information environment, and teachers and administrators will be trained to use technology and telecommunications to improve teaching and student learning.

The teacher's role must be redefined so that they facilitate instruction, assisting students to use the vast sources of information to locate, analyze and utilize data efficiently and effectively. Students must learn to use available technology resources to enhance the quality and scope of their learning experiences through teamwork, exploration, accessing and analyzing information and communicating with technology.

It is recognized that equity and access in the use of technology is crucial statewide. The Board supports the CEN which is currently being implemented to interconnect the libraries, college campuses, and schools throughout Connecticut. The CEN will provide high-speed telecommunications access to all the schools, colleges, and public libraries throughout a state-wide high-speed flexible network that will allow for video, voice and data transmission. The CEN when implemented as planned will make it possible to:

1. Access databases and information resources
2. Communicate with educators and learners across the state
3. Provide administrative efficiencies for school districts when responding to required state reporting
4. Access data from <IConn.org> for educators and students

The Board of Education wants all classrooms within District connected to the Connecticut Education and to IConn.org, a component of the CEN ensuring on-line access to essential library and information resources. The Public Schools will meet and maintain the minimum capabilities required that will allow interconnection with the CEN.

Legal Reference: Connecticut General Statutes
Public Act 00-187, An Act Concerning Education Aid, Section 35.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Instructional Resources

The Board of Education shall endeavor to assist teachers and students in accomplishing the educational goals of the district by providing the necessary supporting resources and services within the limits of fiscal constraints. Such resources and services may include, but are not limited to, audiovisual media and print materials, assessment materials, school library media centers, and consultant and resource teachers, as well as individual and remedial support services. The Board of Education hereby delegates to the Superintendent or his/her designees the authority for the selection of those instructional resources and services in order to meet the educational objectives of the district.

It is the responsibility of the professional staff to select instructional materials and resources of the highest quality that will support the educational goals of the district.

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules.

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

10-229 Change of textbooks.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Selection of Educational Materials

The Plymouth Board of Education will provide the educational materials necessary to support instruction for all students and implement the curriculum. These instructional materials include but are not limited to textbooks, supplementary books and material, educational software, print and non-print materials in the libraries, and audio-visual materials.

1. Except for a change of textbooks, the Plymouth Board of Education delegates the review and selection of these educational materials to the professional staff.
2. A change of textbooks requires, under Connecticut statute, a two-thirds vote of the Plymouth Board of Education who will receive notice of the intended change in a meeting of the Plymouth Board of Education held at least one week before the scheduled vote on the change.
3. In selecting educational materials housed in the library, librarians, teachers, and administrators will be guided by standards of the American Library Association of School Libraries, the American Association of School Librarians, Connecticut Department of Education and the district's curriculum.
4. The educational materials in the libraries will represent a balanced selection of subjects, opinions, and formats. The materials will support the curriculum, instruction, and the diverse interests and learning needs of students.
5. An individual or group may not add, prohibit or remove textbooks, or other educational material from library shelves and classrooms because of personal beliefs.
6. The Superintendent of Schools or his/her designee is responsible for establishing administrative regulations for the selection of educational materials, and procedures for any public request for reconsideration of or complaint about educational materials.
7. The use of instructional materials will comply with Public Performance Site Licenses and the U.S. Copyright Act (Title 17, 94-553).

Legal Reference: Connecticut General Statutes
10-18a Contents of textbooks and other general instructional materials.
10-221 Boards of education to prescribe rules.
10-228 Free textbooks, supplies, materials and equipment.
10-228a Free textbook loans to pupils attending nonpublic schools as amended by PA 07-190, An Act Concerning Textbook Loans.
10-229 Change of textbooks.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Selection of Educational Materials

1. All educational materials must support and be consistent with the approved district's curriculum and related learning objectives, and take into consideration the diverse interests, abilities, age and maturity of students.
2. In addition, the selection and evaluation of educational materials will consider the following:
 - a. Educational significance and purpose;
 - b. Physical format;
 - c. Presentation, including special features such as indexes, tables of contents, illustrations, photographs, maps, charts and graphs;
 - d. Measured readability level;
 - e. Authenticity and accuracy of factual content;
 - f. Artistic quality and/or literacy style;
 - g. Technical production or construction that is well crafted, durable, manageable and attractive; and
 - h. The recommendations from faculty, administrators, and if appropriate, students and parents.
3. In selecting material on subjects that may emerge as topics of controversy, the selection and evaluation will be consistent with Policy #6144.
4. Material will be selected based on the educational value in its entirety rather than elements such as words, phrases and incidents that some may find objectionable.
5. Gifts of library materials will be accepted if they satisfy the selection criteria listed above.
6. Materials will be purchased in a variety of formats with efforts to incorporate emerging technology.
7. A movie can be a valuable supplement to the curriculum when used to reinforce concepts and skills. Teachers may show a movie that is included as an approved supplementary resource material in the curriculum; but all other movies require the approval of the Principal. As with all educational media, previewing a movie is necessary to determine its appropriateness for the age of the student and relevance to the curriculum.
8. Periodic re-evaluation of the library collection is essential to maintain a relevant, attractive and educationally useful collection. The criteria for removing materials from the collection include poor physical condition, obsolete subject matter, lack of student or faculty interest and inaccurate information.
9. Building administrators are responsible for reviewing, approving and maintaining all supplemental instructional materials used to deliver the approved district curriculum maintained as a part of "teacher libraries".

