

Suggested replacement for existing policy number 6111 adopted 5/10/11, which does not reflect legislative modifications.

Instruction

School Calendar

The Superintendent of Schools shall recommend school calendars meeting all statutory requirements to the Board of Education for its review and modified as it believes appropriate, for its approval.

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

The school calendar shall show school days in each school 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, including graduation for students in grade twelve.

Note: *A Board of Education for a school that has been designated as a low achieving school pursuant to subdivision (1) of subsection (c) of C.G.S. 10-223e may increase the number of actual school sessions during each year, and may increase the number of hours of actual school work per session in order to improve student performance and remove the school from the list of schools designated as a low achieving school maintained by the State Board of Education.*

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

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

Note: *Section 322 of P.A. 13-247 requires each regional educational service center (RES-C) to develop a uniform regional school calendar to be used by each board of education in the area served by such RES-C. Such uniform regional school calendars shall be consistent with the guidelines for a uniform regional school calendar established by the Uniform Regional School Calendar Task Force. Such guidelines for a uniform regional school calendar shall include, but not be limited to, (1) at least one hundred eighty days of actual school sessions during each school year, (2) a uniform start date, (3) uniform days for professional development and in-service training for certified employees, pursuant to sections 10-148a and 10-220a of the general statutes, and (4) not more than three uniform school vacation periods during each school year, not more than two of which shall be a one week school vacation period and one of which shall be during the summer.*

Instruction

School Calendar (continued)

The Board of Education may use the RESC developed and approved uniform regional school calendar for the school year commencing July 1, 2017 and each school year thereafter.

(cf. 6146 - Graduation Requirements)

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.
 PA 13-247, An Act Implementing Provisions of the State Budget for the
 Biennium Ending June 30, 2015 Concerning General Government,
 Sections 321-324.
 PA 14-38, An Act Concerning the Recommendations of the Uniform
 Regional School Calendar Task Force.
 10-66q Development and adoption of uniform regional school calendar.
 Report. (as amended by PA 17-220)

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, presently numbered 6113.1, adopted 6/23/09, appropriate as written.

Instruction

Early Release of Senior High School Students on Days of Mid-Year and Final Examinations

To better facilitate examination scheduling (mid-year and final examinations) at the senior high school, early release of students from school may be provided at the discretion of the Principal.

The early release, as described above, shall not be less than that which is required by State Statutes for compliance with a minimum school day.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Suggested replacement for existing policy, number 6114.1 adopted 11/18/08, which does not reflect legislative modifications.

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: ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6115 adopted 6/23/09, appropriate as written, with update to legal reference.

Instruction

School Ceremonies and Observances

Pledge of Allegiance

Time will be provided daily for students to recite the Pledge of Allegiance. Participation is voluntary.

Legal Reference: Connecticut General Statutes

10-16a Silent meditation.

PA 02-119, An Act Concerning Bullying Behavior in Schools and Concerning the Pledge of Allegiance

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy number 6120 adopted 6/23/09, appropriate as written.

Instruction

Objectives/Priorities of the Instructional Program

Educational Goals

The school personnel will provide the student, consistent with a realistic evaluation of their own abilities, the opportunities to:

- 1. Learn to communicate.**
 - a. Master the skills needed for effective reading, writing, speaking and listening.
 - b. Develop the ability to communicate ideas and feelings.
 - c. Learn to constructively examine and use information.
- 2. Develop a concept of self-worth, pride in self, and pride in work.**
 - a. Develop moral responsibility and a sound ethical and moral behavior.
 - b. Develop self-understanding.
 - c. Develop pride in one's own achievements and progress.
- 3. Recognize the necessity of developing the intellectual curiosity to pursue learning as a continuing, lifelong process.**
 - a. Demonstrate decision-making, reasoning and problem-solving skills individually and in groups.
 - b. Demonstrate good study skills and skills necessary for lifelong learning.
- 4. Develop an awareness of the need for self-discipline and self-control.**
 - a. Develop the capacity to discipline one's self in work, study, or play.
 - b. Develop standards of personal character.
- 5. Learn to respect and accept others.**
 - a. Learn to respect authority.
 - b. Develop an understanding of and empathy for others.
 - c. Develop a cooperative attitude toward living and working with others.
 - d. Learn to appreciate and understand the people and the social and political attitudes of other cultures.
- 6. Develop the knowledge and skills necessary for gainful employment and/or further education.**
 - a. Gain a general education, sufficient to enter an institute of higher education.
 - b. Develop an awareness of the requirements for and knowledge of specific information about a particular vocation.

Instruction

Objectives/Priorities of the Instructional Program

Educational Goals (continued)

- c. Develop the ability to use information and counseling services related to job selection.
 - d. Acquire the knowledge of science and technology, mathematics, history, social sciences, fine and performing arts, literature and languages.
 - e. Acquire the knowledge necessary to use computers and other technologies for learning and problem solving.
 - f. Acquire an understanding and appreciation of the values and the intellectual and artistic achievements of one's own culture and other cultures.
 - g. Take full advantage of opportunities to explore, develop and express one's own uniqueness and creativity.
- 7. **Develop the skill, knowledge, and values, necessary for responsible citizenship.**
 - a. Develop an understanding of the obligations, and privileges of citizenship in our democracy.
 - b. Develop an understanding of our American heritage.
 - c. Develop patriotism, and loyalty to the ideas, and ideals, of democracy in America.
 - d. Acquire an attitude of respect for personal and public property.
 - e. Understand and respond to the vital need for order under law.
- 8. **Learn wise use of resources, both personal and public.**
 - a. Develop good habits in using the environment.
 - b. Become a knowledgeable consumer in our free enterprise economy.
 - c. Become skilled in managing money and property.
- 9. **Understand the attitudes and skills necessary for continued growth to be self-reliant in every-day living.**
 - a. To be able to adjust to the changing demands of society.
 - b. Develop an awareness of and ability to adjust to a changing world.
- 10. **Acquire and develop appropriate activities and attitudes, which will promote increased awareness of the importance of safety, good health, and well-being, both physical and mental.**
 - a. Understand human growth and development, the functions of the body, human sexuality and the lifelong value of physical fitness.
 - b. Understand and apply the basic elements of proper nutrition, avoidance of substance abuse, prevention and treatment of illness and management of stress.

Instruction

Objectives/Priorities of the Instructional Program

Educational Goals (continued)

- 11. Learn the skills of family living.**
 - a. Understand and accept the responsibilities of living in a family.
 - b. Develop an awareness of future family responsibilities.

- 12. Learn wise and enjoyable use of leisure time.**
 - a. Learn appreciation of and involvement in the arts.
 - b. Pursue intellectual and physical activity.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

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 staff members in the school community.
2. equal opportunity for all students to participate in the total school 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.
6. an appropriate learning environment for students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (2) equitable allocation of resources among district schools and (3) a safe school setting.

Each student, at the time s/he becomes eligible for participation, will be advised of his/her right to an equal opportunity to participate in school programs without discrimination of any kind.

Legal Reference: Connecticut General Statutes
 10-15 Towns to maintain schools.
 10-15c Discrimination in public school prohibited.
 10-18a Contents of textbooks and other general instructional materials.
 10-226a Pupils of racial minorities.
 10-145a(b) Certificates of qualification for teachers; Intergroup relations programs.
 10-220 Duties of boards of education, as amended by PA 97-290, An Act Enhancing Educational Choices and Opportunities.
 Title IX of the Education Amendments of 1972, 20 U.S.C., 1681 et seq.
 Section 504, U.S. Rehabilitation Act, 1973, 29 U.S.C. 791

Policy adopted:

ENFIELD PUBLIC SCHOOLS
 Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Suggested replacement for existing policy presently numbered 6130.1 adopted 6/22/10, which does not reflect legislative modifications.

Instruction

Equal Educational Opportunity

Reduction of Racial, Ethnic and Economic Isolation

The Board of Education shall provide, in conformity with all applicable state statutes and regulations, educational opportunities for students to interact with students and teachers from other racial, ethnic and economic backgrounds in order to reduce racial, ethnic and economic isolation. Such opportunities may be provided with students from other communities.

In providing such opportunities, the Board will consider such programs or use such methods as:

1. Inter-district magnet school programs;
2. Charter schools;
3. Inter-district after-school, Saturday and summer programs and sister-school projects;
4. Intra-district and inter-district public school choice programs;
5. Inter-district school building projects;
6. Inter-district program collaborative for students and staff;
7. Minority staff recruitment;
8. Distance learning through the use of technology;
9. Experiences that increase awareness of the diversity of individuals and cultures; and
10. Community and parental involvement in the school district.

The Board shall report by October 1, 2011 and biennially thereafter, to the Commissioner of Education on district programs and activities undertaken to reduce racial, ethnic and economic isolation, including information on the number and duration of such programs, the number of students and staff involved and evidence of the progress over time in the reduction of racial, ethnic and economic isolation. Such information shall, through the Commission of Education, be reported to the Governor and the General Assembly.

- (cf. 1110.1 Parental Involvement)
- (cf. 1212 School Volunteers)
- (cf. 1330 Use of School Facilities)
- (cf. 5117.1 Intra-District Choice/Open Enrollment)
- (cf. 5117.2 Inter-District Choice)
- (cf. 5117 School District Lines)
- (cf. 5118 Nonresident Attendance)
- (cf. 6010 Goals and Objectives)
- (cf. 6114.7 Safe Schools)
- (cf. 7010 Goals and Objectives - Construction)
- (cf. 7100 Planning-Construction)

Instruction

Equal Educational Opportunity

Reduction of Racial, Ethnic and Economic Isolation

Legal Reference: Connecticut General Statutes

10-4a Educational interests of state defined, as amended by PA 97-290 An Act Enhancing Education Choices and Opportunities.

10-220 Duties of boards of education

10-226h Programs and methods to reduce racial, ethnic, and economic isolation (as amended by P.A. 11-179)

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

This policy is mandatory for districts that receive Title I funds.

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, nutrition and social needs.
2. Provide to the extent feasible a full range of services that will provide 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.

In providing services, priority shall be given to migratory children who have made a qualifying move within the previous one year period and who are failing, or most at risk of failing, to meet the challenging State academic standards or who have dropped out of school.

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.

Migratory Child/Student Definition

- A.** A “**migratory child**” means a child who:
- (1) is a migratory agricultural worker or a migratory fisher; or
 - (2) in the preceding 36 months, in order to accompany a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher –
 - (i) Has moved from one school district to another;
 - (ii) As the child of a migratory fisher, resides in a school district or more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

Instruction

Migrant Students

Migratory Child/Student Definition (continued)

- B. **Qualifying Move** means a move from one residence to another residence that occurs due to economic necessity and from one school district to another school district.
- C. **Migratory Agricultural Worker** means a person has moved from one school district to another in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.
- D. **Migratory Fisher** means a person who, in the preceding 36 months has moved from one district or another in order to obtain temporary employment or seasonal employment in fishing work.

