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INSTRUCTION

6000

General

6000a

The Regional School District No. 1 Board of Education believes the instructional program of the public schools to be among its highest priorities. 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 limitations of budgets made available to it by the six regional towns, 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 continuing in-service education for certified and non-certified staff.

The Superintendent of Schools shall present regular evidence of student progress and of program modifications based on evaluations that 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.

Adopted: December 19, 2006

School Calendar**6111**

After consultation with the All Boards Chairs (ABC) Committee (Policy 7114), the Superintendent of Schools shall recommend the regional school calendar, meeting all statutory requirements, to the Regional School District No. 1 Board of Education for its review and, modified as it believes appropriate, for its approval.

The school calendar shall show school days in each month, the number of school days in each month, legal and local holidays, staff development days, early closing days, vacation periods, and other pertinent dates, and may include a graduation date for students in grade twelve (12).

The Board, in establishing a graduation date, may establish for any school year a graduation date which is no earlier than the one hundred eighty-fifth (185th) day in the adopted school calendar. The graduation date may be modified, if necessary, after April first (1st) in any school year by the Board, establishing a firm graduation date that, at the time of such establishment, provides for at least one hundred eighty (180) days of school.

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

Legal References:

Connecticut General Statutes
1-4 Days designated as holidays
10-15 Towns to maintain schools
10-16 Length of school day
10-29a Certain days to be proclaimed by governor. Distribution and number of proclamations
10-261 Definitions
PA 95-182 An Act Concerning Reduction of Education Mandates
PA 96-108 An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates

Adopted: December 19, 2006

School Day**6112**

The Superintendent of Schools shall ensure that:

1. The school year provides at least 180 days of school for all grades;
2. The school year provides a minimum of 900 hours of actual schoolwork; in meeting this requirement, no more than seven (7) hours of actual schoolwork on a given day shall be credited toward meeting the 900 hour minimum;
3. In an early school closing or delayed opening because of weather, the district will provide a minimum of 900 hours of actual schoolwork by the conclusion of the school year.
4. Should it be necessary to consider alternative scheduling in any single school year, because of unusual circumstances that could interfere with fulfilling the 180 day school year requirement, the Superintendent shall recommend to the Board a plan for alternative scheduling be transmitted to the State Board of Education for its consideration and possible approval.

In complying with statutory requirements for a minimum of 900 hours per year, the Superintendent shall exclude from the definition of actual schoolwork, that time provided for student lunch periods and passing time in between classes.

Legal References:

Connecticut General Statutes
10-15 Towns to maintain schools
10-16 Length of school day (as amended by PA 96-161 An Act Concerning
Reduction of Education Mandates)
10-16b Prescribed courses of study
10-220 Duties of boards of education

Adopted: January 8, 2007

INSTRUCTION

6000

Opening Exercises

6112.1

The Regional School District No. 1 Board of Education requires that there be a formal opening of the school day that shall include the Pledge of Allegiance, reading of announcements and a moment of silent meditation.

Legal References: Connecticut General Statutes
 10-16a Silent Meditation
 10-230c Pledge of Allegiance

Adopted: December 19, 2006

Emergencies and Disaster Preparedness**6114**

General: All employees of the school system are responsible for promoting student and employee safety, including fire prevention measures and development of a sensitivity among students and employees about the importance of effective emergency procedures.

The Superintendent of Schools shall develop system-wide emergency procedures, and principals shall maintain specific building regulations and procedures for fire, bomb threats, civil defense, and other emergencies.

Fire alarm systems and regular emergency school exits shall be maintained in good working order.

First Aid: The Superintendent shall ensure that at least one person at each school site is trained in first aid.

Legal References:

Connecticut General Statutes

10-231 Fire drills

52-557b "Good Samaritan Law". Immunity from liability for emergency medication assistance, first aid for medication by injection. School personnel not required to administer or render

Adopted: November 15, 1999

Ceremonies, Observances and Programs**6115**

In observances of legal, State and national holidays, recognition may be made as appropriate to the historical and cultural value of such holidays.

Ceremonial events shall be conducted as appropriate to the occasion, with sensitivity and respect toward students whose cultural backgrounds may differ from that of the event being observed.

School programs are valuable components of the total education program, and teachers shall be free to use music, literature, drama, poetry, art, and dance, with origins in any faith, based upon the artistic merit and/or performance suitability of the available materials and the interests and capabilities of the teachers and students producing the program. Similar academic criteria shall apply to any aspect of the curriculum.

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

In accordance with Connecticut General Statutes Section 10-230c, the Board of Education shall ensure that a period of time is set aside each school day to allow those students who wish to do so, the opportunity to recite the Pledge of Allegiance. This policy shall not be construed to require any persons to recite the Pledge of Allegiance, should he/she choose not to do so.

Student and teachers shall have to right to refuse, for reasons of conscience, to participate in or attend any activity or program that includes material which they may deem contrary to personal beliefs.

Legal References: Connecticut General Statutes
 10-16a Silent Meditation
 10-230c
 P.A. No. 02-119

Adopted: December 19, 2006

INSTRUCTION

6000

Organizational Plan

6130

Working from the base plan of a four-year secondary school, provision will be made by the Board for flexible instructional offerings. Experimental programs or groupings may be introduced only after careful study and preparation by the Board, the Superintendent, the Principal, and the staff members who will be involved. Such programs or groupings shall require Board approval prior to introduction. Such preparation will continue to be an integral part of the Board's policy on curriculum development.

Adopted: November 19, 1991

Computers: Websites/Pages**6141.322**

The Board of Education recognizes that web pages can be utilized not only for communication to the community about our educational programs, but also as means of instruction in our classrooms. This electronic means of publication allows faster and more complete dissemination of information, both to the community and within classrooms. For this purpose, the school administration shall maintain a viable connection to the Internet that is capable of handling multiple electronic requests and of responding to community and classroom needs. Further, the school administration shall maintain an internal electronic data network with the capability of providing service for both internal (Intranet) and external (Internet) web pages. The network and the web pages shall be protected by a firewall to substantially guarantee the integrity of the information.

The Board of Education encourages the use of web pages for the sharing of information about school curriculum and instruction, school authorized activities and information about the school and its mission. As educational documents, school web pages shall not be used for personal, commercial or political purposes. School web pages shall be considered a publication of the Board of Education.

Internet Web Pages

All web pages published on the Internet shall be treated as public documents. As documents representing the school, these web pages must be high quality, essentially free from error and of a form that promotes the school. Web pages must not contain inappropriate expressions, in language, graphics or sound, and may not have links to such material. Links to personal home pages are inappropriate. The school Principal, or his/her designee(s), shall approve all Internet web pages in order to control the quality and content. Internet web pages must not contain any copyrighted material for which permission for publication has not been granted. Before a student's work can be published, legal permission to display that material must be obtained from the student if eighteen (18) or older, or the student's parent/guardian. Internet web pages must not contain trademarks.