Instruction

Selection of Educational Materials (continued)

Procedures for Approval of All Textbooks and Instructional Materials

1. All textbooks as defined by Policy #6161 are subject to the following approval process. Only textbooks deemed appropriate to support the approved district curriculum and related learning objectives will be recommended by the administration for approval by the Plymouth Board of Education. Final recommendations for approval will also take into consideration the diverse interests, ages and maturity of students.
2. The following steps will be implemented by the administration of the district each time textbooks are being considered, changed (includes new editions of those previously approved) and recommended for Plymouth Board of Education approval:
 - District staff, operating under the direction of the Director of Curriculum & Instruction, will review and select appropriate textbooks that meet the criteria as outlined in Policy #6161.
 - District staff, operating under the direction of the Director of Curriculum & Instruction, will present their selection of appropriate textbooks to the district's Student Achievement Committee whose membership will include no fewer than two members of the Plymouth Board of Education. Presentations of textbooks will include written summaries of the following:
 1. Title
 2. Author(s)
 3. Publication date and publisher
 4. Statement of correlation to district strategic plan
 5. Statement of correlation of approved district curriculum
 6. List of other textbooks considered
 7. List of other CT school districts using recommended textbooks, as applicable
 8. Confirmation that the recommended textbooks have online, as applicable, Internet support or other supports
 - All textbooks being recommended for consideration and approval by the Plymouth Board of Education requires no less than a two-thirds approval by the Student Achievement Committee.
 - Upon the acceptance of the recommendations by the Superintendent's or his/her designee, the Plymouth Board of Education will be notified by the Superintendent of Schools or his/her designee that a change in textbooks is being considered for recommendation to the Plymouth Board of Education. This notice will commence a period of no less than thirty (30) days whereby members of the Plymouth Board of Education and the public will have the opportunity to review the textbooks being recommended.

Instruction

Selection of Educational Materials

Procedures for Approval of All Textbooks and Instructional Materials (continued)

- The Superintendent of Schools or his/her designee will also provide the Plymouth Board of Education at least one week notice that a scheduled vote regarding any textbooks will be placed on a Plymouth Board of Education agenda.
- All requests for approval of textbooks by the Plymouth Board of Education will be listed as “*New Business*” on any meeting agenda.

Procedures for Responding to Public Requests for Consideration or Complaints about Educational Materials

1. Any individual who has a concern about the appropriateness of or a complaint about any educational material should discuss the matter with the teacher or librarian.
2. If after discussion with the teacher or librarian, the individual continues to challenge the appropriateness of the educational material, the individual will complete a *Request for Reconsideration of Educational Materials* form.
3. A committee designated by the Principal will review and complete a written response to the request for reconsideration within three weeks of receiving the completed form. Besides the selection criteria listed above, the following questions will also guide the committee’s discussion and response:
 - How is the educational material used to support teaching and learning?
 - Is the educational material identified in the core or supplementary instructional materials list of the curriculum guide? If no, who authorized the use of this material?
 - Have there been other objections regarding this instructional material?
 - Do the objections to the educational material have any merit?
4. The individual may appeal the committee’s response, in writing, to the Superintendent of Schools or his/her designee within ten days of receipt of the committee’s response.
5. The Superintendent of Schools or his/her designee will review the appeal and render a written position on the appeal within ten working days of the receipt of the appeal notice.
6. The individual may appeal the position of the Superintendent of Schools or his/her designee, in writing, to the Plymouth Board of Education within ten days of the response of the Superintendent or his/her designee.

**Plymouth Public Schools
Request for Reconsideration of Educational Materials**

Requested by:

(Please Print)

Address: _____

Telephone: _____ Email Address: _____

Title of Educational Material: _____

Format: Book Periodical Digital Media
 Supplementary Material Other (Please Specify)

Did you read/view the entire work? Yes No

If not, what part did you read/view?

What part of the material did you find objectionable, and why?

Would you recommend this educational material for another age group? Explain.

Have you read the Board of Education Policy #6161 and its administrative regulations regarding the selection of educational materials? Yes No

Plymouth Public Schools
Request for Reconsideration of Educational Materials
(continued)

How do you perceive students would be affected by exposure to this educational material?

What action do you suggest that the school district take regarding this material?

In its place, what material do you recommend that would provide adequate information on the subject or serve the same educational value?

Note: You may attach additional pages in response to these questions.

Signature: _____ Date: _____

Instruction

Selection of Learning Resources

Care and Handling of School Property

A student and/or the parent or guardian of a minor child student who damages property of the Plymouth Public Schools may be held liable for such damage. A student and/or the parent or guardian of a minor child student may also be held liable for all library books, textbooks, and other property belonging to the Plymouth Public Schools, including fundraising materials and/or proceeds derived from fundraising activity provided to the student and not returned upon demand of the school system. The student may also be subject to disciplinary action for failing to return or for damaging such items.

Said disciplinary action may include the withholding of grades, transcripts, report cards, privileges and issuance of replacement texts until the student pays for lost and for damaged items at current replacement cost or returns the textbooks, library books or other educational material.