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

P.L. 114-95, Every Student Succeeds Act §1301 et seq., U.S.C. 20 6391

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Programs for Migrant Students - Family Interview Form

To be completed by Building Principal or designee: (please print)

Child 1 Name	Birth Date	Grade	School
Child 2 Name	Birth Date	Grade	School
Child 3 Name	Birth Date	Grade	School

Name of Parent/Guardian	Language(s)
Telephone Number or other contact information	Today's Date

Needs Assessment

Please check response

1. Do any of your children have health problems that interfere with their ability to learn? Explain: ☐ Yes ☐ No

2. In what areas might your child(ren) need additional help in school?

	Reading	Math	Language	Other (specify)
Child 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Child 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Child 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____

3. Are your child(rens)' immunizations up to date? ☐ Yes ☐ No ☐ Don't know

4. Do you have immunization records? ☐ Yes ☐ No ☐ Don't know

5. Have you established a source of primary healthcare? ☐ Yes ☐ No ☐ Don't know

If not, would you be interested in information on primary healthcare? ☐ Yes ☐ No ☐ Don't know

Resources and Referrals

Please circle/check response

1. Would you be interested in information on:

Head Start

☐ Yes ☐ No ☐ Enrolled

District Preschool

☐ Yes ☐ No ☐ Enrolled

Parents as Teachers

☐ Yes ☐ No ☐ Enrolled

GED/ESL Classes

☐ Yes ☐ No ☐ Enrolled

2. Would you be interested in information on:

Public/County Health Dept.

☐ Yes ☐ No

Division of Family Services

☐ Yes ☐ No

3. May we share your name and address
with these agencies?

☐ Yes ☐ No

4. When is the best time to reach you at home?

☐ AM ☐ PM

Days of the week:

☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday

Name of Person Completing Form

Name of Person Being Interviewed and
His/Her Relationship to Family/Children

Existing policy, presently numbered 6141.32 adopted 6/28/16, appropriate as renumbered and with update to legal reference.

Instruction

Computer Network and/or Internet Student Acceptable Use Agreement

The Board of Education provides computers, networks and Internet access to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff.

The purpose of this policy is to ensure that students utilize Enfield Public Schools' computers, networks and Internet services for school-related purposes and is consistent with the Enfield Public Schools' stated mission, goals and objectives. The Enfield Public Schools reserves the right to place restrictions on the material accessed or posted and to enforce all rules set forth in the Enfield Board of Education Policies, Administrative Regulations, and applicable local, state, and federal laws.

The district recognizes its responsibility to educate students regarding appropriate behavior on social networking and chat room sites about cyberbullying. Therefore, students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response.

Any student who violates this policy and/or any rules governing use of the Enfield Public Schools' computers networks and Internet services will be subject to disciplinary action, up to and including expulsion. Illegal uses of the school district's computers will also result in referral to law enforcement authorities.

All Enfield Public Schools' computers remain under the control, custody and supervision of the Enfield Public Schools. Enfield Public Schools reserves the right to monitor all computer and Internet activity by students. Students have no expectation of privacy in their use of school computers.

Each student authorized to access the school district's computers, networks and Internet services is required to sign an acknowledgment form stating that they have read this policy and the accompanying regulations.

Malicious use of the Enfield Public Schools' computer network to develop programs or to institute practices that harass other users or gain unauthorized access to any entity on the system and/or damage the components of the entity of the network is prohibited. Users are responsible for the appropriateness of the material they transmit over the system. Hate mail, harassment, discriminatory remarks, cyberbullying, or other antisocial behaviors are expressly prohibited.

Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful email-messages, instant messages, text messages, digital pictures, images, and website postings.

Instruction

Computer Network and/or Internet Student Acceptable Use Agreement (continued)

The Superintendent or his/her designee shall be responsible for overseeing the implementation of this policy and the accompanying rules and for advising the Board of the need for any future amendments or revisions to the policy/regulations. The Superintendent or his/her designee may develop additional administrative procedures/rules governing the day-to-day management and operations of the Enfield Public Schools' computers, networks and Internet services system as long as they are consistent with the Board's policy. The Superintendent may delegate specific responsibilities to building principals and others as he/she deems appropriate.

Legal Reference: Connecticut General Statutes
Children's Internet Protection Act, Pub. L. 106-554, codified at 47 U.S.C.
§ 254(h).
53a-182b Harassment in the first degree: Class D felony. (as amended by
PA 95-143)
53a-183 Harassment in the second degree: Class C misdemeanor.
53a-250 Definitions.
Electronic Communication Privacy Act, 28 U.S.C. §§2510 through 2520.
Public Law 110-385 Broadband Data Improvement Act/Protecting
Children in the 21st Century Act

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy.

Instruction

IPad/Mobile Device Student User Agreement

Rules and Appropriate Usage

Enfield 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 iPads/Mobile Devices issued to students are the property of Enfield Public Schools. The distribution of a iPad/Mobile Device to each student is a privilege, not a right, and may be revoked at any time for inappropriate conduct. **Before a iPad/Mobile Device will be issued for use at home, students and parents or guardians must sign the “Enfield Public Schools Network/Internet Acceptable Use” Policy form, “School District iPad/Mobile Device Protection Plan Form” and “iPad/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 iPad/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 iPad/Mobile Device, both at home and within the school:

Use of Equipment (Hardware and Software)

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

Instruction

IPad/Mobile Device Student User Agreement

Use of Equipment (Hardware and Software) (continued)

- Student may not remove district installed software (“Apps”) from the IPad/Mobile Device or may not install software (“Apps”) that is not approved by administration or teachers. Enfield Public Schools reserves the right to remove software (“Apps”) from, or add software (“Apps”) to the IPad/Mobile Device at any time.
- Online chat rooms, message boards, forums, etc. may not be accessed by students while using the IPad/Mobile Device without prior consent from a teacher, or person monitoring the Internet use, or as in accordance with the **“Enfield Public Schools Network/Internet Acceptable Use”** Policy (6141.321).
- Engaging in online activities, while using the IPad/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 **“Enfield 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, Enfield Public Schools Bullying Policy (5131.911, 5131.913), Enfield Public Schools Sexual Harassment Policy (5145.5) and the Enfield Public Schools Acceptable Computer Use Policy (6141.321).
- Students may not change, alter, bypass, or attempt to bypass any IPad/Mobile Device security measures including filtered Internet sites.

Privacy

- It is a violation of the **“Enfield 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 IPads/Mobile Devices belong to Enfield Public Schools, Enfield Public Schools will be monitoring all devices. Files created using the IPad/Mobile Device, or stored on school servers, are not private. Enfield 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 Enfield Public Schools technology devices will result in loss of network/Internet privileges, and other consequences as per the Parent/Student Handbook Student Discipline Code, Enfield Public Schools Bullying Policy (5131.911, 5131.913), Enfield Public Schools Sexual Harassment Policy (5145.5) and the **“Enfield Public Schools Network / Internet Acceptable Use”** Policy (6141.321).

Instruction

IPad/Mobile Device Student User Agreement (continued)

Responsibilities

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

- **Submit their IPad/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 IPads/Mobile Devices do not contain any unapproved software or files.

- **Charge their IPad/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 IPad/Mobile Device in class at the start of each day.

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

Required precautions include the use of the protective case when transporting the IPad/Mobile Device to and from classes and to and from school. If the IPad/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 IPad/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 IPad/Mobile Device.

An optional School District Protection Plan is offered for IPads/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 IPad/Mobile Device is intentional, willful or purposeful, as determined by Enfield Public Schools, the parents or guardians will pay the full replacement cost of the IPad/Mobile Device (as listed in the applicable School District IPad/Mobile Device Protection Plan form), protective case and/or AC power adaptor, regardless of the “School District IPad/Mobile Device Protection Plan” choice.**

Instruction

IPad/Mobile Device Student User Agreement

Responsibilities (continued)

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

Returning students will be reissued their same Ipad/Mobile Device the following year. The School regards the Ipad/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 Ipad/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 Enfield 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 Ipad/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 Ipad/Mobile Device unattended.
2. Make sure the Ipad/Mobile Device is not subject to careless or intentional damage (e.g., as a result of horseplay).
3. Ensure that, when the Ipad/Mobile Device is being transported, it is as secure as possible. The Ipad/Mobile Device **MUST** be carried in its protective case.
4. Ensure that my Ipad/Mobile Device is charged every evening and ready for use the next day (i.e., plugging it in for charging overnight).
5. Store my Ipad/Mobile Device in a safe place, such as the student's locked locker, when not in use (e.g., lunch, PE, etc.). The Ipad/Mobile Device should be in its case and no items will be stacked on top of it.
6. Use my Ipad/Mobile Device for the task assigned by my teacher at all times. IPads/Mobile Devices will **ONLY** be used for educational purposes.
7. Print only after teacher gives permission.
8. Not decorate the Ipad/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.

Instruction

IPad/Mobile Device Student User Agreement (continued)

Consequences for Violation of IPad/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 “**Enfield Public Schools Network / Internet Acceptable Use**” Policy form and/or “**IPad/Mobile Device Student User Agreement and Parent Permission Form**,” consequences will be imposed by the school per the Parent/Student Handbook Student Discipline Code, Enfield Public Schools Bullying Policy (5131.911, 5131.913), Enfield Public Schools Sexual Harassment Policy (5145.5), the “Fees, Fines, Charges” Policy (6121.21) and the “**Enfield Public Schools Network/Internet Acceptable Use**” Policy (6141.321) as applicable.

Repairing or Replacing IPad/Mobile Devices

IPad/Mobile Device Repairs

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

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

Damaged iPads/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 IPad/Mobile Device replacement/repair in the event of theft, loss, or accidental damage.

There will be an annual protection cost for each IPad/Mobile Device with a maximum cost of four IPad/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 IPad/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 IPad/Mobile Device as specified in the applicable “**School District IPad/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 IPad/Mobile Device privileges.

Instruction

IPad/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 IPad/Mobile Device, or have indicated that they elect to decline the offered IPad/Mobile Device Insurance, in which case they assume full financial responsibility for the IPad/Mobile Device including theft, loss or any damages.

Cost of Repairs

Students and Parents/Guardians will be held responsible for ALL damage to their IPad/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 IPad/Mobile Device Protection Plan** form. These costs can be avoided with the purchase of the optional School District IPad/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:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Suggested replacement for existing policy, presently numbered 6142 adopted 6/23/09, which does not reflect legislative modifications.

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

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

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

Goals for Nutrition Promotion and Education

The goals for addressing nutrition education include the following:

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

Goals for Physical Activity

The goals for addressing physical activity include the following:

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

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Goals for Physical Activity (continued)

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

Nutrition Guidelines for Foods Sold in Schools

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

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

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Nutrition Guidelines for Foods Sold in Schools (continued)

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

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

Reimbursable School Meals

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

Marketing

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

Monitoring

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

Instruction

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

Monitoring (continued)

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

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

Non-sold Foods and Beverages

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

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.