A school Webmaster shall be solely responsible for publication, maintenance and archiving of all Internet web pages. Only the Webmaster and network administrator shall have access to the web pages. The web pages must contain information for both administrative approval and Webmaster services. The web pages must contain the date of last update.

The release of student information on the web pages shall be limited to student name and/or picture, along with subject content. The hometown shall be released, where appropriate. Every school year, the student if eighteen (18) or older, or the student's parent/guardian shall be given the option to request that student information be withheld from publication. Alternatively, a more restrictive system may be used at the option of the school Principal, whereby every student, if eighteen (18) or older, or the student's parent/guardian shall be requested to provide permission to release such information. If such privacy is requested, or such permission is not granted, no such information shall be released, either on the school's web pages, or to any agency with a web presence, unless required by law.

Adopted: December 18, 2000

Internet Acceptable Use: Filtering**6141.323**

The Region One Board of Education provides computer systems, software, electronic access privileges, and networks for students and staff to carry out the mission of the Board in an environment which ensures access to up-to-date information, management and communication services. Responsible use of these systems and networks is expected of all students and staff.

Internet resource also provides access to material unsuitable for students which has no educational value. It is the responsibility of all Region One staff to ensure that the Internet is appropriately guided and monitored. Staff also has the responsibility to conduct themselves in an appropriate manner when using the Internet.

Region One School District has access to the Internet at all of our schools. This access provides increased opportunities for students and staff to conduct research and to communicate locally, nationally and internationally.

The computers, computer systems, software, electronic access privileges, and networks are the property of the Board of Education and are to be used only for those activities directly related to teaching, learning and/or management by students and staff. The equipment, infrastructure and software are to be used only for school appropriate activity by students and staff members.

In order to ensure that the region's Internet connection is used in the appropriate manner and that all uses are protected from any inappropriate information published in 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 schools "Acceptable Use Policy." In the case of minors, the "Acceptable Use Policy" must also be signed by the student's parent/guardian.
3. Implementation of a system developed to filter out Internet sites with content considered unacceptable for student viewing. A committee of teachers, parents and administrators shall receive appeals from users who have specific use in mind for a filtered site.

The Internet changes are 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.

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.

Internet Acceptable Use: Filtering**6141.323**

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

Filters may be utilized with 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.

Legal References:

Connecticut General Statutes
 1-213 Access to public records. Exempt records
 10-15b Access of parent or guardians to student 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-56e 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.D. 1232g)
 Dept. of Education 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96
 HR 4577, Fiscal 2001 Appropriations Law (contains Children's Internet Protection Act)
 Public Law 940553, The Copyright Act of 1976, 17 U.S.C. 101 et seq.
 Reno v. ACLU 521 U.S. 844 (1997)
 Ginsberg v. New York 390 U.S. 629, at 642, n.10 (1968)
 Board of Education v. Pico, 457 U.S. 868 (1988)
 Hazelwood School v. Kuhlmeier, 484 U.S. 620, 267 (1988)

Adopted: April 2, 2009

Bring Your Own Device (BYOD)/Use of Technology in the School**6141.328**

The Regional School District No. 1 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 policy, is a piece of privately owned and/or portable electronic hand-held 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.

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 personal devices secure rests with the individual owner. The Regional School District No. 1 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.

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 participating in the Bring Your Own Device/Technology program must adhere to the Student Code of Conduct for acceptable use of student technology resources, as well as all applicable Board policies.

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

Legal Reference: CT General Statutes
10-221 Board of Education to prescribe rules

Adopted: 10-06-2014

**Bring Your Own Device (BYOD)/Use of Technology in the School
(Administrative Regulations)****6141.328**

The following guidelines, in conjunction with the Housatonic Valley Regional High School Acceptable Use Policy, shall govern the manner in which the Bring Your Own Device/Technology (BYOD/BYOT) policy and program are to operate within the District.

School Readiness

The implementation of this program will require the support of a robust wireless infrastructure. A network evaluation will be conducted to determine any and all necessary infrastructure changes and upgrades that are needed before a full implementation.

The implementation of this program may require minor changes in the manner network administration is currently done. Considerations must be given to issues of security, accessibility, cloud computing, etc. The readiness evaluation report must include any and all network administration changes needed to support BYOD/BYOT.

Teacher's Role

1. Teachers are facilitators of instruction in their classrooms. Therefore, they will not spend time on fixing technical difficulties with students' personal devices in the classrooms. They will educate and provide guidance on how to use a device and troubleshoot simple issues, but they will not provide technical support. The responsibility resides at home with parents/guardians.
2. Teachers may communicate information regarding educational applications and suggest appropriate tools that can be downloaded to personal devices at home.
3. Teachers are to supervise students to ensure appropriate use of technology in the classrooms.
4. It is understood that not every student has his/her own electronic device. To ensure equal accessibility to technology resources, teachers may provide students with school-owned technology, if available.

Operating Principles for Use of Personal Devices on School Campus

1. HVRHS technology resources shall only be used to access educational information and to promote learning activities both at school and at home, including the facilitation of communication between the home and school.
2. Teachers will not be responsible for troubleshooting technical difficulties on personal devices.

**Bring Your Own Device (BYOD)/Use of Technology in the School
(Administrative Regulations)****6141.328**

3. Users shall not load personal software or programs on District computers, nor shall they download programs from the Internet without the approval of their instructor.
4. Virtual and physical vandalism shall not be tolerated. Any intentional act by a student that damages or interferes with performance of District technology hardware, software, operating systems, and/or communication systems, will be considered vandalism and will be subject to school discipline and/or appropriate criminal or civil action.
5. The District has the right to collect and examine any device that is suspected of causing problems or that is the source of an attack or virus infection.
6. Users agree not to send, access, submit, publish, display, or print over the Internet or HVRHS network, or using HVRHS technology resources, any defamatory, abusive, obscene, profane, sexually-oriented, threatening, offensive, or illegal material. Cyber-bullying is specifically prohibited. It shall be the student's responsibility to report inappropriate use, website use or communication to the student's teacher or other staff member.
7. Although the District uses a software filter to block known inappropriate websites and prohibit access to harmful materials accessed from a District network, the District does not filter or block access to harmful materials accessed from a District-provided resource that is being used outside of the District network. Under any circumstances, filtering technology is not perfect and therefore, may in effect, both interfere with legitimate educational purposes and allow some objectionable material to be viewed.
8. The use of HVRHS technology resources is not private; users should not expect that files stored on or transmitted via the District's resources will be confidential. All digital transmissions are subject to inspection and/or monitoring by District employees and other officials. Digital storage is HVRHS property, and, as such, network administrators will review files and communications to maintain system integrity and ensure that users are using technology responsibly.
9. HVRHS denies any responsibility for the accuracy of information obtained from the Internet or on-line resources.
10. HVRHS makes no warranties of any kind, expressed or implied, for the technology resources it provides to users.
11. Copyright, Trademark and/or Registered laws must be adhered to at all times. All materials from the Internet and other digital resources, including graphics, which are used in student projects or reports, must be properly cited. Copyrighted, Trademarked or Registered materials may not be placed on the Internet without the permission of the author.