Legal Reference: Connecticut General Statutes

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

10-22a Boards to have use of funds derived from repayment for school materials.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Fees, Fines and Charges

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

Textbooks

1. The Board of Education feels it is the responsibility of the student, who has the loan of textbooks, workbooks, etc., to maintain and care for each textbook or workbook until it is returned to the proper authority at the end of the school year or upon the completion of its use.
2. If proper use or normal care is not practiced by the student, the student will be expected to pay a fee to cover the cost of replacement or repair.
 - A. **Damaged books**
The charges for damaged books will be determined by the principal and the book custodian.
 - B. **Lost books**
The student will reimburse the school system for the replacement cost of the book.

Fees for Materials of Non-Required Projects

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

Athletic Uniforms and Equipment

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

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

Uniforms

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

Instruction

Fees, Fines and Charges (continued)

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

Fines For Inappropriate Use of Library Materials

In order to encourage borrowers to return books promptly so that others may use them, the library may impose a fine on patrons who keep library materials beyond the due date. If a book or other item is lost the borrower will only be charged for the replacement and reprocessing costs. In the case of damaged books or items, actual repair costs or replacement costs may be imposed.

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

Field Trips

In general, costs for field trips are outside of the Board of Education operating budget, unless required within the approved curriculum. In view of this fact, discretion should be used in planning field trips to avoid unreasonable costs.

Lab Fees

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

Other Fees

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

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

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

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Comparability of Services

The Superintendent or his/her designee shall pursue funding under Title I of the Federal Strengthening and Improving of Elementary and Secondary Schools Act to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children. All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools. The Board of Education believes that at all times its schools should be equally as well equipped and maintained as may be possible within existing financial limitations.

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

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

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

Legal Reference: Title I Improving the Academic Achievement of the Disadvantaged, as amended by the Every Student Succeeds Act (PL 114-95)

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

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Use of Proprietary Software Products

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

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

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

Licensing agreements or other forms of documentation covering software shall be kept on file at the location where the computer program is used, or in a central location in the case of district-wide licensing.

Instruction

Testing Program

Test Exclusion

The Board of Education believes that the annual assessment of student and district progress is a vital component of the instructional process. It is recognized that some students may need an alternate assessment within the statewide testing program because of unique exceptionalities. All exclusions shall be made as a result of the Planning and Placement Team process.

(cf. 6141.31 - Bilingual-Bicultural Education)
(cf. 6141.311 - Limited English Proficiency Program)
(cf. 6146.2 - Statewide Proficiency/Mastery Examinations)
(cf. 6171 - Special Education)

Legal Reference: Connecticut General Statutes

10-14n Statewide mastery examination. Conditions for reexamination. Limitation and use of test results. (as amended by PA 13-207 and Section 115 of PA 14-217)

10-14o Compensatory education grant. Financial statement of expenditures

10-14q Exceptions

Title VII of the Improving America's Schools Act of 1994, P.L. 103-282

P.L. 107-110 – Title I, CFR Part 2080

34 CFR, Part 200, Regulations appearing in Federal Register, 9-13-06.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Surveys of Students (Student Privacy)

The Board of Education recognized the staff's need to collect input from students and parents in order to assist decision-making related to curriculum and instruction, program development and operations. To this end, the Board supports the use of appropriate surveys in accordance with the guidelines contained within this policy.

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

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

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

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

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

Legal Reference: P.L. 103-227 Section 1017 (which amends Section 439 of the General Education Provisions Act)
Regulation 34 CFR Part 99

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Use of Copying Devices

Publication or Creation of Educational Materials -- Copyrights: Printing and Duplication

It is illegal for anyone to duplicate copyrighted materials without permission, except to the extent such duplication may fall within the bounds of the “fair use” doctrine.

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”.

Any duplication of copyrighted materials by employees, therefore, must be done with permission of the copyright holder or within the bounds of “fair use” as set forth in the guidelines concerning use agreed upon by various representative groups of publishers, authors, composers, teachers and other affected parties.

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

Instruction

Use of Copying Devices

Because of the Copyright Law (public Law 94-553), it is necessary that all employees honor the following guidelines for classroom copying. Failure to do so could involve the employee and the school system in violation of copyright litigation.

Books and Periodicals

- 1. Single Copying for Teachers** A single copy may be made of any of the following by or for a teacher at his/her individual request for his/her scholarly research or use in teaching or preparation to teach a class:
 - a. A chapter from a book
 - b. An article from a periodical or newspaper
 - c. A short story, short essay or short poem, whether or not from a collective work
 - d. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper

- 2. Multiple Copies for Classroom Use:** Multiple copies (not to exceed in any event more than one copy per student in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that
 - a. The copying meets the test of brevity and spontaneity as defined below.
 - b. The copying meets the cumulative effect test as defined below.
 - c. Each copy includes a notice of copyright.

- 3. Definitions**
 - a. **Brevity**
 - (1) **Poetry:** A complete poem of less than 250 words and, if printed, not more than two pages, OR from a longer poem, an excerpt of not more than 250 words.