- (cf. 3542 – Food Service)
- (cf. 3542.33 – Food Sales Other Than National School Lunch Program)
- (cf. 3542.34 – Nutrition Program)
- (cf. 3452.45 – Vending Machines)
- (cf. 6142.6 – Physical Education)
- (cf. 6142.61 – Physical Activity)
- (cf. 6142.62 – Recess/Unstructured Time)
- (cf. 6142.10 – Health Education)

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

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

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, #6142.1, adopted 8/25/09, appropriate as written.

Instruction

Driver Education – Senior High School

- A. The Driver Education program will meet all the requirements of the Connecticut Department of Motor Vehicles, the State Department of Education and the National Bureau of Casualty and Surety Underwriters. CGS 14-36e and 14-36f.
- B. The classroom phase of Driver Education will take place outside the regular school day.
- C. Behind the wheel (BTW) driving training will take place outside the regular school day.
- D. The Driver Education Program will consist of Connecticut Department of Motor Vehicle (CTDMV) approved curriculum that includes Safe Driving Practices (CGS Sec. 14-36f4), required parent/teen class(es) and behind the wheel training (BTW) as mandated by the State of Connecticut. Students must complete the entire course in order to receive DMV Certificate of Completion.
- E. Fees for the Driver Education Program will be set annually by the Superintendent's office in consultation with the Director of Adult Education.
- F. Instructors will be paid at the current Board of Education contractual hourly rate for the classroom and behind the wheel instruction described above as approved by the Director of Adult Education.
- G. All Instructors of Driver Education must be fully certified in accordance with regulations established by the State Department of Education and Connecticut Department of Motor Vehicles.
- H. Payment for Driver Education lessons will be made to the Enfield Adult Education Program either by check or money order made payable to the Driver Education Program. All payments will be submitted to the EPS Business Office in a timely manner. All monies received will be deposited to an account entitled Driver Education Program. The student, parent/guardian will be responsible for all costs associated with the Driver Education Program.
- I. Expenditures from this account will be made only by the Business Manager and approved by the Director of Adult Education. All such payments must be made for materials and services, which are related to Driver Education in accordance with the Connecticut Department of Motor Vehicles and the Department of Education. Instructors will submit payroll invoices to the Adult Education Director in a timely manner listing the names of students who have participated in classroom instruction and behind-the-wheel training.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy.

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.

“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. 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. “Dissection Instruction” is defined as instruction in which a student must participate in, or observe the dissection of any animal.

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.

Instruction

Exemption from Instruction

Dissection of Animals (continued)

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. "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 maybe required by the teacher to complete an alternate assignment.

Note: Dissection, family life education and HIV/AIDS are three instructional areas in which, as indicated, upon the written request of a parent/guardian, the Board is required to permit curricular exemptions for instruction.

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:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

**Enfield Public Schools
Enfield, 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
6. ☐ Other - Describe: _____

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 _____
(date)

Name of Student

Parent/Guardian's Signature

Date

Student's Signature (if 18 years of age)

Date

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

MEDICAL EXEMPTION CERTIFICATION FORM

Children with medical exemptions shall be permitted to attend school except in the case of a vaccine-preventable disease outbreak in the school. All susceptible students will be excluded from school based on public health officials' determination that the school is a primary site for disease exposure, transmission and spread into the community. Students excluded from school for this reason will not be able to return to school until (1) the danger of the outbreak has passed as determined by public health officials, (2) the student becomes ill with the disease and completely recovers, or (3) the student is immunized. For example, for measles the complete incubation period is 18 days from the onset of symptoms for the last case in the community. Outbreaks like measles may last for several months.

According to state statutes (Connecticut General Statutes Sections 19a-7f and 10-204a), no child may be admitted to school without proof of immunization or a statement of exemption. Parents or guardians seeking an exemption on the basis that a given immunization is medically contraindicated should attach to this form a statement signed by their physician stating that in the physician's opinion, such immunization is medically contraindicated and why it is contraindicated (e.g., hypersensitivity to a vaccine component, demonstrated reaction to vaccine, etc.). In addition, the parents/guardians should complete the following statement and return it to the school nurse.

To Whom It May Concern:

As the parent(s)/guardian(s) of _____
(Name of Student)

I/we are submitting the enclosed documentation from a physician that immunization of this child is medically contraindicated. Therefore, this child is exempt from receiving the required immunization as specified by the physician, and shall be permitted to attend school except in the case of a vaccine-preventable disease outbreak in the school.

_____/_____
Signature of Parent(s)/Guardian(s) Date

_____/_____
Signature of Parent(s)/Guardian(s) Date

Address _____

Telephone Number _____

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

RELIGIOUS EXEMPTION CERTIFICATION FORM

Children with religious exemptions shall be permitted to attend school except in the case of a vaccine-preventable disease outbreak in the school. All susceptible students will be excluded from school based on public health officials' determination that the school is a primary site for disease exposure, transmission and spread into the community. Students excluded from school for this reason will not be able to return to school until (1) the danger of the outbreak has passed as determined by public health officials, (2) the student becomes ill with the disease and completely recovers, or (3) the student is immunized. For example, for measles the complete incubation period is 18 days from the onset of symptoms for the last case in the community. Outbreaks like measles may last for several months.

According to state statutes (Connecticut General Statutes Sections 19a-7f and 10-204a), no child may be admitted to school without proof of immunization or a statement of exemption. Parents or guardians seeking an exemption on the basis that immunizations would be contrary to religious beliefs of the child should complete the following statement and return it to the school nurse.

To Whom It May Concern:

As the parent(s)/guardian(s) of _____
(Name of Student)

I/we hereby assert that the immunization of this student would be contrary to the religious beliefs of this child. Therefore, this child shall be exempt from the required immunizations under Section 10-204a of the Connecticut General Statutes and shall be permitted to attend school except in the case of a vaccine-preventable disease outbreak in the school.

_____/_____
Signature of Parent(s)/Guardian(s) Date

_____/_____
Signature of Parent(s)/Guardian(s) Date

Address

Telephone Number

Suggested replacement for existing policy, number 6145 adopted 9/11/12, which does not reflect OCR Letter.

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 manifold, 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, where applicable.
7. Activities, practices, games, or contests shall not be conducted on Sundays or on major legal holidays. The Board authorizes the Superintendent to grant exceptions to this prohibition on a case by case basis to accommodate unforeseen schedule changes. Such exceptions will be reported to the Board at its next regularly scheduled meeting.
8. The duration of extracurricular activities shall be reasonable and commensurate with the requirements and objectives of the particular activity.
9. 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.

Instruction

Extracurricular Activities (continued)

10. The use of tobacco, alcohol, or controlled drugs is prohibited.
11. 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.
12. 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:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Suggested replacement for existing policy, number 6146 adopted 10/13/15, which does not reflect legislative modifications.

Instruction

Graduation Requirements

Graduation from our public school implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, assessed in part by the statewide mastery examinations, 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, in establishing a graduation date, may establish for any school year a firm graduation date for students in grade twelve which is no earlier than the one-hundred-eighty-fifth day in the Board's adopted school calendar. After April first in any school year the Board may establish a firm graduation date for the school year which, at the time of such establishment provides for at least 180 days of school.

The Principal shall submit to the Board of Education through the Superintendent his/her detailed requirements and standards to agree with the goals of our schools as adopted by the Board of Education. It is expected that the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant graduation according to the terms of paragraph #1 above.

The Board of Education, in recognition of its responsibility for the education of all youths in the school system, including those who do not successfully complete the assessment criteria listed above, and those who drop out of school, shall make available to all the school district's youths a course of study or alternative programs for meeting standards that will enable them to acquire a high school or vocational school diploma.

The Board of Education may grant students high school credit for successful completion of coursework earned from an accredited institution of higher learning taken either during the school year or summer months.

Commencing with the graduating class of 2023 (beginning with the incoming class of 2019-2020) and for each graduating class thereafter, in order to graduate and be granted a diploma, students must satisfactorily complete a minimum of twenty-five (25) credits, including not fewer than (1) nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education; (5) one credit in world languages and (6) a one credit mastery-based diploma assessment.

Instruction

Graduation Requirements (continued)

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 (2017-2018 school year). 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, 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.

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 the successful completion of a course offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed by the Commissioner and such credits do not exceed four.

All credits earned toward meeting any of the graduation requirements through the successful completion of online courses must fulfill the requirements established in policy #6172.6, "Virtual/On-line Courses."

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

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

Instruction

Graduation Requirements (continued)

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

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 the graduation requirements except that the Board may grant a student credit toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provided 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, course taken in middle school, internships and student designed independent studies, provided such demonstration of mastery is in accordance with such state-wide content standards; toward meeting a specified course requirement upon successful completion in grade seven or eight of a course that corresponds directly to the subject matter of a specified course requirement in grades nine through twelve.

Academic Advancement Program

The Board of Education permits students in grades eleven and twelve to substitute (1) achievement of a passing score on an existing nationally recognized examination as determined, by the State Department of Education, or series of examinations approved by the State Board of Education, (2) a cumulative grade point average determined by the State Board of Education and (3) at least three letters of recommendation from school professionals (defined in 10-66dd), for the required high school graduation requirement.

The State Board of Education will issue an Academic Advancement Program Certificate to any student successfully completing such program. The Academic Advancement Program Certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a Connecticut public institution of higher education.

The Board of Education shall permit a student to graduate from high school upon the successful completion of the above described academic advancement program.

Pipeline for Connecticut's Future Program

The Board of Education may establish a Pipeline for Connecticut's Future Program. Under the program, the Board shall partner with one or more local businesses to offer on-site training and course credit to District students.

Instruction

Graduation Requirements (continued)

Credits and Required Courses: 24 Credits Required

• English	4 Credits
• Mathematics (must include Algebra 1 unless successfully taken in middle school and Geometry)	4 Credits
• Science (3 credits must be in one of the NGSS pathways as defined in the program of studies)	3 Credits
• Social Studies consisting of (1) Credit from one of the following courses: World History Modern World History (1) Credit US History (.5) Credit – Civics in Action or AP Comparative Government and Politics • (.5) Credit – Foundations of Government or AP US Government and Politics • (Earning 1 credit in AP US Government and Politics can replace the .5 Civics in Action and .5 Foundations of Government Requirements)	3 Credits
• Arts or Vocational Education* (*this credit may be taken in any one or a combination of the following areas: Business, Art, Music, Technology Education, and Family and Consumer Sciences)	1 Credit
• Physical Education/Health Education	2 Credits
• Electives	7 Credits

Students earning EHS as Freshmen in the 2019-20 School Year (Class of 2023) (Transfer students above Grade 9 and second-year Freshmen, should follow previous graduation requirements.)