**Bring Your Own Device (BYOD)/Use of Technology in the School
(Administrative Regulations)****6141.328**

12. The use of District technology resources may involve the use of a password, network access code or other identifying or validating code. Such passwords and codes are to be protected as private information provided to the individual user for their sole purpose. Such passwords and codes shall not be disclosed by the student to others.
13. Users shall not use District technology resources to conduct for-profit business activities or to engage in religious activities. Users shall not use District technology resources for advertising, promotion, commercial purposes, or similar objectives, including the purchase of any items or services.
14. Users may bring personal technology, including computers, smart phones, network access devices, or other electronic signaling devices to school provided that such technology is used for instructional purposes. Users shall abide by the instructions provided by teachers and other school staff in the use of such personal technologies. Access to the Internet or other District communication systems from personal technology is limited to wireless access points on the school grounds or other access devices away from school. Access to the Internet or other District communication systems from personal technology is not available via hardware connections.

Approved: 10-06-2014

Student Nutrition and Physical Activity (School Wellness Policy)**6142.101**

Student wellness, including good nutrition and physical activity, shall be promoted in the Regional School District No. 1's education programs. This policy shall be interpreted consistently with Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296).

Goals for Nutrition 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 school health education curriculum and will be integrated into other classroom content areas, as appropriate.

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students
- Physical education will be taught in all grades and shall include a standards-based, developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.
- Unless otherwise exempted, all students will be required to engage in the district's physical education program.

Nutrition Guidelines for Foods Available in Schools

Students will be offered and the school will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and *My Pyramid*, 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, in addition to federal and state statutes. In addition, in order to promote student health and reduce childhood obesity, the Superintendent, or his/her designee, shall establish such administrative procedures to control food and beverage sales that compete with the district's non-profit food service in compliance with the Child Nutrition Act. The district shall restrict the sale of foods of minimal nutritional

Student Nutrition and Physical Activity (School Wellness Policy)**6142.101**

value as defined by the U.S. Department of Agriculture and will ensure that all foods sold or served to students separately from school meals meet the district's nutrition standards. All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute and federal regulations.

All sources of food sales to students at school must comply with the district's nutrition standards, including, but not limited to, cafeteria a-la-carte sales, vending machines, school stores, and fundraisers. The district shall ensure that all beverages sold to students comply with the requirements of state statute. 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.

Monitoring

The Superintendent, or his/her 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.

Community Input

The Superintendent, or his/her designee, will invite suggestions and comments concerning the development, implementation, periodic review, and improvement of the school wellness policy from community members, including parents/guardians, 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.

Evaluation of Wellness Policy

In an effort to measure the implementation of this policy, the Board of Education designates the Superintendent as the person who will be responsible for ensuring that the school meets the goals outlined in this policy.

Legal References:

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
10-215e Nutrition standards for food that is not part of lunch or breakfast program
10-215f Certification that food meets nutrition standards

Student Nutrition and Physical Activity (School Wellness Policy)

6142.101

10-216 Payment of expenses
10-221o Lunch periods. Recess.
10-221p Board to make available for purchase nutritious, low-fat foods
10-221q Sale of beverages

Regulations of 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 Re-authorization Act of 2004, PL 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, PL 111-296, 42 USC 1751
Child Nutrition Act of 1966 (as amended by PL 108-296, July 2, 2004)
School Breakfast Program (7 CFR Part 220, 2006)

Adopted: 10-06-2014

INSTRUCTION

6000

Curriculum Guides

6143

Curriculum guides are to be developed in each area of instruction to provide scope and direction in support of the basic educational program, consistent with the needs of the pupils and the community.

Adopted: November 19, 1991

INSTRUCTION

6000

Extra-curricular Activities

6145

In the case of events where attendance is mandatory, e.g., class field trips, the school will assume responsibility for providing transportation in buses or in cars with properly insured adult staff members.

Adopted: November 19, 1991

Interscholastic Competition**6145.2**

The parents/guardians of participating students will be required to sign an acknowledgement of their responsibility in granting permission for their child to participate in interscholastic athletics.

Each student athlete must sign an agreement to follow the rules and regulation of the Athletic Department.

In order to participate in interscholastic athletics, a student must be eligible based on CIAC guidelines.

Each student athlete must have a school approved physical on file in the nurse's office in order to participate. The physical covers only the current year of competition and must be completed no earlier than June 1.

In most cases, the school will provide a school athletic trainer for evaluation at home contests and practices.

Regional School District No. 1 shall comply with all Connecticut Interscholastic Athletic Conference regulations and abide by the by-laws of its various league affiliations.

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

Adopted: November 17, 2003

Public Performances and Exhibitions**6145.4**

The Region One School Board of Education recognizes the value of school assemblies and approves of a series of assembly programs, including both student-sponsored and purchased programs.

It is the intent of the Board in making budgetary provision for purchasing assembly service and for paying expenses of assembly participants that commercial presentations will be primarily educational in nature, and that programs stressing entertainment rather than learning will not be purchased. Each assembly should either open new areas of intellectual exploration for students, or should reinforce interest and knowledge of an aspect of the arts, humanities or natural or social sciences already in the school curriculum.

This policy will not infringe on the right of the Principal to call meetings of the student body on matters of school business when he/she deems important.

Adopted: November 19, 1991

INSTRUCTION

6000

Graduation Requirements

6146

A general diploma shall be issued rather than a specialized one.

Adopted: November 19, 1991

Field Trips**6153**

To the extent that budgetary resources permit, the Region One Board of Education encourages and sanctions student trips or other out-of-district school activities, including participation in interscholastic events, community civic projects and international travel which are of value in helping achieve each participating student's educational objectives.

The school staff, under the direction of the administration, shall take all reasonable and prudent steps to safeguard the physical and educational welfare of participating students. Each student shall be given guidance in choosing educationally sound variations in his/her school program. To enable participation in field trips, each student shall be counseled in fulfilling his/her obligations. The administration may place restrictions upon a student's participation when, in the staff's judgment, his/her welfare and/or the group welfare require it.

Adopted: October 17, 2005

Field Trips - Guidelines**6153R**

This section presents the procedure to be followed by certified employees in the planning of student field trips.

Definitions:

In general, the school district allows for three categories of field trips:

1. Day Field Trips: those in which students leave and return to school on the same day.
2. Overnight Field Trips: those in which students are away from home and/or school overnight.
3. Trips to Foreign Lands: those that take students outside the geographical limits of the continental United States.