Instruction

Use of Copying Devices (continued)

- (2) **Prose:** Either a complete article, story or essay of less than 2,500 words, or an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

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

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

b. Spontaneity

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

c. Cumulative Effect

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

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

Instruction

Use of Copying Devices (continued)

4. Prohibitions

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

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

Educational Uses of Music

1. Permissible Uses

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

Instruction**Use of Copying Devices (continued)**

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

- c. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if non exists.
- d. A single copy of a sound recording (such as a tape, disc or cassette) or copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. This pertains only to the copyright of the music itself and not to any copyright which may exist in the case of sound recording.

2. Prohibitions

- a. Copying to create or replace or substitute for anthologies, compilations or collective works.
- b. Copying of or from works intended to be “consumable” in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.
- c. Copying for the performance, except as in 1.a. above.
- d. Copying for the purpose of substituting for the purchase of music, except as in 1.a. and 1.b. above.
- e. Copying without inclusion of the copyright notice which appears on the printed copy.

Reproduction by Libraries

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

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

Instruction

Use of Copying Devices

Reproduction by Libraries (continued)

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

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

Student Rerecordings

Video tape recorders may be used under the following conditions:

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

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

(cf. 3543.11 - Printing and Duplicating; Copyrighted Materials)

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

Regulation approved: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

NOTICES

Text of warning notice to be posted on or near copiers. It is recommended that type be at least 18 points in size:

NOTICE

THE COPYRIGHT LAW OF THE UNITED STATES (TITLE 17 UNITED STATES CODE) GOVERNS THE MAKING OF PHOTOCOPIES OR OTHER REPRODUCTIONS OF COPYRIGHTED MATERIAL. THE PERSON USING THIS EQUIPMENT IS LIABLE FOR ANY INFRINGEMENT.

Text of warning notice to be displayed at places where orders for copies of materials are accepted by libraries/media centers or archives. Type must be at least 18 points in size; the notice printed on heavy paper or other durable material and displayed prominently within the immediate vicinity of the place where orders are accepted.

The warning is also required on any form that is used to request copying service. There are no specific requirements for type size on request forms.

NOTICE WARNING CONCERNING COPYRIGHT RESTRICTIONS

THE COPYRIGHT LAW OF THE UNITED STATES (TITLE 17, UNITED STATES CODE) GOVERNS THE MAKING OF PHOTOCOPIES OR OTHER REPRODUCTIONS OF COPYRIGHTED MATERIAL.

UNDER CERTAIN CONDITIONS SPECIFIED IN THE LAW, LIBRARIES AND ARCHIVES ARE AUTHORIZED TO FURNISH A PHOTOCOPY OR OTHER REPRODUCTION. ONE OF THESE SPECIFIC CONDITIONS IS THAT THE PHOTOCOPY OR REPRODUCTION IS NOT TO BE "USED FOR ANY PURPOSE OTHER THAN PRIVATE STUDY, SCHOLARSHIP OR RESEARCH." IF A USER MAKES A REQUEST FOR, OR LATER USES, A PHOTOCOPY OR REPRODUCTION FOR PURPOSES IN EXCESS OF "FAIR USE," THAT USER MAY BE LIABLE FOR COPYRIGHT INFRINGEMENT.

THIS INSTITUTION RESERVES THE RIGHT TO REFUSE TO ACCEPT A COPYING ORDER IF, IN ITS JUDGMENT, FULFILLMENT OF THE ORDER WOULD INVOLVE VIOLATION OF COPYRIGHT LAW.

Text of warning notice to be affixed to video recorders and computers. (There is no specific requirement for type size.)

NOTICE:

MANY VIDEOTAPED MATERIALS AND COMPUTER PROGRAMS ARE PROTECTED BY COPYRIGHT (TITLE 17 UNITED STATES CODE). UNAUTHORIZED COPYING MAY BE PROHIBITED BY LAW.

6162.6
Appendix
(continued)

Text of warning notice to be affixed to package containing the copy of a computer program subject to loan. The notice must be printed in such a manner as to be clearly legible, prominently displayed and durably attached to the copies or to a box, reel, cartridge, cassette or other container used as a permanent receptacle for the copy of the computer program:

WARNING: THIS COMPUTER PROGRAM IS PROTECTED UNDER THE COPYRIGHT LAW. MAKING A COPY OF THIS PROGRAM WITHOUT PERMISSION OF THE COPYRIGHT OWNER IS PROHIBITED. ANYONE COPYING THIS PROGRAM WITHOUT PERMISSION OF THE COPYRIGHT OWNER MAY BE SUBJECT TO PAYMENT OF \$150,000 OR MORE IN DAMAGES AND, IN SOME CASES, IMPRISONMENT FOR ONE YEAR.

Instruction

Educational Software

The Board recognizes that technology is an integral part of everyday living affecting every aspect of our society and, therefore, is committed to educational technology for all students.

The Board wishes to ensure that all employees and students of the Plymouth Public School System who use technology adhere to all statutes concerning software copyrights, use of technology and technology services as well as their ethical use.

The Public School System maintains full copyright on all software and related materials developed by its employees in whole or in part either during the time(s) for which they are being compensated or during a time for which they are not compensated but have utilized equipment owned by the Plymouth Public School System.