Credits and Required Courses: 25 Credits Required

Commencing with the graduating class of 2023 and for each graduating class thereafter, in order to graduate and be granted a diploma, students must satisfactorily complete a minimum of twenty-five (25) credits, including not fewer than: (a) nine (9) credits in humanities (English, Social Studies and Fine Arts) including Civics and the Arts; (b) nine (9) credits in Science, Technology, Engineering and Mathematics; (c) one (1) credit in Physical Education and Wellness; (d) one (1) credit in Health and Safety Education; (e) one (1) credit in World Languages and (f) one (1) credit mastery-based diploma assessment.

Instruction

Graduation Requirements (continued)

Credits and Required Courses: 24 Credits Required

• English	4 Credits
• Mathematics (must include Algebra 1 unless successfully taken in middle school and Geometry)	4 Credits
• Science (3 credits must be in one of the NGSS pathways as defined in the program of studies)	3 Credits
• Social Studies consisting of (1) Modern World History (2) Credit US History or AP US History (.5) Credit – Civics in Action* • (.5) Credit – Foundations of Government* • *Earning 1 credit in AP US Government and Politics can replace these two credit requirements	3 Credits
• Fine Arts (Music and/or Visual Arts)	.5 Credit
• Physical Education/Health Education	2 Credits
• World Language	1 Credit
• Electives Electives should be chosen to ensure that the required 9 credits of humanities and the 9 credits of science, technology, engineering and mathematics are met.	6.5 Credits
• Mastery-Based Diploma Assessment Earn one credit in the courses outlined in the mastery-based diploma assessment section of the EHS Programs of Studies	1 Credit

Performance Standards

A student will be granted a high school diploma provided that he/she has met a literacy and a numeracy performance standard, as well as the minimum requirement of credits.

A. Literacy Performance Standard – To read and write with understanding as outlined in the Connecticut core Standards.

1. In order to meet the literacy standard, a student must achieve one of the following:
 - a. A Critical Reading SAT score or Writing SAT score of 480 or above; or
 - b. Achieve a 460 or better on the Reading or Writing portion of the PSAT; or
 - c. A Reading ACT score of 18 or above; or
 - d. Achieve a passing score on an identified skills assessment in English 11 or US History; or
 - e. Receive a score that meets or exceeds standards on a District Literacy Performance Task as defined in this policy.

Instruction

Graduation Requirements

Performance Standards (continued)

B. Numeracy Performance Standard – To demonstrate mathematical skills as outlined in the Connecticut Core Standards.

1. In order to meet the numeracy performance standard, a student must achieve one of the following:
 - a. A Math SAT score of 480 above; or
 - b. Achieve a 460 or better on the Mathematics portion of the PSAT; or
 - c. A Math ACT score of 18 or above; or
 - d. Achieve a passing score on an identified skills assessment in a math course during their Grade 11 school year; or
 - e. Receive a score that meets or exceeds standards on a District Numeracy Performance Task as defined in this policy.

C. Science Performance Standard – Students shall, prior to the completion of their senior year, demonstrate a proficiency in problem solving and scientific inquiry as well as a familiarity with major themes in science.

1. In order to meet the District Performance Standards in science, students must succeed in one of the following:
 - a. Meet the proficiency benchmark set by Enfield Public Schools on the new state-mandated Next Generation Science Assessment.
 - b. Score a 430 or higher on a SAT II Science related subject test; or
 - c. Score a 70% or higher on the Honors Physics 5230 or Biology 5212 final exam; or
 - d. Score a 70% or higher on the final Honors Physics 5230 or Biology 5212 Science and Engineering Practices Assessment; or
 - e. Receive a score that meets or exceeds standards on a District Science Performance Task as defined by this policy.

Conditions:

1. Graduating Seniors:

In addition to satisfying the required course credits and meeting the performance standards, graduating seniors must attain a minimum overall average of 1.7 (C-) for all courses required for graduation.

The 1.7 (C-) grade average required for graduation shall be computed annually at the end of the fourth marking period and shall include all the courses taken by the student.

Instruction

Graduation Requirements

1. Graduating Seniors: (continued)

Students who have earned more than the required credits for graduation but failed to obtain the required 1.7 (C-) average, may attempt to satisfy the 1.7 (C-) average by calculating the highest GPA using the minimum number of credits. Such calculation must include all the required courses.

Only students who have met all the district's graduation requirements may participate in their school's graduation ceremony.

2. Non-Graduating Seniors:

Seniors who have not satisfied all requirements for graduation will not be allowed to participate in the school's graduation ceremony and will be given the opportunity to attain a high school diploma by:

- a. attending summer school at their own expense in an attempt to meet the graduation requirements.
- b. returning to high school the following year to meet all graduation requirements.

All students must pass a minimum of four (4) full-credit courses in their senior year. This requirement may be waived for students who have been granted approval for senior mid-year graduation or have returned to complete their graduation requirements.

Students who have met all the district's graduation requirements except for the literacy and/or numeracy standard shall receive a certificate of completion in lieu of a high school diploma.

D. Senior Mid-Year Graduation:

Students who complete all graduation requirements by the end of the second marking period of the senior year, may select to leave school at that time provided they have complied with the following procedures:

1. A formal request must be made to the school administration, before the end of the junior year. This request must be made on the official "Early Graduation Request Form" which can be obtained from the Guidance Office.
2. The request for Mid-Year Graduation must have the approval of the parent or guardian. The student's guidance counselor will certify that the student is eligible for early graduation.
3. A program must be planned accordingly prior to the end of the Junior year.

Instruction

Graduation Requirements

D. Senior Mid-Year Graduation: (continued)

4. Final and official approval must be obtained from the school administration.

Principals should use discretion in granting permission for early graduation and weigh each request on its own merits. Consideration should be given to requests centered around such things as:

- a. Early acceptance into college or some other acceptable educational or vocational program.
- b. Extreme economic hardship within a family.

Since the Board feels that a student's high school experience is beneficial both academically and socially, it will not be the intent of this policy to encourage students to request early graduation simply for the purpose of seeking an early termination to their formal education process.

Students who have been granted permission for mid-year graduation will receive their diplomas in June and are expected to participate in commencement activities. All graduation expenses and obligations should be met before leaving school.

5. All other requests for early graduation other than those stipulated above will require the approval of the Superintendent of Schools. In no case will students be permitted to "graduate" earlier than the end of the "junior" year.

E. Transfer of Credits:

Students who transfer to the senior high school in their senior year will receive an Enfield diploma provided such transfer is made on or before February 1st. In cases where students transfer after February 1st, the administration shall make an effort to have the student receive a diploma from the school last attended. In any case, students in this category shall participate in Enfield graduation ceremonies.

High school students may take courses and earn credits from any accredited college, vocational institution or accredited/approved Distance Learning Program at their own expense. Such courses may be added to the student's official school transcript and applied toward fulfilling graduation requirements. The number of course credits, which will be accepted toward graduation requirements, is not to exceed two credits.

Students pursuing this option, must obtain approval from the guidance office and school principal prior to enrolling in any such course.

The decision of the principal is final.

Instruction

Graduation Requirements (continued)

F. Special Education Students:

Special Education students will be subject to the general policy regarding graduation unless extenuating circumstances are in evidence, which might exclude such students from satisfactorily completing the district performance standards and/or the grading policy as determined by the Planning and Placement Team (P.P.T.).

It is expected that the P.P.T. will recommend “exemptions” from this Board policy as early in the program planning stage as may be feasible but after the student has participated in the CAPT assessment.

G. Modifications and Accommodations:

Students who have been identified as ESL/ELL may be allowed modifications or accommodations by a school review committee in order to meet any of the conditions set forth in the performance standards section. The review committee may exempt such students if, in the opinion of the committee, they deem the language barriers to be a significant impediment to satisfying the conditions set forth in Section C.1.

H. Options for Students Who Fail to Meet Performance Standards:

Individuals who have met all other graduation requirements except the literacy and/or numeracy standards are entitled to retake the DPT during the times scheduled and published by the school district or provide evidence of acceptable SAT/ACT scores to meet graduation requirements until attaining the age of 21, consistent with the age limits for returning to school as stated in CT Statute 10-220. Upon reaching the age of 21, this option no longer will be offered, and individuals must then seek an Adult Education Diploma.

If an individual elects to enroll in Adult Education, he or she must follow the guidelines established for the Adult Education Diploma.

(cf. 5121 – Examination/Grading/Rating
(cf. 6111 – School Calendar)
(cf. 6146.2 – Statewide Proficiency/Mastery Examinations)
(cf. 6172.6 – Virtual/On-line Courses)

Instruction

Graduation Requirements

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. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)

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, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill and P.A. 15-237, An Act Concerning High School Graduation and P.A. 16-4(SS), section 310.), PA 17-42, An Act Concerning Revisions to the High School Graduation Requirements and PA 17-29, An Act Concerning Connecticut's Seal of Biliteracy)

10-233(a) Promotion and graduation policies. (as amended by P.A. 01-166)

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. 17-42 An Act Concerning Revisions to the High School Graduation Requirements

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

CROSS-OVER CREDIT APPROVAL FORM

Students may receive required academic credit for certain elective courses whose content bridges the curriculum of a required course. The number of crossover credits will be limited to one credit per discipline. In addition, a student must successfully complete at least one credit of work in these discipline before a crossover can be requested. **Crossover credit must be approved prior to enrolling in the course and cannot be awarded retroactively.** The following courses can be considered for crossover credit.

Check the course you are requesting for crossover credit

Course	Total Credits	Academic Crossover	Credits Eligible for Crossover
<input type="checkbox"/> Drafting Technology (5711)	1.00	Mathematics	1.00
<input type="checkbox"/> Business Law 1 (5527)	.50	Social Studies	.50
<input type="checkbox"/> Business Law 2 (5528)	.50	Social Studies	.50
<input type="checkbox"/> Economics (5535)	.50	Social Studies	.50
<input type="checkbox"/> Personal Finance (5526)	.50	Mathematics	.50

Credits earned in the academic crossover discipline prior to this application:

Mathematics: _____

Science: _____

Social Studies: _____

Is this crossover credit needed for graduation? ☐ Yes ☐ No

Have you received crossover credit in any academic area in prior years? ☐ Yes ☐ No

If so, list the course(s) below:

Student Name: _____ Date Submitted: _____

Counselor/Case Manager: _____ Date Approved: _____

Vice Principal: _____ Date Approved: _____

☐ Approved ☐ Not Approved

Date Entered: _____

A new policy to consider.

Instruction

Grading/Assessment Systems

It is the philosophy of this district that students respond more positively to the opportunity for success than to the threat of failure. The district seeks, therefore, through learner objectives and its instructional program, to make achievement both recognizable and possible for students. Achievement will be emphasized in the process of evaluating student performance.

Evaluation of student progress is a primary responsibility of the teacher. Every teacher shall maintain an evaluation record for each student in the teacher's classroom. The highest possible level of student achievement is a common goal of both school and home. A close working relationship between home and school is essential to the accomplishment of this goal. Regular communication with parents or guardians, utilizing a variety of means, about the scholastic progress of their student is a basic component of this working relationship. It is the responsibility of the school and individual staff members to keep parents or guardians well informed.