Parental Permission:

Although the Region One Board of Education has approved carefully planned field trips as part of the curriculum, it is necessary to inform parents/guardians of the excursion and to obtain permission for each student to participate. It is important to realize, however, that in case of liability, such a signed permission slip is not binding on the parent. Its importance lies in the fact that the parent is fully cognizant of what is going on.

Connecticut State Statute 10-235 states that “indemnification of teachers, board members, employees, and certain volunteers and students, expenses of litigation. (a) Each Board of Education shall protect and save harmless any member of such board or any teacher or other employee thereof, or any member of its supervisory or administrative staff...from financial loss and expense, including legal fees and costs, if any, arising out of any claim, demand, suit, or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to or death of any person, or in accidental damage to or destruction of property, within or without of the school building, or any other acts, including, but not limited to, infringement of any person’s civil rights, resulting in any injury, which acts are not wanton, reckless or malicious, provided such teacher, member or employee, at the time of the acts resulting in such injury, damage or destruction, was acting in the discharge of his/her duties or within the scope of employment or under the direction of such Board of Education...” (P.A. 330, Sec. 43).

In the development of a field trip proposal, the Principal is responsible for assuring that:

1. The objectives of the trip and activities are compatible with the general objectives of the instruction program.
2. The total ongoing school program will not be adversely affected by participation of staff and students on the trip.
3. Participation in the trip and its activities will not be detrimental to the total program of individual students.
4. Appropriate educational experiences will be provided for those students who do not participate in the activity.
5. Insofar as possible, the opportunity for students to participate is non-discriminatory for economic purposes.

Field Trips – Guidelines**6153R**

6. The proposed trip is feasible within the time allotted.

Guidelines for Developing Field Trips and Trips to Foreign Lands:

All proposed trips should first be discussed at a meeting with the Principal. After this preliminary discussion, a trip proposal should be jointly developed by staff and students and should take into consideration the following:

1. A statement of objectives of the trip and its activities and an outline of the educational experience or of the course of study to be followed.
2. Basic costs, usually including transportation, meals and accommodations.
3. Expenses not included in the basic costs, such as laundry, trip insurance, personal expenses, and, in the case of trips to foreign lands, required inoculations, passport and visa expenses, baggage fees in excess of specified allowances, etc.
4. Procedures for maintaining financial records for auditing purposes. It is a standards practice that all school activity accounts using the Regional School District No. 1 tax ID number are routinely audited.
5. Transportation arrangements with assurance that when public transportation is required, only a government-approved carrier with a certificate of insurance will be employed. Private transportation is discouraged. In those instances where private transportation must be used, evidence must be submitted that both the vehicle and the driver are properly insured.
6. Accommodations to be used must be non-discriminatory and have adequate health and safety standards.
7. The detailed itinerary – departure and return, travel schedule, etc.
8. Professionally and personally-qualified individuals, as well as a minimum of one person employed by the Region One Board of Education, will serve as chaperones. Prior to arranging for chaperones, a proposed list will be approved by the Principal.
9. Identification of travel agency, if used, and evidence that the agency has experience in handling school groups; can provide proof of satisfactory performance, can provide similar group references; has quoted a competitive fee; has well-identified procedures for handling emergencies; and, is approved by an accredited travel agency.
10. If a sponsoring organization other than a travel agency is used, such organization must follow the above guidelines.

Responsibility for Reviewing and Approving Field Trips:

The school Principal is responsible for reviewing and approving or disapproving all proposed field trips or trips to foreign lands. In considering such a proposal, all factors relating to the trip, as outlined, but not limited to the above, will be assessed and verified.

The Principal is responsible for assuring that every effort has been made to provide a stimulating learning experience and that all reasonable provisions are made for the safety of students. For all overnight trips, the Principal will forward proposals to the Superintendent of Schools and the Board of Education for final approval.

Field Trips - Guidelines**6153R**Day Field Trips:

1. Day field trips are defined as those in which students leave and return to school in the same day.
2. Parental permission slips must be obtained for each trip.
3. Requests for day field trips must be submitted to and approved by the Principal.
4. All students in Grade 9-12 may participate in day field trips.
5. There shall be a minimum of one adult chaperone for every fifteen (15) students (or portions thereof) enrolled in grade 9-12. Example: a day field trip involving thirty (30) students shall have two (2) chaperones; a trip involving twelve (12) students shall have one (1) chaperone.
6. Under certain circumstances, the Principal should increase the number of chaperones (i.e. trips outside the county limits, nature of the trip, trips attracting large numbers of students from other schools, physical condition of students, supervision requirements specified by host institution, etc.).
7. If more than one (1) classroom in the same building contemplates a day field trip to the same destination, consideration should be given to coordination of all groups in an effort to maximize the use of transportation.

Overnight Field Trips within the Continental United States:

1. Overnight field trips are defined as any requiring students to be away from home and school overnight.
2. Overnight field trips are permitted for students enrolled in grades 9-12.
3. The Overnight Field Trip Permission form, the Student Rule Permission form, and other associated forms must be obtained for all overnight trips.
4. The Principal must approve requests for overnight field trips at least eight (8) weeks prior to the scheduled trip.
5. The Principal will submit the request for overnight field trips to the Superintendent of Schools and the Board of Education for final approval.
6. There will be a minimum of one (1) adult chaperone for every ten (10) students (or portion thereof) enrolled in grade 9-12.
7. Each student must have some form of health insurance.
8. To the extent possible, the sponsoring group organization, and/or students participating in the trip, should pay for overnight field trips. Requests for financial support from the Region One Board of Education budget shall be explained in detail on the Field Trip Request form.
9. Overnight field trips of more than one night are recommended during weekends and regularly scheduled school vacation periods.
10. If more than one (1) school requests a field trip to the same destination, consideration should be given to coordination of all Region One school groups in an effort to secure the lowest possible travel rates.
11. Non-students, twenty-one (21) years of age and over, who are participating in the trip who are not chaperones, are fully responsible for their own expenses and are not the responsibility of the Region One Board of Education.

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12. An orientation session must be held for students participating in the trip and their parents/guardians.
13. An orientation session must be held for trip chaperones.