Software Usage Guidelines:

1. Duplicating copyrighted software is not permitted unless it is specifically authorized under a policy or license agreement with the software developer.
2. Copying of public domain or shareware programs is permitted provided that there is adequate documentation available to prove that it is public domain. Furthermore, the software should be labeled “Public Domain Software” or “Shareware”
3. Illegal copies of software, according to current copyright laws, may not be used on school system computers.
4. Software usage for both network and stand-alone versions must adhere to the following:
 - Lab-packs may only be loaded and utilized on the number of computers designated by the lab-pack agreement.
 - Site licenses may only be loaded and utilized on the number of computers designated by the site-license agreement. Extensions of such licenses beyond the originally designated number must be fully documented and attached to the original purchase agreement.
 - District licenses may only be loaded and utilized on the number of computers designated by the district-license agreement. All sites involved in such usage will be informed of the usage restrictions in writing by the district designee. Any changes needed at the site level under such an agreement must be approved by the district designee.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Live Animals in the Classroom

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

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

Instruction

Live Animals in the Classroom (continued)

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

Seeing-eye (Guide), hearing and service dogs are permitted on school buses and in school facilities to perform the functions for which they are trained. Such animal must wear a “harness or an orange-colored leash and collar which makes it readily identifiable as a guide dog” that is licensed. Fees cannot be assessed due to the presence of the dog, but if the dog causes any damage to the premises, the dog user or his/her parents/guardians are liable.

(cf. 6163.32 - Service Animals)

Legal References: Connecticut General Statutes
10-221 Boards of education to prescribe rules, policies and procedures
46a-42 Mobility impaired person
46a-44 through 46a-64 Public accommodations and transportation,
admittance to
Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20
U.S.C. 706(7)(b)
American Disability Act of 1989

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction**Live Animals in the Classroom**

Teachers shall adhere to the following regulations when the Principal has authorized animals or insects to be brought to, or housed in, the classroom:

1. Teachers should select animals or insects that will suit their specific instructional needs. The animal or insect should be practical to care for in the environment provided in or near the building with only minimal modification. Teachers shall also make arrangements to provide care during weekends, long holiday breaks and during emergency closings.
2. Fur-bearing animals may be allergenic, causing a reaction in sensitized individuals. Teachers must determine whether any student who will be exposed to the animal has an allergy to that type of animal. The animal shall not be housed in a classroom where there is a student with such an allergy. At any time, if it is suspected that a student or staff member has had an allergic response to the animal, the animal shall be removed from the classroom or, if necessary, from the building.
3. Any animal kept in the classroom for an extended stay shall be examined by a veterinarian to assure the animal is free from any apparent disease.
4. Handling of all animals should be limited to that which is necessary, such as teacher-supervised instructional activities, feeding and watering and cleaning of the housing. Unless the animal or insect is part of a specific activity, it must remain in its cage or housing.
5. Teachers must emphasize the importance of proper hand washing immediately after handling any animal.
6. Pets that do not provide a service to a person with a disability are not permitted on campus.
7. The district permits service animals, which are individually trained, and licensed and identified in compliance with applicable state statutes, in school facilities and on school grounds.
 - Owners/users are expected to ensure the good conduct, health, care and protection of their service animal.
 - The service animal must be kept under control at all times.
 - Owners/users are responsible for any damage done by the animal and for the upkeep of any area occupied by the animal.
 - Service animals must not be left unattended anywhere on school grounds at any time.
 - A service animal must wear a “harness or an orange-colored leash and collar which makes it readily identifiable as a guide dog” that is licensed.

Instruction

Live Animals in the Classroom

Restrictions

When preparing for the introduction of live animals or insects into the classroom setting, the following prohibitions and rules shall be observed:

1. Wild, exotic or aggressive animals are prohibited.
2. Bats shall not be kept, as they are known carriers of the rabies virus.
3. Parrots, parakeets and other psittacine birds may be carriers of human respiratory diseases and shall not be kept in schools unless they have been tested and certified as psittacosis-free.
4. Red-eared turtles, also known as painted turtles, are known carriers of salmonella, and shall not be kept in a classroom unless the supplier provides written documentation that the turtle is salmonella-free. Many other reptiles also harbor salmonella bacteria and must be handled cautiously and only by the teacher.
5. Raccoons, ferrets and skunks shall not be brought to school because they may inflict severe bites.
6. Poisonous animals and insects are prohibited.
7. Wild animals shall not be brought into the classroom unless they are under the direct supervision of a trained representative of a conservation agency or public zoo.
8. Insects that sting or bite shall not be intentionally brought into the classroom.
9. Plans must be made for the food, housing and general comfort of an animal before it is brought into the classroom.
10. Animal housing must be kept in a clean, sanitary condition, free of odor. Waste shall be disposed of in a tied plastic bag.
11. All animal bites, stings or scratches shall be reported immediately to the school nurse, Principal, and a local health authority should be consulted for advice. Teachers shall inform the parent/guardian of the injury and complete a student accident report form.

Instruction

Drugs, Tobacco, Alcohol

The use of harmful agents may have a deleterious effect on the health and welfare of the users, and causes far-reaching detrimental consequences to the users, their families and society, the Board of Education desires that every effort be made by all staff members to reduce the chances that students will begin or continue use of such harmful drugs, tobacco and alcohol.

The professional staff shall become more aware of the problem, and become more expert in recognition of the symptoms of such use. Annually, teachers in each grade shall emphasize the effect of alcohol, nicotine, tobacco and drugs on health, character, citizenship and personality development wherever appropriate in the health education program and other contexts that touch on the subject.