The administration and professional staff shall establish a system of grading, develop procedures for reporting academic achievement to parents and students, and determine when the requirements for promotion and/or graduation have been met.

The grading and reporting systems as developed by the administration and faculty are subject to the approval of the Superintendent and/or Board of Education.

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

(cf. 5124 - Reporting to the Parents)
(cf. 5125 - Student Records)

Legal Reference: Connecticut General Statutes

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

10-154a Professional communications between teacher or nurse & student.

10-209 Records not to be public.

11-8a Retention, destruction and transfer of documents

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

Instruction

Grading/Assessment Systems

Legal Reference Connecticut General Statutes (continued)

46b-56 (e) Access to Records of Minors.
Connecticut Public Records Administration Schedule V - Disposition of
Education Records (Revised 1983).

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

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

Falvo v. Owasso Ind. Sch. Dist. 99-5130 (10th Circuit-2000)

Owassa Ind. School Dist. v. Falvo, No. 00-1073 (U.S. Sup. CT)

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, presently numbered 5127.1 adopted 12/8/15, appropriate as renumbered, and with addition of legal reference.

Instruction

The Weighted Grade System

The Board of Education will offer a three level weighted grading system that encourages students to challenge themselves academically and rewards their efforts accordingly. Since it is recognized that courses vary in their complexity and the subsequent demands this places on student time, competency, and energy, certain courses are assigned a “greater weight” than other courses. The school system has adopted a weighted grade system of courses to offer more challenge and stimulation to students. This weighted grade system is in effect for computing all grade point averages.

A listing of all courses and their assigned weight offered each year will appear in the high school course of studies book. The course of studies book will be reviewed and approved annually by the Board of Education for the following school year. A course of studies ‘book will be posted on-line and copies will be available in the guidance department. Listed below is the weighted grade scale.

Grade	Numerical Equivalent	AP/ECE	Honors	College/ Career Prep	Honor Roll
A+	100-97	5.0	4.5	4.0	<u>HIGH HONORS:</u> 3.6 average with no grade lower than a B-.
A	96-93	5.0	4.5	4.0	<u>HONORS:</u> 3.0 average with no more than one (1) C.
A-	92-90	4.7	4.2	3.7	
B+	89-87	4.3	3.8	3.3	
B	86-83	4.0	3.5	3.0	
B-	82-80	3.7	3.2	2.7	
C+	79-77	3.3	2.8	2.3	
C	76-73	3.0	2.5	2.0	
C-	72-70	2.7	2.2	1.7	
D+	69-67	2.3	1.8	1.3	
D	66-63	2.0	1.5	1.0	
D-	62-60	1.7	1.2	.7	
F	59 and Below	0	0	0	

The above grade point averages will be in effect for grades 6-12. Grades 6-8 will use the College/Career Prep column for all course.

Instruction

The Weighted Grade System

Legal Reference: Connecticut General Statutes

10-220g Policy on weighted grading for honors and advanced placement classes.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6153 adopted 6/23/09, appropriate as written.

Instruction

Day and/or Overnight Educational Trips

The Enfield Board of Education encourages trips that are educational and closely associated with the prescribed curriculum and established goals of the Enfield Board of Education.

Day trips will be approved by the Building Principal. Day trips going to major cities like Hartford, New Haven, Bridgeport, New York, Springfield and Boston are subject to be cancelled by the Superintendent or his/her designee if the terror alert status changes to orange or red.

Trips that require “overnight” accommodations away from the student’s home or out of the country, will be approved by the Principal and the Superintendent of Schools or his/her designee. Overnight trips are subject to be cancelled if the terror alert status changes to orange or red by the Superintendent or his/her designee.

Students must obtain parental/guardian approval for all day trips and overnight trips. Parent(s)/guardian(s) will complete the Consent and Waiver permission slip and appropriate medical information forms. The participating school and the Enfield Board of Education is not responsible for any lost fees associated with trip cancellations.

Standardized forms will be used for making day and overnight trip requests. The Superintendent will inform the Board of the final status of all requested overnight trips or trip cancellations due to a change in the terror alert status.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6154, adopted 6/23/09, modified and with addition of legal reference.

Instruction

Homework

The purpose of homework is to reinforce and enhance the curriculum; it is assigned to help the student become more self-reliant, learn to work independently, improve study skills, reinforce and expand upon course content. Therefore, it is the policy of the Enfield Board of Education to require the assignment of homework on a routine basis and to have such homework considered in grading the student.

It is the teacher's responsibility to properly design, plan, review and evaluate homework in a timely manner. Such homework shall be carefully planned to achieve and enhance the curriculum goals and shall have a sound educational purpose. It is the student's responsibility to submit homework on time and according to the specifications established by the teacher.

Homework assignments also afford parents and/or guardians a way to acquaint themselves with the school program and their child's educational progress. Educators believe that parents and/or guardians have a positive impact on their child's learning when they discuss homework and course work with them. This can be accomplished through a periodic review of homework by parents and/or guardians.

In addition, parents and/or guardians can assist by

1. Providing a quiet place for study and homework
2. Encouraging the student to use a daily assignment notebook
3. Asking students daily about their homework assignments
4. Contacting the school to obtain current assignments when a student is ill
5. Contacting the teacher if they sense that their child is not completing or is
6. having difficulties with homework assignments.

~~The recommended amount of time that each student should spend on homework is as follows:-~~

Grade	1	2	3	4	5	6	7-8	9-12
Minutes	15	20	25	30	45	60	90	By
Daily								Dept.

Each grade level/department shall establish standard homework regulations that will be subject to review and approval by the building principal. ~~Each elementary and middle school will publish and distribute their homework regulations in the student handbook.~~ At the secondary level, course information sheets will be distributed to all students. The purpose of these regulations and course information sheets is to provide students and parents notice of the students' responsibilities for homework. It is recommended that teachers at the elementary and middle school levels avoid giving homework over vacation periods and holidays during the school term.

Instruction

Homework (continued)

Homework and Grades

Homework shall be either checked or reviewed and returned to the students in a timely fashion. Assignments should be either corrected and/or reviewed prior to testing. Daily homework shall represent up to 25% of the student's grade at the secondary level and up to 20% at the elementary level.

Unacceptable or Missing Homework

Each student is fully responsible for all homework. Assignments missed as a result of an excused absence should be handled on an individual basis. The reason for the student's absence should be strongly considered by the teachers when establishing deadlines for submitting homework that was unacceptable or missing. Students returning to school after an absence will meet with their teacher(s) to determine what homework was missed and to establish a schedule for completion of assignments. It will also be determined at that time whether after-school help is necessary. In the case of a known illness, the parent/guardian/student should contact the teacher(s) to arrange for make-up assignments during the period of absence.

Teachers shall remind students of their responsibility to complete all homework and shall explain the effect of missing, incomplete, or unacceptable homework on their grades. If a pattern of incomplete homework persists, the teacher shall inform the parent or guardian. If homework continues to be a problem after initial notification, the teacher shall make reasonable efforts to arrange a conference between appropriate school personnel, the student, and parent(s) and/or guardian(s) to discuss strategies to aid the student in fulfilling his/her responsibilities for the timely and appropriate completion of homework. Procedures for notification and conferences shall be established by each grade level/department subject to review and approval by the building principal.

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

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6156.2, adopted 9/25/12, modified.

Instruction

Off-Site Computer ~~Technology~~ Use by Staff

To facilitate computer use by Administrators, Educators, Board of Education Members, and who the Superintendent deems it necessary in the performance of their duties for instructional or administrative purposes, the building Principal may authorize the borrowing of microcomputers, assorted computer hardware and software, and other technological devices, for use by staff members. The off-site use must relate directly to the instructional or administrative goals of the school system. Such loans of school equipment are subject to the following:

1. Instructional use shall be defined as practice in the use of software related to instructional programs, preview of instructional software, curriculum development or revision or development or development of instructional materials.
2. Computers cannot be taken from lab or network setups where substantial dismantling of components is required.
3. Computers, assorted hardware, and software may be borrowed over weekends, school year vacation periods, and summer break. No item will be loaned if a disruption in educational programs result. Items must be returned so that they are available in working order for classroom use. Items must be returned at the end of the authorized loan period or upon request by the building principal or his/her designee. Staff requesting use of a computer hardware or software, must complete the Equipment Use Form.
4. The staff member will be held responsible and liable for damage, theft, or misuse of the borrowed equipment.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

ENFIELD PUBLIC SCHOOLS

EQUIPMENT USE FORM

Loan Date: _____ Anticipated Date of Return: _____

Borrower Information

Name: _____

Home Phone: _____

Address: _____

School Assignment: _____

Description of Equipment: _____

Serial Numbers (Inventory Identification Number): _____

Comments: _____

I have received the equipment listed above. If the equipment is lost, stolen or damaged while in my possession, I will take action to reimburse the Enfield Board of Education for the equipment within two weeks of the return date or the Board of Education may deduct the cost of the equipment from my salary.

Signature: _____

Date: _____

Date Returned: _____

Condition: _____

Granted by: _____

Returned to: _____

Existing policy, presently numbered 6163.1, adopted 6/23/09, appropriate as renumbered, and with addition of legal reference.

Instruction

Selection of Education Resources

I. Basic Principles For The Selection Of Educational Resources

- A. The Board of Education endorses the following School Library Bill of Rights, as drawn by the American Library Association, and feels that the principles in that Bill, which were meant primarily for school library media centers, should be thought of as guidelines related to the use of all educational resources in the schools:
 - 1. To provide resources that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
 - 2. To provide resources that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
 - 3. To provide a background of information which will enable students to make intelligent judgments in their daily lives.
 - 4. To provide resources on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.
 - 5. To provide resources representative of the many religious, ethnic, racial, and cultural groups and their contributions to our American heritage.
 - 6. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection.
- B. Interpreting these principles in selection of educational resources more specifically, the following will apply:
 - 1. It is the right and responsibility of teachers and library media specialists to select educational resources which are carefully balanced to include various points of view on any controversial subject.
 - 2. Educational resources are selected to provide for the interests and needs of the school community and the school program. These resources will be selected by teachers, principals, and library media specialists, sometimes considering the input of students.
 - 3. Selection of resources will be guided by the reading, examination, and checking of professional evaluating aids, standard catalogues, and book reviews.

Instruction

Selection of Education Resources

I. Basic Principles For The Selection Of Educational Resources (continued)

4. Educational resources will be examined to select those in which the presentation and the subject matter are suitable for the grade and the interest level at which they are to be used.

II. Procedures To Be Followed In The Selection Of Educational Resources

The Enfield Board of Education is legally responsible for all resources relating to the operation of the Enfield Public Schools.