Field Trips to Foreign Lands:

1. Field trips to foreign lands are defined as any outside the geographic boundaries of the continental United States.
2. The Overnight Field Trip Permission form, the Student Rule Permission form and other associated forms must be obtained for all field trips to foreign lands.
3. Requests for field trips to foreign lands must be approved by the Principal no later than November 1 of the school year during which the trip is contemplated. (Use the Field Trip Request form.)
4. The Principal will submit the request for field trips to foreign lands to the Superintendent of Schools and the Board of Education for final approval.
5. There shall be a minimum of one (1) adult chaperone for every ten (10) students (or portion thereof) enrolled in grades 9-12 on the trip.
6. Each student must have some form of health insurance.
7. Postgraduates under twenty-one (21) are not eligible to participate.
8. To the extent possible, the sponsoring group or organization and/or students participating in the trip should pay for overnight field trips. Requests for financial support from the Region One Board of Education budget shall be explained in detail on the Field Trip Request form.
9. Every effort will be made to schedule trips to foreign lands when schools are not in session.
10. If more than one (1) school requests a field trip to the same destination, consideration should be given to coordination of all Region One school groups in an effort to secure the lowest possible travel rates.
11. Activities involving unnecessary risk are excluded. The Region One Board of Education and the Superintendent will consult the school district's insurance provider prior to final approval.
12. School time absences, if out of the control of the teacher/sponsor, should result in excused absences from school without penalty for both students and staff.
13. Arrangements and responsibility for extra costs, in the event the student should need to return home prior to the established date of return, will be the responsibility of the parents and the student.
14. Cancellation insurance should be recommended in the event circumstances warrant trip cancellation.
15. Non-students, twenty-one (21) years of age or over, who are participating in the trip who are not chaperones, are fully responsible for their own expenses and are not the responsibility of the Region One Board of Education.
16. An orientation session must be held for students participating and their parents/guardians.
17. An orientation session must be held for trip chaperones.

Orientation Session for Parents and Students of Overnight Trips:

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After the submission and approval of the proposed trip to the Principal and Region One Board of Education, the Principal will require the leader of the trip to hold an orientation session for parents/guardians and students, at which time specific written information on the following is provided:

1. Aims and objectives of the trip.
2. Standards of conduct, which are consistent with the policies and regulations of the school, established for the trip.
3. Responsibility students will assume by participating.
4. Basic costs for travel, meals, accommodations, and other expenses not included in the basic costs.
5. Travel arrangements, overnight accommodations and daily itinerary.
6. Procedures for dealing with illness, accidents, other emergencies, discipline, and notification to parents/guardians of any change in expected time of return.
7. Arrangements and responsibility for extra costs in the event a student should need to return home prior to established date of return.
8. Need for special equipment and/or clothing.
9. A review of the Student Rule Permission form and all forms associated with the trip.
10. Where student contributions are requested, a proposal indicating fund sources or fund-raising activities planned to provide for students unable to meet costs.
11. Undue hazards associated with the trip so that reasonable precautions can be taken to avoid accidents and injury.

Orientation Session for Chaperones of Overnight Trips:

The Principal will require the leader of the trip to hold an orientation session for chaperones, at which time specific written information on the following is provided:

1. Purposes of the trip.
2. Supervisory responsibilities. Chaperones may not be responsible for minors on the trip who are not enrolled in the program.
3. School rules and regulations.
4. Possible hazards.
5. Procedures, including but not limited to, those dealing with emergencies, dispensing medication, communication, and discipline.
6. Trip destination information, including a visitor guide, if available and suitable.
7. Conduct. Adults shall conduct themselves in such a way as to demonstrate the best example to students. Smoking, use of alcoholic beverages or any illicit substance is prohibited during the field trip.

Non-school Sponsored Trips:

The Board of Education will not accept responsibility for trips not covered by Board policy. Non-school sponsored trips, planned for profit by staff members, may not occur on school time and, therefore, are not to be planned on school time. ("Profit" is defined as monetary gain in excess of expenses.) The facilities of the schools may not be used in planning such trips. Letters

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to parents, directions or other communications may not be duplicated on school equipment or distributed at schools. Teachers planning such trips should look to community agencies or organizations outside the schools.

Summary:

The Principal may, and is encouraged to, apply his/her judgment in modifying or adding to these regulations to suit the needs of specific field trips. The Superintendent shall be informed of such modification(s).

As soon as possible after the trip, the teacher-sponsor shall make a written report to the Principal, including such things as satisfaction with transportation, accident or medical emergency reports, a review of the stated purposes of the trip, trip observations, planned follow-up activities, etc. Appropriate expressions of appreciation to those who hosted the group during the field trip are also encouraged.

At the close of each school year, the administration will compile a list of field trips.

Approved: October 17, 2005

Homework/Makeup Work**6154**

Recognizing the increase in knowledge that occurs in these times, and aware that there are practical limits to the length of the instructional school day, and believing that learning increases when parent/guardian and pupil are cooperatively involved in the learning process, the Region One Board of Education professes its belief in the desirability and necessity of homework. Homework is here defined as any assignment or activity assigned by the teacher to the pupil, which is to be done or completed outside of regular classroom hours.

Since the Board realizes that, any assignment will be as effective as the degree that a follow-up is carried out by the pupil's teacher.

Recognizing that it is difficult, if not impossible, for the Board to determine the duration of homework assignment for any one pupil in any particular subject, the Board directs that the Principal, in cooperation with staff and parents/guardians, prepare administrative procedures which will elaborate on the policy and insure that homework is a meaningful and useful extension of the school day. Those procedures are to include assessing whether the intent of the policy and the procedures of the school are being fulfilled.

Adopted: November 19, 1991

Individualized Education Program (IEP)/Special Education Program**6159**

Any child, whether a student of the school district, or attending a private school located within the district, or pre-school age, or between the ages of three (3) and twenty-one(21) years of age, inclusive, but attending a district school, who is identified as being in need of a special program shall be referred to a special education planning and placement team (PPT) which shall, as appropriate, make an evaluation of the student to determine whether the child is a child with a disability as defined by state and federal statutes and if special education is required, and to establish the scope of the special education program.

A parent of a child, a teacher of a child, the State Department of Education, other state agencies, physicians, child care providers, or private schools within the district, may initiate a request for a PPT meeting, and consideration of an initial evaluation to determine if the child is a child with a disability. Initial evaluations using a variety of assessment tools and measures to gather relevant functional, developmental, and academic information, must be completed within sixty (60) calendar days or forty-five (45) school days of the receipt of parental consent, or per a timeline determined by the state. Exceptions to this timeframe include children living between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students, shall be coordinated between the sending or receiving district in an expeditious manner.

Planning and Placement Team or Individualized Education Program Team:

The term “individualized education program team” or “IEP Team), means a group of individuals composed of:

- a) Parents/Guardians of the child with a disability;
- b) Not less than one (1) regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- c) Not less than one (1) special education teacher or, where appropriate, not less than one (1) special education provider of such child;
- d) A representative of the local education agency who is:
 1. qualified to provide, or supervise the provision of, specialized instruction to meet the unique needs of children with disabilities
 2. knowledgeable about the general education curriculum; and
 3. knowledgeable about the availability of resources of the local educational agency.
- e) An individual who can interpret the instructional implications of evaluation results who may be a member of the team described in “b” through “f”;
- f) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel, as appropriate; and
- g) Whenever appropriate for the child with the disability
- h)

NOTE: An IEP Team member is not required to attend all or part of an IEP meeting if the parents/guardians and district agree that the team member’s participation is not necessary because the member’s area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the

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member's area of the curriculum or related services, parents and the district can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent/guardian and the IEP Team prior to the meeting. Parental/guardian consent in writing is required in either case.