It is desired that the administration 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 be given wherever such cooperation can be advantageous to the 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 Boards of education to prescribe rules.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Health Life Skills and Safety Programs - Exclusions

Students will be exempt from instruction on Acquired Immune Deficiency Syndrome (HIV/AIDS) units upon written request from parent or guardian, as presented to the building Principal or designee.

Parents may also exempt their children from any other specific units of the health and safety program, upon written request to the Principal.

Exemptions cannot be granted from units addressing drug and tobacco education.

Legal Reference: Connecticut State Statutes

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

Instruction

Comprehensive School Counseling Program/Guidance Services

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

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

The specific goals of the school counseling program are:

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

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

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

Instruction

Comprehensive School Counseling Program/Guidance Services

Legal References: Connecticut General Statutes

10-21 Vocational guidance

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

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

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Special Education

Preschool Special Education

The 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 a preschool program for children starting on their third birthday who are identified by the Individuals with Disabilities Act (IDEA).

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 list of children eligible to receive preschool special education services is to be maintained and revised annually by the Director/Supervisor of Special Education;
2. Ensuring that the parents of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;
3. Developing an Individualized Education Program (IEP) for each preschool age child with a disability requiring services;
4. Appointing and training appropriately qualified personnel;
5. Providing transportation to students enrolled in the program if deemed necessary per IEP;
6. Maintaining lists as required by the State Education Department pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served; and
7. Reporting as required to the State Education Department; 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.

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

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

Instruction

Special Education

Legal Reference: Connecticut General Statutes

- 10-76a Definitions.
- 10-76b State supervision of special education programs and services.
- 10-76c Receipt and use of money and personal property.
- 10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114)
- 10-76e School construction grant for cooperative regional special education facilities.
- 10-76f Definition of terms used in formula for state aid for special education.
- 10-76g State aid for special education.
- 10-76h Special education hearing and review procedure. Mediation of disputes.
- 10-76i Advisory council for special education.
- 10-76j Five-year plan for special education.
- 10-76k Development of experimental educational programs.

State Board of Education Regulations.

- 10-76m Auditing claims for special education assistance.
- 10-76a-1 et seq. Definitions.
- 10-76b-1 through 10-76b-4 Supervision and administration.
- 10-76d-1 through 10-76d-19 Conditions of instruction.
- 10-76h-1 through 10-76h-2 Due process.
- 10-76l-1 Program Evaluation.
- 10-145a-24 through 10-145a-31 Special Education (re teacher certification).

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

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

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

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

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

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 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 a 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, home schooling, *“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 the personal, emotional, social, intellectual, work skills, safety and security needs of students in addition to 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 or establish a new school or be 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)

The Board will approve the development of alternative education settings to ensure that the alternative education program has a transparent and defined purpose, which includes a description of the types of 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 are clear and explicit criteria and procedural exit criteria frameworks 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 on its website information about any alternative education offered, 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 as indicated by the goals and objectives of an IEP, in particular curricular areas.

Alternative education programs implemented by the District are to maintain learning options that are flexible with regard to 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. Prior to consideration of 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 take place.

Students, upon parent request, may be placed in an alternative education program within available financial resources 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 there is disagreement with the District's placement decisions.

Instruction

Alternative Education Programs (continued)

(cf. 6172.11 – Relations with Charter Schools)
(cf. 6172.12 – Magnet Schools)
(cf. 6172.41 – Title I Program)
(cf. 6172.6 – Virtual/Online Courses)

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.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Gifted/Talented Program

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

The school system may modify educational programming for the gifted and talented students to include a broad spectrum of learning experiences which increase knowledge and develop skills necessary for the student to function successfully in society while encouraging students to excel in areas of special competence and interest.

Legal Reference: Connecticut General Statutes

10-76a-(e) Definitions

10-76d-(e) Duties and powers of Boards of Education to provided special education programs and services.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Procedures Concerning Requests from Parents to Educate Their Child at Home

Statutory Authority

Section 10-184 of the Connecticut General Statutes describes the duties of parents for educating their children. It requires that parents or persons having control of children over seven years of age and under sixteen years of age shall cause such children "...to attend a public day school regularly..." However, Section 10-184 also allows the parent or person having control of such child to educate the child in other than the public schools if they are "...able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools."

If parents wish to educate their child in their home, they must show equivalency as described in Section 10-184 and local Boards of Education must determine whether or not such a child is receiving equivalent instruction as required by Section 10-220.

Procedures for Home Instruction

Compliance with the following procedures will satisfy the statutory requirements for home instruction:

1. Parents shall file with the Superintendent of Schools (27 North Harwinton Avenue, Terryville, Connecticut, 06786) a Notice of Intent.
2. Filing of a Notice of Intent must occur within ten days of the start of the home instructional program.
3. The school district will receive the Notice of Intent, check it for completeness and keep it as part of the school's permanent record.
4. A parent, by filing a Notice of Intent, acknowledges full responsibility for the education of their child in accordance with the requirements of state law. Receipt of a Notice of Intent in no way constitutes approval by the school district of the content or effectiveness of a program of home instruction.

Legal Reference: Connecticut General Statutes
10-184 Duties of parents.
10-220 Duties of boards of education.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Title I Programs

The Superintendent or his/her designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of 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.

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.