The responsibility for the selection of educational resources is delegated through the Superintendent of Schools, the school principals, directors, supervisors, and coordinators to the various professional personnel. The responsibility for coordinating the selection of educational resources and making the recommendation for purchase in each school rests with the building principal and the department chairperson wherein the materials are to be used. In making a decision concerning resources to be purchased or in establishing priorities for the manner in which monies allotted for educational resources will be spent, it is imperative that the principal involve the staff members who will use the resources and obtain their advice before making a decision. If there is doubt about the advisability of ordering or using resources, all members of a department at the secondary level and all staff members of a school at the elementary level, who will use the resources, will be asked to advise before a decision is made. If a principal should negate the ordering of certain educational resources desired by staff members, this decision may be appealed to the Superintendent of Schools and eventually the Board of Education providing a majority of teachers in a department at a secondary school or a faculty of an elementary school vote to take such action.

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:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, presently numbered 6163.1a, adopted 6/23/09, modified.

Instruction

Challenges to the Use of Educational Resources

The Enfield Board of Education recognizes the right of a parent to request that certain educational resources be withheld from his/her child provided written request is made to the appropriate building principal. The parent's request shall be considered without prejudice to the child.

~~A parent cannot require that a basal textbook be withheld from his/her child but may request the resource in question be reviewed in accordance with this policy.~~

~~Basal textbooks are adopted by the Enfield Board of Education following the recommendation of the administration. Comments from the citizens of Enfield are an integral part of the adoption process.~~

~~No basal textbook series shall be removed unless acted upon by the Enfield Board of Education.~~

No parent nor group of parents has the right to negate the use of educational resources for students other than his/her own child.

I. Procedure To Be Followed

Challenges to the use of educational resources in the classroom or library will be considered using the following procedure:

- A. The complainant will first confer with the school Principal.
- B. If the complainant requests that the resource be removed from all students the complainant will receive a copy of ~~School Board Policy 6163.1a~~ of this policy by hand delivery, express mail or certified mail. Complainant will submit to the Principal a "Request for Reconsideration of Education Resources" within two weeks of receiving the policy. Failure to meet this time line will result in forfeiture of the complainant's right to submit this challenge during the current academic year. The Principal of the school will notify the Superintendent of the complaint.
- C. The Superintendent of Schools will authorize the Assistant Superintendent of Schools to form an ad hoc committee to review the resources in question.

II. Formation of Ad Hoc Committee

A. Secondary

1. A random selection pool composed of five volunteer staff members from each secondary school will be established by October 1st of each year. In the absence of volunteers, the Principal will appoint members.

Instruction

Challenges to the Use of Educational Resources

II. Formation of Ad Hoc Committee (continued)

A. Secondary (continued)

2. A committee of nine will be comprised of:
 - 6 teachers, two from each secondary school
 - 2 secondary library media specialists
 - 1 secondary school principal from a school not involved in the controversy

B. Elementary

1. A random selection pool composed of three volunteers from each school will be established by October 1st of each year. In the absence of volunteers, the Principal will appoint members.
 - 7 elementary teachers
 - 1 elementary librarian
 - 1 elementary principal from a school not involved in the controversy

III. Charge of the Committee

- A. The Librarian will call the first meeting of the committee. The committee will elect a Chairperson. The Principal will not be eligible for this position. The Chairperson of the committee will be responsible for seeing that the members of the ad hoc committee are supplied with copies of resources in question, and other relevant resources. The committee will review the usage, appropriateness, effectiveness, relevance, and value of the resource and will render a majority decision to recommend retention or removal of the resource. The committee will give a thorough and objective analysis of the resource through:
 1. Reading the entire book, viewing and/or listening to the resource in its entirety.
 2. Checking general acceptance of the resource by reading reviews and consulting recommended lists.
 3. Evaluating the resource for its strength, weakness, and value as a whole and not in part; the impact of the entire work being more important than the words, phrases, or incidents out of which it is made.
 4. Consulting resources available through the American Association of School Libraries (AASL), the Association for Educational Communication and Technology (AECT), and any other professional organization deemed appropriate.
 5. Calling upon any resource person from within or outside the school system

Instruction

Challenges to the Use of Educational Resources

III. Charge of the Committee (continued)

- B. Within five (5) school days after the decision has been reached, notice of the decision and reasons for same will be presented in writing to the Superintendent of Schools, the principal(s) concerned, all other school personnel involved in the decision, and the complainant.

IV. Appeal Process

The complainant may appeal this decision to the Board of Education by filing a notice of appeal of the decision of the ad hoc committee with the Superintendent's office within three weeks. Failure to file such notice within the three week period will result in forfeiture of the complainant's right to appeal the decision of the ad hoc committee.

V. Interim Use of Challenged Resource

The challenged resource will remain in use until the decision of the ad hoc committee has been reached.

VI. File of Challenged Resources

- A. A file of committee minutes, correspondence and samples of challenged resources will be kept in the office of the Superintendent of Schools. The availability of this file will be subject to the Freedom of Information Act.
- B. Any resource approved through the process describe above, or disapproved in selection or through challenge, may be reviewed after five years.

VII. Disposal of Challenged Resources

Resources which have been withdrawn as a result of the request for reconsideration will be disposed of in accordance with Board of Education policy.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

REQUEST FOR RECONSIDERATION OF EDUCATIONAL RESOURCES

Print Resources

Title _____
 Author _____
 Publisher _____
 Copyright Date _____

Non-Print Resources

Title _____
 Producer _____
 Copyright Date _____

Non print media _____ Computer Software _____

Request initialed by _____
Address _____

Phone Number _____

School(s) in which resource is used _____

To what in the resource do you object? (Please be specific)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

P6161.12
Form
(continued)

Did you read or review the resource in its entirety? _____

What, if any, value do you see in this resource? _____

What similar resource would you recommend which you would consider to be of superior quality? _____

Person making this request represents _____
(Self) *(Group or Organization)*

Signature

Date

(Please return this form to the Principal of the school where this complaint originated)

Existing policy, presently numbered 6161 adopted 6/23/09, appropriate as renumbered, and with addition of legal reference.

Instruction

Damaged/Lost Instructional Materials

It is the intent of the Board of Education to impose sanctions against students who damage school property, lose and/or damage textbooks and any other educational materials. The Superintendent of Schools is authorized by the Board of Education to set regulations and adopt any guidelines necessary to carry out the intent of this policy.

In cases where students refuse to pay for charges for damaged and/or lost materials, they may have grades, transcripts and/or report cards withheld.

Legal References: Connecticut General Statutes

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

10-228 Free textbooks, supplies, materials and equipment

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A mandated policy suggested as replacement for existing regulation, presently numbered 6150 approved 1/5/96, which does not reflect legislative modifications.

Instruction

Comparability of Services

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

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

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

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

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

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

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

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

Instruction

Comparability of Services (continued)

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

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

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

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

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

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

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

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

Policy adopted: ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A mandated policy.

Instruction

Surveys of Students (Student Privacy)

Surveys can be a valuable resource for schools and communities in determining student needs for educational services. The Board of Education (Board) recognizes its responsibility to enact policies that protect student privacy in accordance with law. This is particularly relevant in the context of the administration of surveys that collect personal information, the disclosure of personal information for marketing purposes and in conducting physical exams. When a survey is used, every effort should be made to ask questions in a neutral manner to ensure the accuracy of the survey.

Administrators, teachers, other staff members and the Board of Education may use surveys for many purposes. Such purposes may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related, to a specific subject or units. These are examples of surveys and not intended to be an all-inclusive listing. Administrative approval is required for surveys. Responses will not be used in any identifying manner.

Surveys used in any experimental program or research project will be subject to the requirements of Policy 6141.11. Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program.

Note: The term “survey” includes an evaluation.
--

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/guardian.

Instruction

Surveys of Students (Student Privacy) (continued)

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

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.

For surveys not funded in any part by the federal government, parents/guardians need not give written consent, but must instead be given prior notice of the survey with the opportunity to opt their child out of participation if the survey elicits information concerning any of the eight protected areas listed above.

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

Marketing

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

- a. College or other postsecondary education recruitment, or military recruitment;
- b. Book clubs, magazines and programs providing access to low-cost literary products;
- c. Curriculum and instructional materials used in schools;
- d. Tests and assessments used by schools to provide cognitive, evaluative, diagnostic, clinical, aptitude or achievement information about students;
- e. Student recognition programs; and
- f. The sale by students of products or services to raise funds for school-related activities or education-related activities.

Instruction

Surveys of Students (Student Privacy) (continued)

Note: *“Personal Information” means individually identifiable information including a student’s or parent’s first and last name, home address, telephone number or social security number. 20 U.S.C. §1232h(c)(6)(E).*

Invasive Physical Examinations

Note: *The term “invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening.*

Prior to the administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law, a student’s parent/guardian will be notified and given an opportunity to opt their child out of the exam. Hearing, vision and scoliosis screenings are not subject to prior notification.

Inspection of Instructional Material

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

Note: *The term “instructional material” means instructional material that is provided to a student, regardless of format including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). It does not include academic tests or academic assessments.*

The law does not identify a “reasonable period of time.” Therefore the district is free to identify any period of time it deems reasonable.

Notification

Parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy and when enrolling students for the first time in District schools. The District shall also notify parents/guardians within a reasonable period of time after any substantive change to this policy.

Instruction

Surveys of Students (Student Privacy)

(cf. 6141.11 - Curriculum Research/Experimental Projects)
(cf. 6161 – Equipment, Books and Materials: Provision/Selection)
(cf. 6161.1 – Evaluation/Selection of Instructional Materials)
(cf. 6161.12 – Reconsideration of Materials)

Legal Reference: Elementary and Secondary Education Act of 1965, 20 U.S.C. §1232h
Protection of Pupil Rights Amendment, as amended by the Every Student
Succeeds Act, Pub. L. 114-95

Regulation 34 CFR Part 98 (PPRA Regulations)

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Model Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents and students who are 18 or emancipated minors ("eligible students") certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- **Consent** before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- **Receive notice and an opportunity to opt a student out of-**
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- **Inspect, upon request and before administration or use-**
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

[School District will/has develop[ed] and adopt[ed]] policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. [School District will directly notify parents and eligible students of these policies at the beginning of the school year] and after any substantive changes. [School District] will also directly notify parents and eligible students, such as through U.S. Mail or email, at least annually at the start of each school year of the specific or approximate dates of the following activities listed below and provide an opportunity to opt a student out of participating. Parents will also be provided an opportunity to review any pertinent surveys.

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office - U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

PPRA Model Notice and Consent/Opt-Out for Specific Activities
[LEAs should adopt the following model form as appropriate]

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. §1232h, requires **[name of school district or school]** to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings.

Following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and for surveys and activities schedules after the school year starts, the District will provide parents with a reasonable period of time prior to the administrations of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt your child out, as well as an opportunity to review the survey. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 or older or an emancipated minor under State law.)

Date: On or about October 15, 2017

Grades: Five and Six

Activity: ABC Survey of At-Risk Behaviors.