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

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

A. General: The IEP of each child must include:

1. A statement of the child's present levels of educational performance based upon parental provided information, current classroom-based, local, state assessment and classroom-based observations including how the child's disability affects the child's involvement and progress in the general education curriculum; or for pre-school children, as appropriate, how the disability affects the child's participation in appropriate activities.
2. A statement of measurable annual academic and functional goals, related to meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum; and meeting each of the child's other educational needs that result from the child's disability.
3. Alternative Assessments – a statement of “benchmarks or short-term objectives” is required only with respect to students with disabilities who take alternative assessments aligned with alternate achievement standards. If a child will participate in alternate assessments based on either general or alternate achievements standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child. The IEP Team may only recommend appropriate accommodation or use of alternate assessment, but may not exempt students with disabilities from the state assessment.
4. A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child to (a) advance appropriately toward attaining the annual goals, and (b) be involved and progress in the general curriculum in accordance with paragraph A (1) of this section and to participate in extra-curricular and other non-academic activities; and (c) to be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph.

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5. An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph A) (3) of this section.
6. A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment.
7. The projected date for the beginning of the services and modifications described in paragraph A) (3) of this section, and the anticipated frequency, location and duration of those services and modifications.
8. A state of (a) how the child's progress toward the annual goals described in paragraph A) (2) of this section will be measured, and (b) how the child's parents/guardians will be regularly informed of the non-disabled children's progress of (i) their child's progress toward the annual goals, and (ii) the extent to which the progress is sufficient to enable the child to achieve goals by the end of the year.
9. Re-evaluation of a student's progress may not occur more than once a year unless agreed to by the parents/guardians and the district. Re-evaluation must occur at least once every three (3) years, unless the parent/guardian and district agree that it is unnecessary.

B. Transition Services: The IEP must include:

1. For each student beginning no later than the first IEP when the child turns sixteen (16) years of age and younger, if appropriate, and updated annually thereafter, appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills;
2. For each student beginning no later than the first IEP to be in effect when the child is sixteen (16) years of age or younger, if determined appropriate by the IEP Team, a statement of needed transition services for the student, including courses of study needed to assist the child in reaching these goals;
3. For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance, including recommendation on how to assist the student in meeting his/her post-secondary goals.

If the IEP Team determines that services are not needed in one or more of the areas specified in C.G.S. 300.27 Sec 1 through Sec 4, the IEP must include a statement to that effect and the basis upon which the determination was made.

C. Transfer of Rights:

Beginning not later than one (1) year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his/her rights under this title, if any, that will transfer to the student on reaching the age

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of majority, consistent with C.G.S. 615(m).

Students with disabilities convicted as adults and incarcerated in adult prisons – special rules concerning the content of IEP’s for students with disabilities convicted as adults and incarcerated in adult prisons are contained in C.G.S. 612(a)(5) A.

Transfers:

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

Independent Educational Assessment:

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

Legal References:

Connecticut General Statutes
 10-76a Definitions
 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
 10-76ff Procedures for determining if a child requires special education
 10-76g State aid for special education
 10-76h Special Education hearing and review procedure

State Board of Education Regulations
 34 C.F.R. 300 et seq. Assistance to State for Education of Handicapped Children
 300.14 Special Education definitions
 300.340-349 Individualized education programs
 300.503 Independent educational assessment
 300.533 Placement procedures
 300.500-556 Least restrictive environment
 P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

Adopted: December 9, 2010

Selection of Instructional Materials**6161**

The Board of Education recognizes that appropriate texts, library reference resources, maps, globes, laboratory equipment, audiovisual equipment, art supplies, athletic equipment, current periodicals, tests, questionnaires, and similar materials are the tools of the teaching profession. It is the policy of the Board of Education to provide educational materials and equipment that support and enrich the curriculum and further the development of the school's instructional goals.

Teachers will serve on curriculum committees and consult with administrators for scheduled revision of curriculum and/or materials.

The review and selection of basic textbooks (the book or set of instructional materials that serve as the foundation for more than fifty (50) percent of the course content shall be considered the basic textbook) will be continuous as a means of keeping pace with the great expansion of knowledge and the rapid changes in today's world. Together these should present a balanced view of international, national and local issues and problems. The use of textbooks should:

- Stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values;
- Help students develop abilities such as critical reading and thinking;
- Develop and foster an appreciation of cultural diversity and advancement in the United States and throughout the world;
- Foster full acceptance and appreciation of race, age, color, religion, national origin, gender, or physical disabilities;
- Allow flexibility in meeting special needs of individual students and groups of students.

School administrators will develop and review rules and guidelines that outline a procedure to select textbooks and materials which meet the above criteria. The Board of Education will receive recommendations from administrators before voting on the selection of instructional materials.

Guidelines for the Selection of Instructional Materials

Educational goals of the region, schools, individual student learning modes, teaching styles, curricular needs, faculty and student needs, and existing materials should be considered in selecting instructional materials. Material selection should be ongoing, reflect current knowledge on instruction, be consistent with systematic staff development plans, comply with the Connecticut General Statutes and with the regulations of the State Board of Education, and create a balance of viewpoints within the curriculum as a whole.

Curricula Materials Selection Criteria – Materials should:

- Contribute to the objectives of the instructional program;
- Provide for appropriate levels of learning;
- Stimulate creativity;
- Encourage the individual development and self-esteem of each child;
- Relate to students' needs;

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- Reflect problems, aspirations, attitudes, and ideals of a society;
- Represent varied viewpoints on controversial issues;
- Reflect the cultural and religious diversity of the world community, neither encouraging nor discouraging beliefs;
- Represent the viewpoints of men and women equally;
- Be of artistic, historic and /or literary merit;
- Provide acceptable technical quality;
- Not promote the use of any particular commercial brand name or product.

Procedures for Reconsideration of Materials

Occasional objections to the instructional materials will be made despite the quality of the selection process. In the event the materials are questioned, the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States (expressed in the Library Bill of Rights of the American Library Association and the Students' Right to Read of the National Council of Teachers' of English) will be defended rather than the materials.