Title I Parental Involvement

The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described below.

School-Level Parental Involvement Compact

Each Building Principal or his/her designee shall develop a School-Level Parental Involvement Compact according to Title I Requirements. This School-Level Parental Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

(cf. 3541 - Transportation)

(cf. 5111 - Admission)

(cf. 5118.1 - Homeless Students)

(cf. 5125 - Student Records)

(cf. 5145.14 - On-Campus Recruitment)

(cf. 5145.15 - Directory Information)

(cf. 6141.311 - Programs for Limited English Proficient Students)

(cf. 6141.312 - Migrant Students)

(cf. 6162.51 - Student Privacy)

(cf. 6172.4 - Title I Parent Involvement)

Legal Reference: Every Student Succeeds Act (ESSA) 2015, §6301-6514.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

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

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

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

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

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

Instruction

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

Parent Involvement in the RTI/SRBI Process

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

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

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

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

(cf. 5145.71 – Surrogate Parent Program)

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

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

(cf. 6171 – Special Education)

(cf. 6172.2 – Remedial Instruction)

(cf. 6172.21 – Supplementary Services)

Legal Reference: Connecticut General Statutes

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

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

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

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

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

10-76g State aid for special education.

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

Instruction

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

Legal Reference: Connecticut General Statutes (continued)

- 10-76i Advisory council for special education.
- 10-76j Five-year plan for special education.
- 10-76k Development of experimental educational programs.
- PA 06-18 An Act Concerning Special Education
- State Board of Education Regulations.
- 10-76m Auditing claims for special education assistance.
- 10-76a-1 et seq. Definitions. (as amended by PA 00-48)
- 10-76b-1 through 10-76b-4 Supervision and administration.
- 10-76d-1 through 10-76d-19 Conditions of instruction.
- 10-76h-1 through 10-76h-2 Due process.
- 10-76l-1 Program Evaluation.
- 10-145a-24 through 10-145a-31 Special Education (re teacher certification).
- 10-264l Grants for the operation of interdistrict magnet school programs.
- 34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.
- 34 C.F.R. §300.309 of IDEA, Use of Scientific Research-Based Intervention
- American with Disabilities Act, 42 U.S.C. §12101 et seq.
- Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.
- Individuals with Disabilities Act §§ 1413(1); 14 14(b)(6)(B)
- Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.
- P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act
- Bd of Ed of the City School District of the City of New York v. Tom F.* 128S.Ct. 1, 76 U.S.L.W. 3197 (2008)

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Homebound/Hospital Instruction

Home and hospital instruction shall be a teaching service available, as mandated by Section 10-76d-15 of the Connecticut State Board of Education Regulations, to students who are unable to attend school for medical and/or mental health reasons for a period of two weeks or longer due to a verified medical reason as diagnosed by physician, psychiatrist or Planning and Placement Team, or that the student's condition is such that the student may be required to be absent from school for short, repeated periods of time during the school year. The purpose of home or hospital instruction shall be to help students to keep up with their work even though unable to attend school because of their disability. Instruction provided pursuant to this policy shall maintain the continuity of the child's general education program and, in the case of a child with a disability, shall be provided so as to enable the child to continue to participate in the general education curriculum and to progress towards meeting the goals and objectives in the child's IEP.

The PPT shall consider the educational needs of a student with a disability who is medically complex and the need for instruction is to be provided in accordance with an IEP when said student is not able to attend school. A student with a "medically complex" disability is one who has a serious, ongoing illness or chronic condition for at least a year which requires prolonged or intermittent hospitalization and ongoing invasive medical treatments or medical devices to compensate for the loss of bodily functions.

Home instruction may also be provided for those students who have been excluded from regular school attendance for disciplinary reasons.

Legal Reference: Connecticut General Statutes
 Section 10-76d-15 of the Regulations of Connecticut State Agencies as amended.
 10-76d Duties and powers of Boards of Education to provide special education programs and services.
 10-233a et sec. Exclusion.

Policy adopted: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Instruction

Homebound and Hospitalized Instruction

Homebound and hospitalized instruction, as mandated by Section 10-7d-15 of the Connecticut State Board of Education Regulations, is a special education program designed to ensure the continuity of a student's education. The Plymouth Board of Education will provide homebound and hospitalized instruction due to a verified medical reason that prohibits the student from attending school.

Necessary Conditions

Homebound and hospitalized instruction shall be provided only when the Central Planning and Placement Team finds that one or more of the following conditions applies:

1. The child's treating physician has certified in writing, on a form provided by the District, that the child is unable to attend school due to verifiable medical reasons with supporting documentation and has stated the expected date the child will be able to return to the school program.
2. The child's treating physician consulted with school health supervisory personnel and has determined that attendance with reasonable accommodations is not feasible.
3. The child's treating physician has determined the child will be absent from school for at least ten school days or the child's condition is such that he/she may be required to be absent from school for short repeated periods of time during the school year.
4. The child's treating physician has specified the date the student will be able to return to school.

Length of Absence

Homebound or hospitalized instruction shall be provided when a child's condition will cause an absence from school for at least ten (10) consecutive school days, or the child's condition is such that he/she may be absent for short, repeated periods of time. Provided nothing in the child's condition precludes it, such instruction shall begin no later than the eleventh day of absence from school. The District may begin such instruction earlier. If the physician determines the child cannot receive instruction, the physician shall inform the District in writing when instruction may begin.