Summary: This is an anonymous survey that asks students questions about behaviors such as drug and alcohol use, sexual conduct, violence, and other at-risk behaviors. The survey also asks questions of a demographic nature concerning family make-up, the relationship between parents and children, and use of alcohol and drugs at home.

Consent [for ED funded, protected information surveys only]: A parent must sign and return the attached consent form no later than **[insert return date]** so that your child may participate in this survey.

Opt-out [for any non-ED funded protected information survey]: Contact **[school official]** at **[telephone number, email, address, etc.]** no later than **[date]** if you do not want your child to participate in this activity.

Date: November 22 - 24, 2017

Grades: One through Six

Activity: Flu Shots

Summary: The County Department of Public Health Services will administer flu shots for influenza types A and B.

Opt-out: Contact [school official] at [telephone number, email, address, etc.] no later than [date] if you do not want your child to participate in this activity.

Below are two examples dealing with the collection, use and distribution of personal information for student-based commercial services. Administrators should particularly note the difference in the type of consent required for each activity depending on what personal information is being collected, used or distributed.

[Survey A: Limited to personal information designated as "directory information"]

Date: 2017-2018 School Year

Grades: Nine through Twelve

Activity: Student-Based Commercial Services

Summary: [School] collects, or allows businesses to collect, use, and disclose personal information on students, including names, addresses, and telephone listings. These businesses provide student-based products and services, such as computer equipment, sports clothing, school jewelry, and entertainment products.

Opt-out: Contact [school official] at [telephone number, email, address, etc.] no later than [date] if you do not want your child to participate in this activity.

[Note to schools: This information - names, addresses, and telephone listings - may be designated and disclosed as "directory information" under the Family Educational Rights and Privacy Act (FERPA). Instead of using this Model Notice format, schools may meet PPRA notice requirements for specific marketing activities that involve only designated "directory information" by allowing parents to opt out of "directory information" at the start of each school year, which would include all marketing activities.]

[Survey B: Collects personal information beyond designated directory information]

Date: 2017-2018 School Year

Grades: Nine through Twelve

Activity: Student-Based Commercial Services

Summary: [School] collects, or allows businesses to collect, use, and disclose personal information on students, including names, addresses, telephone listings and social security numbers. These businesses provide student-based products and services, such as computer equipment, sports clothing, school jewelry, and entertainment products.

Consent: A parent must sign and return the attached consent form no later than [insert return date] so that your child may participate in this activity.

[Note to schools: While some of the information - names, addresses, and telephone listings - may be designated and disclosed as "directory information" under the Family Educational Rights and Privacy Act (FERPA), schools that permit marketing activities that involve the collection, use, and disclosure of students' social security numbers may not use an opt-out procedure and must obtain prior written consent in accordance with §99.30 of the FERPA regulations.]

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to [school official, address]. [School official] will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

I _____ give my consent for _____ to take the ABC
[parent's name] [child's name]

Survey of At-Risk Behaviors on or about October 15, 2018.

Parent's signature

Please return this form no later than [insert date] to the following school official: [Provide name and mailing address.]

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

**WRITTEN CONSENT OF STUDENT SUBMISSION TO
SURVEYS, PERSONAL ANALYSIS, OR EVALUATIONS**

(This form is to be used to provide as required by federal law written consent of a student's parent or guardian to the student's participation in a survey, a personal analysis, or an evaluation.)

Name of Student: _____

Address: _____

Grade/School Year: _____ Birthdate of Student: _____

Name of Student's Parent or Guardian: _____

Address of Parent or Guardian: _____

The survey, personal analysis, or evaluation reveals the following information: (check all those applicable)

- ☐ Political affiliations or beliefs of the student or the student's parent.
- ☐ Religious beliefs, practices, or affiliations of the student or the student's parent.
- ☐ Mental or psychological conditions that may embarrass the student or his/her family.
- ☐ Sexual behavior and attitudes.
- ☐ Illegal, anti-social, self-incriminating or demeaning behavior.
- ☐ Critical appraisals of other individuals with whom the student has a close family relationship.
- ☐ Legally recognized privileged or confidential relationships, including a relationship with a lawyer, physician, or minister.
- ☐ Income (except as required by law to determine eligibility for participation in a program or for receiving financial assistance under a program.)

A copy of the personal analysis, survey, or evaluation is attached for your review.

I, (name of parent/guardian of student), consent to the participation of (name of student) in the attached survey, personal analysis, or evaluation.

(Signature of Parent/Guardian)

(Date)

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

RIGHT TO INSPECT CERTAIN INSTRUCTIONAL MATERIAL

In addition to any other rights with respect to the inspection of instructional materials, the parent or guardian of a child enrolled in a school within the Enfield School District which receives funds from the United States Department of Education either directly or indirectly, shall be entitled to inspect those instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any school program or curriculum.

Any complaints arising under this policy may be submitted in accordance with the policy for parental (public) complaints.

Legal Reference: 20 U.S.C. 1232h(a)

**STUDENT SUBMISSION TO REQUIRED SURVEYS,
ANALYSIS, OR EVALUATIONS OF SCHOOL PROGRAMS**

No student shall be required without prior written consent of the student's parent or guardian, as part of any school program or curriculum which receives funds from the United States Department of Education, to submit to a survey, analysis, or evaluation which 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 or demeaning behavior;
- (5) critical appraisals of other individuals with whom respondents have close family relationships;
- (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- (7) religious practices, affiliations or beliefs of the student or the student's parent; or
- (8) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Legal Reference: 20 U.S.C. 1232h(b)

A recommended sample policy to consider.

Instruction

Use of Copying Devices

Copyright Law Compliance

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

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

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

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

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

The Board therefore directs that;

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

Instruction

Use of Copying Devices

Copyright Law Compliance (continued)

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

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

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, presently numbered 6155, adopted 8/25/09, modified.

Instruction

Live Animals in the Classroom

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

1. All animals in the classroom or on school property will be treated in a humane fashion.
2. All requests to have animals in the classroom or on school property must be submitted to the Principal in writing. Included in the request should be a description of the activity, type of animal, educational purpose/benefit, length of activity, and a plan for the care of the animal. The Principal has the discretion to permit or deny the presence of animals.
3. Parents/guardians must be notified in writing prior to any activity involving animals with the exception of random K-9 searches by the law enforcement agencies.
4. 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.
5. 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.
6. No domesticated animals, including dogs, cats, ferrets, primates, or livestock, shall be allowed in schools unless proof of appropriate and/or current rabies vaccination is provided.
7. No wild animal (i.e., skunks, raccoons, bats, ground hogs, ground hogs, monkeys, or fox, etc.) 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.) Under no circumstances will students be allowed direct contact with these animals.
8. All animals brought for exhibit must be restrained by the owner/handler.
9. No poisonous animals are allowed unless brought in cages/containers that prevent contact with students and faculty.

Instruction

Live Animals in the Classroom (continued)

10. 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.
11. 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.
12. 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.
13. 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.
14. No animals will be allowed free range in the facility.
15. 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.
16. 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.
17. 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.

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:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, presently numbered 6144 adopted 6/23/09, appropriate as renumbered and with addition of legal reference.

Instruction

Science Classroom Dissection of Animals

The Enfield Board of Education endorses the dissection experience as a valuable method of instruction for learning the relation of anatomy to function in the study of organisms.

Students are encouraged to learn through the laboratory experience of dissection, as well as through related readings, demonstrations, models, audio-visuals and other appropriate methods available.

The educational needs of the student who is determined to have a conscientious objection to dissection will be addressed on an individual basis through alternative assignments.

Inherent in this policy is the understanding that the grade of the student will not be reduced due to the selection of an alternative assignment, however, the student will be responsible for all material presented.

Legal Reference: Connecticut General Statutes

P.A. 13-272 An Act Concerning Dissection Choice

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT

Dissection Alternative Assignment Request Form

I request that _____ be given an alternate
Name

Assignment instead of participating in a planned dissection.

The following is given as the reason(s) for this request.

I, as the parent/guardian, have read the dissection policy. It is with my full understanding of the policy and its intent that I give permission to my son's/daughter's teacher to provide an alternative assignment.

Parent's/Guardian's Signature

Date

Parent's/Guardian's Address

Parent's/Guardian's Telephone Number

I will be responsible for completing an alternate assignment provided by my teacher due to my choice not to participate in dissection.

Student's Signature

Date

Required sample policy.

Instruction

Drugs, Tobacco, Alcohol

Since the use of these 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 which 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(d) Boards of education to prescribe rules.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A required policy to consider.

Instruction

Acquired Immune Deficiency Syndrome (AIDS)

Education is the best way to prevent the spread of AIDS, and through learning the facts about AIDS, students are better able to make decisions which will keep them healthy and even save their lives. Various school district curricula, including health curricula, science curricula, and social studies curricula among others shall include information on AIDS - both its cause and prevention.

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

Legal Reference: Connecticut General Statutes

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

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

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

Instruction

Alternative Education Programs

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

The Board of Education (Board) is dedicated to providing educational options for all students within available financial constraints. It is recognized 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)

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

A list of alternative programs will be approved by the Board annually. The Superintendent may/shall provide for the involvement of staff, parents and the community in recommending alternative education programs for Board approval. The alternative education program, subject to Board approval, must have a transparent and defined purpose, 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.

Instruction

Alternative Education Programs (continued)

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.

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

(cf. 6172.11 – Relations with Charter Schools)

(cf. 6172.12 – Magnet Schools)

(cf. 6172.41 – Title I Program)

(cf. 6172.6 – Virtual/Online Courses)

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.
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Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, presently numbered 6172, adopted 1/24/12, appropriate as renumbered if still current practice.

Instruction

Education Instruction Under Parental Direction

Home-Schooling

The Enfield Board of Education recognizes the right of parents to fulfill their obligation to ensure an education for their children by schooling them at home. The Board instructs the school administration to work cooperatively with home-schooling parents. The administration will adhere to the Connecticut State Department of Education guidelines for submitting forms for program review and home-school parents are required to complete these forms.

Home schooled children cannot attend elementary or middle school classes. High school courses only may be audited by home-schooled children under the following specifications and satisfying all State requirements related to immunization and State mandated school health assessments. Specifically, home-schooled children may attend on a part-time basis only where such attendance does not interfere either directly or indirectly with the education of children formally enrolled in the schools on a full-time basis and only where available space exists. All prerequisites required for course enrollment have been met. Students may audit classes but cannot receive grade/credit. Transportation requirements for home-schooled students attending public school on a part-time basis are the responsibility of the parent. It is understood that the Enfield Public Schools has no obligation under the law to provide services to children who are being home-schooled and that the decision to provide services is at the sole discretion of the Board of Education. No special education or related services shall be provided to a child who is home schooled. Participation in extracurricular/co-curricular activities is governed by the regulations of the Connecticut Interscholastic Athletic Conference (CIAC) and applicable eligibility requirements for full-time public school enrollees.

Legal References: Connecticut General Statutes
 10-184 Duties of parents
 10-184a Special education programs not required for children in home or
 private schools
 10-220 Duties of boards of education

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

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

Instruction

Parent and Family Engagement Policy for Title I Students

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

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

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

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

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

Instruction

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

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

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

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

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

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

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

The "School-Parent Compact" shall:

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

Instruction

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

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

Note: Districts with more than one school participating in a Title I program may wish to consider the establishment of a district wide parent advisory council.
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Information about parental involvement and actions taken to improve parental involvement shall be included, as required, in the strategic school profile submitted annually by the Superintendent to the Board of Education and the Commissioner of Education. Such actions to improve parental involvement may include methods used to engage parents in the planning and improvement of school programs and to increase support to parent's efforts at home to assist their children on learning activities.

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

(cf. 1110.1 – Parent Involvement)

(cf. 6161.3 – Comparability of Services)

Legal Reference: Connecticut General Statutes

10-220(c) Duties of boards of education

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

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

20 U.S.C. §7801 - Definitions

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

SAMPLE LETTER FOR PARENTS

[Insert School Letterhead]

[Date]

[Parents' Name]

[Parents' Address]

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

Dear [insert parent name]:

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

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

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

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

Sincerely,

School Principal

Enclosure

pc: Superintendent of Schools

Instruction

Parent and Family Engagement Policy for Title I Students

School-Parent Compact

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

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

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

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

Required School-Parent Compact Provisions

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

School Responsibilities

The name of school will:

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

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

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

Teacher Responsibilities

Teachers participating in the Title I programs will:

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

Parent Responsibilities

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

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

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

Parent Responsibilities (continued)

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

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

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

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

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

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

The name of school will:

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

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

Optional School Responsibilities

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

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

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

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

Funding

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

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

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

Consultation

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

Parent and Family Engagement Policies

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

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

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

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

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

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

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

Existing policy, number 6174, adopted 5/31/05 appropriate as written if still current practice.

Instruction

Summer School Policy

I. A summer school program of study will be offered each summer to residents of Enfield and surrounding communities for the purpose of:

1. Making up credit loss and/or required courses.
2. Improvement of Grade Point Average (GPA).
3. Elective courses.
4. Enrichment.
5. Maintenance of Skills/Academic Intervention.
6. CMT/CAPT Support.
7. Literacy/Numeracy Support for Graduation Requirements.

II. General Guidelines:

A. Elementary School:

The primary objective of the elementary Summer Learning Academy is to strengthen student skills in literacy and numeracy, support student success on the CMT, and provide continuity of the elementary curriculum.

B. Middle School:

1. The primary objective of the middle school summer program is to strengthen student skills in literacy and numeracy, provide support for student success on the CMT, ensure continuity of the curriculum, and reinforce study skills. The grades earned in summer school are combined with those earned during the school year to raise a student's GPA to a minimum of 4.0 (C-).
2. Board Policy ~~5123~~ defines the conditions under which a student may achieve promotion in summer school.
3. Enrollment for any summer school course taken in Enfield or outside the Enfield school district by an Enfield Public Schools student must receive the prior approval of the student's guidance counselor and building administrator.

C. High School:

1. The primary objective of the High School summer school program is to afford students the opportunity to make up lost credits/required courses, improve grade point average and/or take enrichment courses. Details are specified in part of this policy.

Instruction

Summer School Policy

II. General Guidelines: (continued)

C. High School: (continued)

2. Enrollment and credit for any summer school course taken in Enfield or outside the Enfield school district by an Enfield Public Schools student must receive the prior approval of the student's guidance counselor and building administrator.
3. Summer school courses, unless approved in advance by a building administrator, will be treated as level 3 courses for GPA computational purposes.
4. No more than 50% of the total credits needed in a required subject area for graduation may be accrued in summer school.
5. The student must complete all established requirements for a given summer school course to receive credit.

III. High School Summer School Options:

A. Making-up lost credit(s)/required courses.

1. Available to students who have lost credit(s) due to the attendance policy or who have failed courses.
2. Students must have been enrolled for the entire course and earned a course average of 50 or a grade of 50 on the final exam during the regular school year to enroll in a summer school course.
3. Credit for any summer school course will be awarded only to the amount lost in any individual school year.
4. If a required or make-up course is not offered during summer school, an appropriate substitute course, approved by a building administrator, may be taken.
5. Both the regular year's grade and the summer school grade will be included on the transcript and shall be factored into the student's career GPA.

B. Improving Grade Point Average:

1. Available to students who have passed a course during the year but who wish to improve their grade.
2. The final grade earned in summer school courses will be -added to the student's high school transcript. Both the grade earned during the school year and the summer school grade will be included on the student's transcript.
3. Computation of a new GPA using the final grade earned in summer school will be at the discretion of the student.

Instruction

Summer School Policy

III. High School Summer School Options: (continued)

C. Enrichment Courses

1. These courses are available to students who wish to take prerequisite courses or who wish to increase their general knowledge.
2. Credit awarded for these courses will follow the state guidelines (i.e., 120 clock hours - 1 credit).
3. Course(s) taken at colleges will be granted high school credit on an equal basis but not to exceed a total of two credits.
4. Students may elect to include college credit on their high school transcript and toward their GPA.
5. Any enrichment course will not replace any required course nor can it be applied toward the number of credits required for graduation.

D. Graduation Requirements:

1. A summer school literacy and numeracy intervention program is offered at the student/parent's expense to all students who have not met the literacy and/or numeracy performance standards after their junior year. The program's goal is to raise the level of student performance in literacy and/or numeracy to help the student satisfactorily pass/complete the performance task.
2. Only students who have taken and failed the literacy intervention course (*Reading and Writing for Literacy*) and/or the numeracy intervention course (*Integrated Practical Math*) during their senior year are eligible to receive credit for each course in summer school.

IV. Operational Guidelines:

A. The Director of Summer School is responsible for the:

1. Recommendation of summer school schedule, courses, and hours to the Superintendent of Schools for approval.
2. Assignment of students.
3. Setting and collecting of fees.

(B through D applies to middle and high school only.)

B. Transportation to and from summer school is the responsibility of the individual student.

C. More than one absence will result in loss of credit and/or dismissal without refund, subject to appeal. If a student is late to class by ten minutes or more, it will be recorded as a tardy. Three tardies will be considered an absence.

Instruction

Summer School Policy

IV. Operational Guidelines: (continued)

- D. The disciplinary code of summer school will differ in no respect from the regular school year. Violation of the disciplinary code may result in loss of credit and/or dismissal without refund.
- E. A final exam must be taken at the conclusion of all high school summer school courses and will account for 20 percent of the final course grade. The final exam will be comparable in difficulty and scope as that given during the regular school year. The final exam must be approved by the appropriate department chairperson(s). In any generic course a comparable final exam is to be used.

V. Driver Education, offered in the summer program, is outlined in Policy 6142.1.

- VI.** Tuition will be determined on an annual basis with out-of-district students paying a minimum of 15% more than what is required of Enfield residents.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6176 adopted 6/23/09, appropriate as written.

Instruction

Vocational and Career Education

Career Education is a lifelong developmental process through which an individual can be helped to gain knowledge of himself and the world of work and to learn the skills needed for effective career planning and preparation. The ultimate goal of a Career Education program is to facilitate the growth of individuals skilled in the basic areas of: Self-Knowledge and Interpersonal Skills; Career Roles and Settings; Career Planning and Decision-Making Techniques; and Basic Academic Studies and Vocational Preparation.

In this era of rapid change, of increasing technology and job specialization, it is incumbent upon the school and community to provide its citizens with appropriate orientation and preparation for the many career opportunities that do now exist or will exist in our society.

Provisions must be made for all students; those who choose to pursue a career through higher education, those who seek additional training, and those who will enter the employment market after high school.

Career education experience should be a sequential development commencing in early kindergarten life and continuing through adult life.

The Enfield Board of Education believes it is imperative that the above needs be met, therefore, will encourage programs to meet this end.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Suggested replacement for existing policy presently numbered 6210 adopted 6/23/09, which does not reflect legislative modifications.

Instruction

Adult Continuing Education

The Board recognizes that education is a lifelong process. Therefore, the Board of Education shall establish and maintain a program of adult education classes. (or shall provide for participation in a program of adult classes for its adult residents through a cooperative arrangement with another school district or with a cooperating eligible entity or with a regional service center.) The adult education program shall be open to all residents over age 17, not attending any public or private elementary, middle or senior high school. A student who is under age 17 and a mother may attend adult education classes if her request is approved by the Board. The program shall offer a variety of subjects to serve civic, cultural, vocational, and avocational needs of the community. Course offerings shall be determined by response to courses previously given and by newly arising needs and interests, subject to limitations of the plant, personnel and equipment.

The District, as permitted by statute, shall determine the minimum number of weeks per semester the adult education program will operate. Certified counseling staff shall be provided to assist adult education program students with educational and career counseling.

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

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

In addition, college preparatory classes may be offered for adults who have earned a high school diploma or its equivalent and require postsecondary developmental education that will enable such adults to enroll directly in a program of higher education, as defined in C.G.S. 10a-34, at an institution of higher education upon completion of such classes. A fee may/shall be charged for these classes.

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

Instruction

Adult Continuing Education

The District, in determining the satisfactory completion of needed credits for an adult education diploma shall award, subject to any State Board of Education regulations:

1. Credit for experiential learning, including:
 - a. Not more than two non-required credits for military experience, including training;
 - b. Not more than one vocational education non-required and one required or not more than two non-required credits for occupational experience, including training; and
 - c. Not more than one non-required credit for community service or avocational skills;
2. Credit for successful completion of courses taken for credit at state-accredited institutions, including public and private community colleges, technical colleges, community-technical colleges, four-year colleges and universities and approved public and private high schools and technical high schools;
3. Up to six credits for satisfactory performance on subject matter tests demonstrating prior learning competencies; and
4. Up to three credits for independent study projects, provided no more than one such credit shall be applied to each required subject area.

Adults in Day Secondary School Programs

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

(cf. 5134 - Married/Pregnant Students)

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

Instruction

Adult Continuing Education

Legal Reference: Connecticut General Statutes

- 10a-34 Ability to confer academic degrees
- 10-67 Adult education-definitions (as amended by P.A. 03-100)
- 10-69 (as amended by P.A. 03-100, P.A. 11-126 and P.A. 13-121) “adult residents”
- 10-71 (as amended by P.A. 03-100)
- 10-71a State grants for adult education programs.
- 10-73a Adult education
- 10-73b Grants for adult education services of programs conforming to state plan.
- 10-73c Basic adult education programs.
- 10-233d Expulsion of students
- P.A. 96-244 An Act Concerning Technical Revision to the Education Statutes.
- P.A. 97-290 An Act Enhancing Choices and Opportunities
- P.A. 03-102 An Act Concerning Adult Education and Workforce Development
- P.A. 13-121 An Act Concerning Adult Education and Transition to College
- Title II – Workforce Investment Act (WIA), Public Law 105-220

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)