If a complaint or objection is made, the following procedures will be followed:

1. The individual receiving the complaint shall inform the complainant of the selection procedures and make no comment.
2. The individual receiving the complaint shall request that the complainant complete and return the *Request for Reconsideration of Instructional Materials Form* to him/her.
3. The individual receiving the complaint will immediately inform the Principal, subject area coordinator, department head (if applicable), and Assistant Superintendent of the complaint and forward copies of the *Request for Reconsideration of Instructional Materials Form* if the complainant completes and submits it.
4. The individual receiving the complaint will inform appropriate staff of the materials being challenged.
5. The challenged materials will be kept in use during the reconsideration process.
6. In the event that the *Request for Reconsideration of Instructional Materials Form* is completed and submitted, the individual receiving the complaint shall arrange an informal meeting which shall include the complainant, the Principal, the department head (if applicable), and himself/herself to resolve the complaint.
7. If the complaint is not resolved at this level, the Principal shall inform the Board of Education of the complaint and the following formal process will commence within ten (10) working days.
 - a. The Principal will establish a review committee to be chaired by the Assistant Superintendent and to include the Principal, media professionals, classroom teachers, content area specialists, when appropriate, one or more parents/guardians, and one or more students, when appropriate.
 - b. Within ten (10) working days the committee will meet to review the complaint and create a timeline for completion of the formal process. The chairman will forward this information, in writing, to the complainant.

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- c. The review committee shall take the following steps after receiving the challenged materials:
 - (i) Read, view or listen to the material in its entirety
 - (ii) Check general acceptance of the material by reviewing the research, consulting recommended lists, reading reviews, and including state department consultants, when necessary
 - (iii) Determine the extent to which the materials supports the curriculum
 - (iv) Complete the appropriate *Checklist for Reconsideration of Instructional Materials Form* judging the material for its value as a whole and not in part
8. The chairman will present the committee's recommendations to the Superintendent of Schools. The Superintendent will make a decision and forward it in writing to the complainant and members of the review committee within ten (10) working days.
9. If any person or group is not satisfied with the decision of the Superintendent, an appeal may be made to the members of the local Board of Education, which will review the complaint. The Board of Education shall render a decision within ten (10) working days after receipt of the Superintendent's recommendation.

Adopted: November 19, 1991

Media Center (Library)**6163.1**

It shall be the policy of the Region One Board of Education to ensure that the Library Media Center will provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and presentation of varied points of view. Procedures regarding the processing of the selection of materials will be conducted through established regulations. Also, a procedure for receiving and responding to objections regarding approved materials shall be established and followed.

Adopted: November 19, 1991

INSTRUCTION

6000

Student Production of Services and Materials

6165

Duplicating, mimeographing and printing at the school may be permitted to non-profit organizations under the supervision of the Principal, if not in competition with local business and provided it does not interfere with school activities.

Adopted: November 19, 1991

Program Adaptations/Alternative Programs**6172**Family Life and AIDS Education

The Board of Education recognizes that the purpose of family life education is to help students acquire factual knowledge and develop attitudes and values which will contribute to the wellbeing of the individual, the family and society. Family Life Education provides instruction directed toward enabling students to examine with family members their concerns and attitudes about family life and sexual behavior.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of parents and school. Parents have the prime opportunity to develop moral responsibilities in their children. Schools should offer students factual information and opportunities to discuss how the facts they have learned will affect their attitudes and decisions as they grow and mature.

A Family Life and AIDS Education Committee shall be established to plan, develop and monitor the Family Life and AIDS program. It will serve as a resource for evaluation and recommendation. The committee shall be responsible to the Board of Education and shall work in cooperation with the Superintendent and other auxiliary committees the Board may appoint for this program.

Students, parents/guardians shall be informed of the details of the curriculum, especially as it relates to topics which are controversial and sensitive. Copies of the complete curricula will be available for review in each school and in the Central Office. Parent/Guardian meetings will also be held for sharing information and for discussion.

Students, parents/guardians shall be informed, in writing, of their right to have students exempted from Family Life and AIDS curricula or any portions thereof. Children may be exempted from Family Life and AIDS education upon written request of parent/guardian.

Adopted: November 19, 1991

Title I Programs**6172.4a**

The Board of Education recognizes that a student's education is a responsibility shared by the school and family during the entire time the student spends in school. To support the goal of the school to educate students effectively, the school and parents/guardians must work together as knowledgeable partners. Although families are diverse in culture, language and economic circumstances, they share the school's commitment to the educational success of their children. The Region One Board of Education, together with parents/guardians, shall establish programs and practices that promote parent involvement and reflect the specific needs of students and their families.

As a school that receives Title I funds, the Board recognizes that there are certain additional responsibilities with regard to parent involvement. In accordance with Section 1118 of the No Child Left Behind Act of 2001, Public Act 107-110, it is the policy of the Region One Board of Education to provide parents significant, substantial and meaningful opportunities to participate in the education of their children. To facilitate parental participation, the Board encourages parents/guardians to be involved in regular meetings, communications and activities that will inform them about the school's programs, to participate in such programs and to help improve their child(ren)'s progress and achievement.

The Region One Board of Education shall include this written parent involvement policy in the Housatonic Valley Regional High School Handbook, which is distributed annually, each fall, to all parents/guardians. The policy shall be made available to the public and updated periodically as necessary to carry out the requirements of parental involvement under Section 1118 of the No Child Left Behind Act.

Adopted: October 19, 2004

Parent/Guardian Involvement Compact**6172.41**Parent/Guardian Involvement (NCLB & 1118c)

This compact provides an understanding of the joint responsibility of the Housatonic Valley Regional High School and parents/guardians (hereafter referred to as “parents”) for improving student academic achievement and school performance. The school provides opportunities for parent involvement by:

1. Convening an annual meeting, at a convenient time, to which all parents are invited and encouraged to attend, to inform parents of the school’s programs. The building Principal, or his/her designee, shall:
 - Invite all parents to the annual Housatonic Valley Regional High School Open House
 - Provide an overview of the school’s programs and introduce the individuals responsible for these programs.
 - Encourage ongoing involvement and input of parents.
 - If possible, childcare will be provided.
2. Offering a flexible number of opportunities for parental involvement at Housatonic Valley Regional High School by:
 - Providing parents with opportunities, such as parent-teacher conferences, to ask questions and dialogue informally about student academic achievement and school performance.
 - Engaging parent organizations, such as P.T.A., to facilitate communication and involve community groups and organizations.
 - Conduct an annual orientation to Housatonic Valley Regional High School for all parents of incoming students.
3. Involving parents in the process of planning, review and improvement of Housatonic Valley Regional High School’s programs (as required under NCLB & 1114b2).
4. The building Principal, or his/her designee, shall:
 - Provide parents with timely information about the school’s programs via calendar, and the school’s website, e-mail or telephone.
 - Provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - Provide parents, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
5. If the school programs under Section 1114b2 are not satisfactory to the parents, the building Principal, or his/her designee, shall:
 - Provide opportunities for parents to submit comments regarding the school’s programs.

Parent/Guardian Involvement Compact**6172.41**Shared Responsibilities for High Student Academic Achievement (NCLB & 1118d)

1. The school is responsible for providing a high quality curriculum and instruction in a supportive and effective learning environment that enables children serviced under Title I to meet the state's student achievement standards. Each parent is responsible for supporting their children's learning, in ways such as:
 - Monitoring attendance, homework and television viewing
 - Participating in decisions relating to their children's education and extracurricular activities
2. Communication between teachers and parents occurs on an ongoing basis through:
 - Parent-teacher conferences, frequent reports to parents on their child's progress, and reasonable access to staff.

Building Capacity for Involvement (NCLB & 1118e)

To ensure an effective and supportive involvement of parents, the Housatonic Valley Regional High School shall:

- Assist parents in understanding academic content standards and state and local assessments
- Educate staff on the value and utility of contributions of parents and how to effectively communicate with and work with parents as equal partners\implement and coordinate parent programs that will encourage teacher/parent partnerships

In carrying out the parental involvement requirements of this compact, the Housatonic Valley Regional High School, to the extent practicable, will provide full opportunities for the participation of all Housatonic Valley Regional High School parents.

Each year, the Principal, or his/her designee, shall also conduct a meeting, at a convenient time, to involve parents in the process of planning, review and improvement of programs such as Title I. All parents will be invited and encouraged to attend. At this meeting, parents shall be given a description and explanation of all programs, including Title I, the curriculum in use at the school, the forms of academic assessment used, the proficiency levels students are expected to meet, and information regarding the importance of parent involvement.

In addition to the required annual meeting, if requested by parents, the Board shall offer opportunities for regular meetings in order to allow parents to formulate suggestions for the Board's programs and their application to their child(ren)'s learning, and to participate, as appropriate, in decisions related to the education of their child(ren). At any time, a parent shall have the opportunity to submit comments regarding Housatonic Valley Regional High School's programs for review.

Parent/Guardian Involvement Compact**6172.41**

The Board will provide the coordination, technical assistance and other support necessary to assist Housatonic Valley Regional High School in the planning and implementation of effective parent involvement.

The Board authorizes the Principal to develop a school-parent compact and other procedures such as those related to meetings, parent communication and parent involvement activities, as he/she deems necessary, in order to ensure compliance with this policy.

School Parent Compact

The policy further requires that Housatonic Valley Regional High School shall jointly develop with parents a school-parent compact that outlines how parents, staff and students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the state's high standards.

Adopted: October 19, 2004

**Distance Education
Virtual/Online Courses****6172.6**

The Region One Board of Education believes that distance education through virtual/online courses is an alternative means of instruction for students. A virtual school is hereby defined as an educational organization that offers courses at various grade levels through Internet or web-based methods. These schools can offer courses to enhance, supplement or enrich the existing curriculum and can also provide an alternative means of instruction for credit recovery. Interactive distance learning does not require the student to be physically present in the same location as the instructor or other students.

Distance education courses will be part of a school's educational program delivery system to increase accessibility and flexibility in the delivery of instruction. In addition to regular classroom-based instruction, students in the school may earn credit through distance education provided by virtual/online courses.

All distance educational programs and courses will be consistent with regional instructional goals and aligned with Connecticut's academic standards, curriculum frameworks and assessments. The administration is directed to periodically review instructional materials of virtual/online courses to ensure they meet program standards. Further, such courses must provide the opportunity for substantial, personal and timely interactions between staff and students and among students.

The district will integrate distance education as part of the regular instruction provided by a certified teacher for grades K-12.

High schools students may also earn a maximum of six (6) units of academic credit, to be applied toward graduation requirements, by completing online courses through agencies approved by the Region One Board of Education. Approved agencies include Connecticut Virtual Learning Center, Virtual High School, the Michigan Virtual High School, or the Kentucky Virtual High School.

The Board may grant up to four (4) credits for completing non-profit organization world language courses if a subject area proficiency test approved by the State Commissioner of Education is passed, regardless of the number of hours the student spent in a classroom learning the subject matter.

Credit from an online or virtual course may be earned only in the following circumstances:

1. The high school does offer the course, but the student is unable to take it due to an unavoidable scheduling conflict.
2. Students may recover credit, if approved by the Principal.
3. The course will serve as a supplement to extended homebound instruction.
4. The Region One Board of Education has expelled the student from the regular school setting, but educational services are to be continued.

Virtual/Online Courses

6172.6

5. The Principal, with agreement from the student's teachers and parents/guardians determines the student requires a differentiated, accelerated or enriched learning environment.
6. Students taking such courses must be enrolled at the high school and credit will require approval upon completion.
7. Students may take courses which we are unable to offer on campus.

As determined by the Region One Board policy, students applying for permission to take a virtual course will do the following:

- Complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment.
- Obtain the written approval of the Principal, or his/her designee, before a student enrolls in a virtual course.
- Adhere to the school's code of conduct to include rules of behavior and consequences for violations.
- Adhere to attendance requirements of the school.

Housatonic Valley Regional High School must receive an official record of the final grade before awarding credit toward graduation. Only approved courses shall be posted on student transcripts.

The tuition fees, if any, for a virtual course shall be borne by the high school for students enrolled full-time. The Board may pay the fee for expelled students who are permitted to take virtual courses in the alternative settings.

Through its policies and/or supervision plan, the school shall be responsible for providing appropriate supervision and monitoring of students taking virtual courses.

Students will have access to sufficient library media resources such as "virtual library" available through the World Wide Web, laboratory facilities, technical assistance, and hands-on training and information.

District Review Committee

The superintendent shall establish a committee to review all distance education courses prior to use by the high school. The committee shall be comprised of: two (2) Board members, Assistant Superintendent, Principal, one (1) guidance counselor, one (1) virtual learning supervisor.

Evaluation

The *District Review Committee* will evaluate the educational effectiveness of the distance education courses and the teaching/learning process to include assessment based on the state curriculum standards as well as student satisfaction. The *District Review Committee* will use this

Virtual/Online Courses**6172.6**

evaluation to decide whether to grant credit for the course to continue or discontinue the use of the distance education course.

Additional Considerations

- Approval of any course shall be based upon the course content and rigor, its length and scope, its method of assessing knowledge acquired by the student, the qualification of the instructor, and other appropriate factors.
- Enrollment in an online course will be allowed only if a certified teacher supervisor is available to supervise the student's participation in the course.
- Online course delivery must be from institutions accredited by the NEAS&C (New England Association of Schools and Colleges), Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, or Western Association of Schools and Colleges.

Legal Reference: Connecticut General Statutes
10-221 Boards of Education to prescribe rules, policies and procedures

Adopted: October 6, 2008

INSTRUCTION

6000

Homebound Instruction

6173

In the event a student is physically confined to his/her home, but is able to continue with school work, home instruction will be provided through assignment of certified personnel to visit the home on a regular schedule. Such assignment will be under the direction of Pupil Services.

Adopted: November 19, 1991