Instruction

Homebound and Hospitalized Instruction (continued)

Time and Place

Instruction for a student unable to attend school for medical reasons shall begin no later than the eleventh (11th) day of absence from school, provided the District has received the required written documentation from the student's physician. The District, if provided with adequate notice prior to the child's absence from school, may begin instruction earlier than the eleventh (11th) day of absence. If the student's condition is such that he/she cannot receive instruction, the treating physician shall determine when instruction can begin and will notify the District in writing.

Instruction for a student with a disability who is medically complex shall begin no later than the third (3rd) day of absence provided the student is medically able to receive instruction.

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 and at least two hours per day or ten hours per week for children in grades seven through twelve. Instruction for pre-school children eligible for special education will be for an amount of time determined appropriate by the PPT. Where evaluative data indicates that these time requirements should be modified, the Planning and Placement Team may increase or decrease instruction time or upon the agreement of the parent and the District. Instruction shall be provided in the setting of the child's home or the hospital to which the child is confined, or in any other agreed upon location, provided an adult is present. The District may also offer such instruction in sites such as the town library taking into consideration the medical condition of the student.

Instruction provided shall maintain the continuity of the child's/student's general education program. In the case of a student with a disability, provided instruction is to enable the student to continue to participate in the general education curriculum and to progress towards meeting the goals and objectives contained in the student IEP.

Disabled Child with a Disability who is Medically Complex

The PPT will consider the educational needs of a student who is medically complex and the need for instruction to be provided in accordance with an IEP when such student is unable to attend school due to medical reasons. The PPT will consider and make accommodation for the student's program to be moved from the school setting to a home or health care facility, including but not limited to, a hospital, psychiatric facility or rehabilitation center, and back to school when the student is able to return.

“Medically complex” means a student who has a serious, ongoing illness or chronic condition for at least a year and requires prolonged or intermittent hospitalization and ongoing invasive medical treatments or medical devices to compensate for the loss of bodily functions.

Instruction

Homebound and Hospitalized Instruction (continued)

Dispute Resolution

In the event there is a dispute regarding the basis upon which the student's treating physician has asserted the need for instruction, the student shall receive instruction pending review of the documentation provided by said physician by the District's "School Medical Advisor" or other health professional employed by the Board of Education who is qualified to review the submitted documentation.

The student's parent/guardian is required to consent to the School Medical Advisor or other qualified health professional employed by the Board of Education to speak with the treating physician to confirm the need for instruction. The Board of Education is not required to begin instruction until such consent is provided.

Consultation with the student's treating physician shall include a review of educational and medical records and, if appropriate, accommodations and school health services that can be provided to the student enabling him/her to attend school safely.

Content of Subject Matter

Instruction is to be provided in the subjects necessary to maintain the continuity of the student's general education program. This includes instruction in the core academic subjects (reading, language arts, mathematics, science and social studies) required for promotion or graduation. Such instruction must be provided to enable the student to continue to participate in the general education curriculum and/or make progress toward IEP goals and objectives.

If the student is enrolled in an inter-district magnet school or charter school, such school shall cooperate with the District in planning homebound instruction and shall provide instructional materials to enable the District to provide appropriate instruction to the student.

Instruction

Use of Commercially Produced Video Recordings

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

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

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

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

Instruction

Use of Commercially Produced Video Recordings

The use of films and video recordings in school are subject to the following regulations:

1. All films and video recordings must be carefully previewed and evaluated by the teacher and be determined to meet identified learning objectives before they are used with students. Good taste and professional judgment must always be exercised when selecting video recordings for classroom use.
2. In general, copyright guidelines permit in-classroom use of a copyrighted videotape when it is used for instructional purposes in a teaching situation as is a lawfully made copy.
 - a. The school setting has been defined as a "semi-public performance." Therefore, public performance rights are reserved for the copyright owner or those given permission.
 - b. Video recordings marketed for "home use" do not have the rights granted for public performance. Rented films that include a notice that the film is intended for "home use only" shall not be shown to a class for entertainment purposes.
3. Non-profit education institutions generally may use video recordings in the course of "face-to-face" teaching activities, without the need to obtain consent from the copyright owner if the following permissible guidelines are met:
 - a. The video is a legally obtained lawful copy.
 - b. The video must be used in the course of "face-to-face" TEACHING ACTIVITIES.
 - c. The video activity must be carried out by an instructor or student.
 - d. The video activity must be carried out in a classroom or similar place devoted to instruction.
 - e. All video programming obtained from commercial sources outside the school's purchasing procedure through rental, lease or purchase must be approved for classroom use by the principal.
4. Parents/guardians shall receive one weeks advanced written notice when teachers plan to use commercial video recordings that are rated PG with elementary students, PG-13 with middle school students or R with high school students under the age of 18. Such notice shall include an accurate description of the contents of the video recording and where it may be obtained for parent/guardian review.
5. Other media, while not a part of the video rating system, should be selected and used applying the same criteria as video recordings.
6. Video recordings may not be used for recreation or entertainment, or for other than planned instructional purposes.

Instruction

Use of Commercially Produced Video Recordings (continued)

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

Regulation approved: April 4, 2018

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut