

**SIMSBURY BOARD OF EDUCATION
POLICY SERIES 6000, INSTRUCTION**

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**SIMSBURY BOARD OF EDUCATION
POLICY SERIES 6000, INSTRUCTION**

6000 GENERAL

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

Within limitations of budgets made available to it by the Town, the Board of Education will provide personnel, equipment, instructional supplies and materials, and other support required to meet professional staff needs and community goals. The Board, understanding that education requires continuing change, also supports continuing in-service education for certified and non-certified staff. The Superintendent of Schools shall present regular evidence of student progress and of program modifications based on evaluations which are consistent with district goals and objectives. Evidence of educational productivity is important in order to evaluate the educational system, to guide improvement efforts and to develop public support for the schools.

Adopted June 27, 2006

6004 PROVISIONS OF NEGOTIATED AGREEMENTS/CONTRACTS

All articles included in negotiated agreements/contracts with teachers' and administrators' bargaining representatives shall have the effect of Board of Education policy. In cases of conflict between negotiated agreements/contracts and Board of Education policies or administrative regulations, agreements/contracts take precedence.

Legal Reference: Connecticut General Statutes
10-153a through 10-153j
10-7-467 et seq.

Adopted June 27, 2006

6010 GOALS

The Board of Education establishes the following goals for instructional program:

1. To instill in students basic skills as well as the knowledge, attitudes and habits that will allow them to adopt, adapt and utilize these skills in the ever-changing environment;
2. To provide an educational program that challenges each student yet minimizes failure. Everyone willing to make the effort to work and learn should be able to achieve a certain measure of success;
3. To develop an educational program that is comprehensive and involves input from all groups within the school community, especially administrators, teachers, staff, parents and students;
4. To create a learning process that emphasizes human worth and incorporates real and relevant experiences that students may identify with and learn from easily; and
5. To provide educational opportunities for students to interact with students and leaders from other racial, ethnic, and economic backgrounds in order to reduce racial, ethnic and economic isolation. This may involve providing such opportunities with students from other communities.

Legal Reference: Connecticut General Statutes
10-4a Educational interests of state defined, as amended by
PA 97-290, An Act Enhancing Educational Choices and
Opportunities
10-220 Duties of Boards of Education.

Adopted October 10, 2006

6110 CURRICULUM

The Board shall provide curriculum instruction in accordance with Sections 10-15, 10-16b, 10-18 and other relevant sections of the Connecticut General Statutes.

In accordance with state statutes, the prescribed course of study shall include at least the following subject matter:

1. The arts;
2. Career education;
3. Consumer education;

4. Health and safety, including, but not limited to, human growth and development; nutrition; first aid; disease prevention; community and consumer health, physical mental and emotional health, including youth suicide prevention, substance abuse prevention, and safety and accident prevention;
5. Language arts, including reading, writing, grammar, speaking and spelling;
6. Mathematics;
7. Physical education;
8. Science;
9. Social studies, including, but not limited to, citizenship, economics, geography, government and history;
10. At least on the secondary level, one or more foreign languages and vocational education.

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

Revised June 27, 2006

6112 CONTROVERSIAL ISSUES

The free discussion of controversial issues is an integral part of a viable educational system.

The discussion of controversial issues shall be determined by the relevancy of the issue and the ability and maturity level of the student.

The schools shall provide opportunities for all pupils to analyze current problems, gather and organize pertinent facts, discriminate between fact and opinion, detect propaganda, identify prejudice, respect the opinions of others, accept the principles of majority rule and the rights of minorities, and draw intelligent conclusions.

6113 CURRICULUM GUIDES AND COURSE OUTLINES

It shall be the responsibility of the Superintendent to continuously review, evaluate and revise curriculum. Periodic reports shall be presented to the Board identifying pupil accomplishments in relation to curricular objectives.

Basic curriculum elements shall be formally written into curriculum guides and outlines for the information of staff, parents and students.

The Superintendent shall be responsible for the publication of curriculum guides and course outlines.

6113.1 Reports to Board

The Superintendent shall submit regular reports to the Board concerning the effectiveness of the curricular program. He/she may charge certain individuals or groups with curriculum evaluation and/or revision projects. The Curriculum Committee of the Board shall make regular reports to the Board regarding the status of curriculum in the district.

6113.2 Board Approval

The Superintendent shall recommend for adoption by the Board of Education curriculum revision which shows promise of improving the curricular offerings of the system and student learning outcomes.

Revised June 27, 2006

6114 CURRICULUM DESIGN/DEVELOPMENT/EVALUATION

Curriculum development shall be guided by:

1. Board goals, needs assessment, current research and accountability demands;
2. Range of student abilities, aptitudes, and interests;
3. Community aspirations for student learning;

Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study.
10-16c et seq. re family life education.
10-17 English language to be medium of instruction.
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6114.2 Student Wellness Policy

It is the policy of the Simsbury Board of Education to promote the health and well-being of district students. In furtherance of this policy, an Advisory Council on Wellness (“Advisory Council”) meets to review any available state or federal guidance on wellness issues and to assist in formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among district students. This Advisory Council involves parents, students, representatives from the district Nutrition Services Department, teachers of physical education, school health professionals, school administrators, member(s) of the board of education, and community member(s). The Advisory Council will be involved in the development and implementation of the policy, the triennial assessment and periodic updating of the policy.

I. GOALS AND GUIDELINES

The Board, following consultation with the Advisory Council, adopts the following goals and guidelines in order to promote student wellness:

A. Nutrition Education and Promotion

- Reviewing “Smarter Lunchroom” tools and strategies with nutrition services staff
- Including nutrition education as part of secondary health education classes and/or stand-alone courses including curricula that promote skill development, such as meal planning, recognizing food groups within a meal, understanding health information and food labels to evaluate the nutrient quality and contribution of foods
- Integrating nutrition education into other core subjects such as math, science, language arts, and social sciences, as appropriate
- Including nutrition and health posters, signage, or displays in the cafeteria food service and cafeterias, classrooms, hallways, gymnasium and/or bulletin boards that are frequently rotated, updated or changed
- Offering information to families that encourages them to teach their children about health and nutrition which can assist them in planning nutritious meals for their families
- Partnering with community health agencies or organizations for school wellness activities
- Scheduling school meals at appropriate times in appropriate settings
- Marketing healthy food in ways that increase its appeal

B. Physical Activity and Other School-Based Activities

- Offering staff wellness activities and professional development opportunities related to health and nutrition that inspire school staff to serve as role models and practice healthy eating, physical activity and other activities that support staff and wellness
- Sponsoring health fairs, school supported/PTO events and/or family wellness activities
- Sending information via school/faculty newsletters promoting healthy eating, healthy recipes and physical activity
- Setting at least minimum physical education requirements including time and frequency
- Setting reasonable/appropriate teacher to student ratios for physical education classes
- Setting at least minimum requirements for recess, including amount of time/scheduling of recess time
- Requiring recess to be outdoors, if possible
- Encouraging walking and biking to school through safe route programs, where possible

C. Nutritional Guidelines for School Food

- District compliance with current meal patterns (e.g., offering fruits and vegetables each day, more whole grains and portion sizes and calories standards to maintain a healthy weight)
- All reimbursable school meals (i.e., free and reduced lunches shall meet the program requirements and nutritional standards established by the USDA regulations applicable to school meals)
- District website includes current school menus and description of the National School Breakfast and Lunch Programs
- Participation in the school meal programs will be promoted and families are notified of the availability of Child Nutrition Programs as well as how to determine children's eligibility for such programs
- Supporting healthy eating by considering evidence-based research and providing appropriate time for and duration of school meals
- Information about the availability of free drinking water throughout the school day is noted in student handbooks
- Regulations for a la carte, vending machine, concession and school store offerings in each school are available to all staff
- Regulations for after school activities, field trips, school events and school party offerings are clearly communicated to school staff and families—including the rationale for eliminating the use of food as a reward.
- Training and certification of food preparation and food service staff.

II **MEASURING THE IMPLEMENTATION OF WELLNESS POLICY**

Pursuant to this policy, the Assistant Superintendent for Teaching & Learning shall be responsible for the oversight of the school district's wellness program. The Assistant Superintendent for Teaching & Learning, in cooperation with the Advisory Council on Wellness, shall be responsible for ensuring that the goals and guidelines relating to nutrition education, physical activity, school-based wellness activities and nutritional value of school-provided food and beverages are met and that all policies and school-based activities are consistent with the Health and Wellness policy.

LEGAL REFERENCES:

Federal Law:

Child Nutrition and WIC Reauthorization Act of 2004, Pub. L. 108-265, § 204, codified at 42 U.S.C. § 1751

Child Nutrition Act § 10(a)-(b), codified at 42 U.S.C. § 1799

6114.4 Family Life Education

Family life education shall help students acquire knowledge, attitudes and values which will contribute to the well-being of individuals, families and society. Family life education shall:

1. provide instruction in family planning, human sexuality, parenting, and nutrition;
2. include the emotional, physical, psychological, hygienic, economic, and social aspects of family life;
3. enable students to discuss family issues effectively, including willingness and ability to listen, to accept criticism, and to respond with openness, frankness, and honesty;
4. discuss the need for students to develop and demonstrate mutual respect and love for family members.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the primary responsibility to assist their children in developing moral values, but schools should support and supplement parental efforts through offering factual information and student opportunities for discussion of concerns, issues, and attitudes in sexual behavior, including traditional moral values.

Students, parents or guardians shall be informed of their right to exempt the student from the family life program.

6114.5 Exemption From Instruction

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, a parent may request that the student be exempted from participation. To request such an exemption, the parent or guardian must present a written request for exemption to the Principal stating the conflict involved. If class activities violate the tenets of a particular religion, the

Principal shall provide a reasonable accommodation to student's religious beliefs if possible. However, the fact that a student may be exposed to ideas that are contrary to the religious beliefs of the student and/or his/her parents will not typically be a justification for exempting a student from classroom activities.

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 or other health provider listed in Conn. Gen. Stat. Section 10-208a stating the reason for his/her inability to participate.

AIDS Instruction

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.

Dissection of Animals

A student will be exempted from Dissection of Animals upon receipt of a written request for exemption from his/her parent or guardian.

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

Family Life and Sex 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.

Firearm Safety Programs

Students, parents or guardians shall be informed of their right to exempt the student from firearm safety programs, if any such programs are provided. The student will be exempted upon a written request for exemption from his/her parent or guardian.

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study
10-18c
10-19(b) AIDS education
10-19 Effect of alcohol, nicotine or tobacco and drugs
to be taught

6114.6 School Readiness/Day-Care

The critical importance of the early years in determining the educational development of children is recognized by the Board of Education. Insofar as resources permit, programs designed to help meet the physical, emotional, social and intellectual needs of preschool children ages three and four are encouraged. Such programs shall promote the health and safety of children and prepare them for formal schooling. In the utilization of resources, however, including available space, first priority is assigned to the regular school program for grades K through 12. A cooperative arrangement with another school district may be considered.

The Board directs the Superintendent, in cooperation with the chief elected official of the town, to develop and submit a plan to the State Department of Education which fulfills the requirement of C.G.S. 17b-749a and which enables the district to seek funding on a competitive grant basis established for this purpose.

In addition, recognizing the need to fulfill the statutory program requirements for school readiness programs, detailed in C.G.S. 10-169, the Board directs that an emphasis shall be placed on a plan for the incorporation of appropriate pre-literacy practices and teacher training in such practices and professional development for staff which includes, but is not limited to, training in pre-literacy skills development and designed to assure respect for racial and ethnic diversity.

Legal Reference: Connecticut General Statutes
17b-749a Establishment of school readiness program.
Council as amended by PA 97-259 An Act Concerning
School Readiness and Child Day Care.

6114.7 Technology and Instruction

Through the technology program, students should acquire the skills, knowledge, and values that will allow them to function comfortably as a productive citizen in a technology-oriented society. Technology literacy is expected to be accomplished over a number of years in a planned and systematic program through 12th grade.

Continuous evaluation of progress toward this goal is to be conducted by the Superintendent and school district staff.

Instruction in technology shall contain the following components:

1. **Curriculum.** Objectives for instruction will be designed to promote sequential learning awareness, theory, and application of computers.
2. **Hardware.** Specifications for selection will be designed to ensure durable, functional, and updated equipment.
3. **Software.** Programs for use in computers, whether commercial or locally developed, will be selected and shared, within constraints of copyright laws, in the school system to promote maximum learning.
4. **Staff Development.** Employees shall be offered training in awareness, theory, and computer applications.
5. **Resources and Funding.** Commitment of school system resources is required for the development of the computer literacy program, and the Superintendent shall budget district funds to this program as well as seeking other public and private funding for district technology.

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

6114.71 Computers: Web Sites/Pages

The Board of Education allows the district and schools within the district to create and maintain web sites for educational purposes. Web sites are avenues for educating, providing information, communicating and expressing creativity. District and individual school web sites shall be used to share information about school curriculum and instruction, school-authorized activities, and other information relating to our schools and our mission. Web sites shall also provide instructional resources for staff, students, parents and communication with the public.

Materials displayed on web sites are published on the Internet. Therefore, the content should be professional quality and consistent with the education mission of the school system. Web sites shall follow standards for ethical behavior in regard to information and technology by showing respect for the principles of intellectual freedom, and the responsible use of information and technology. Web sites shall also follow legal requirements, including but not limited to due regard for (1) the confidentiality of personally-

identifiable student information and (2) the requirement that public funds not be expended to advocate a referendum result once a referendum is pending, and (3) the intellectual property rights (copyrights) of other persons or organizations. Pages shall reflect an understanding that both internal and external audiences will be viewing the information

Simsbury Public Schools is committed to making its electronic and information technologies accessible to individuals with disabilities by meeting or exceeding the requirements of Section 504 of the Rehabilitation Act (29 U.S.C. 794d), as amended; Title II of the Americans with Disabilities Act as amended and the Web Content Accessibility Guidelines (WCAG) 2.0 AA. Section 504 and Title II of the ADA are federal laws that require agencies to provide individuals with disabilities equal access to electronic information and data comparable to those who do not have disabilities, unless an undue burden would be imposed on the agency. WCAG 2.0 AA are the technical requirements and criteria that are used to measure conformance with federal laws and guidelines.

If you wish to report an issue related to the accessibility of any content on a Simsbury School District website including a complaint about the accessibility of a document, form or statement you may do so by contacting the Assistant Superintendent for Administration, at (860)651-3361.

Legal Reference: Connecticut General Statutes

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

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

10-209 Records not to be public.

11-8a Retention, destruction and transfer of documents

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

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

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

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

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

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

Revised June 13, 2018

6114.8 Distance Education/Online Courses

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

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

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

The District will not use distance education as the sole medium for instruction in any required subject area for students in grades K-8.

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

High school students may also earn academic credit to be applied toward graduation requirements by completing online courses through agencies approved by the Board.

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

1. The course is not offered at the District's high school.
2. The high school does offer the course, but the student is unable to take it due to an unavoidable conflict or because the class is full
3. The course will serve as a supplement to extended homebound instruction.
4. The District has expelled the student from the regular school setting, but educational services are to be continued.
5. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.
6. Students taking such courses must be enrolled in the District

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

- Complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment.
- Obtain the written approval of the Principal or his/her designee before a student enrolls in a virtual course.
- Adhere to the District code of conduct and policies regarding the use of technology and the internet .
- Adhere to attendance requirements of the District.

The school must receive an official record of the final grade before awarding credit toward graduation. Only approved courses shall be posted on student transcripts.

With prior approval of the administration, the tuition fee for a virtual course may be borne by the District for students enrolled full-time.

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

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

District Review Committee

The Superintendent shall establish a committee to review all distance education courses prior to use by the District. This committee will be comprised of the Assistant Superintendent for Teaching & Learning, a high school administrator, a high school counselor and high school department chairs. The Curriculum Committee of the Board will be made aware of distance education courses being used by the District.

Evaluation

The District will evaluate the educational effectiveness of the distance education courses and the teaching/learning process to include assessments based on state curriculum standards as well as student satisfaction. The District will use this evaluation to decide whether to grant credit for the course or to continue or discontinue the use of the distance education course.

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

6114.9 Evaluation Of The Instructional Program

Appropriate procedures for continuing evaluation of the district's educational programs shall be established and maintained. Special attention shall be given to:

1. Elimination of discrimination because of race, color, creed, religious creed, age, marital status, national origin, sex or disability;
2. Attainment of district academic standards;
3. Recognition of the individual child.

Elements of program evaluation may include the following:

- A. Curriculum
- B. Instructional Practices
- C. Assessment Results
- D. Teacher and Parent Perceptions
- E. Current Research and Best Practice
- F. Information related to future needs of students and society

(cf. 6121 Nondiscrimination: Instructional Program)

Legal Reference: Connecticut General Statutes

10-14m Development and submission of educational evaluation and remedial assistance plan.
10-76d(g) Duties and powers of boards of education to provide special education programs and services.
Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq.

6114.91 Evaluation of Special Education Program

The Superintendent shall make an annual report to the Board of Education on district special education programs, with particular attention to individual programs, by program and school.

The report shall include recommendations of the Superintendent and staff, and by any advisory groups, for program improvement.

The Superintendent shall make interim reports if any programs are significantly less satisfactory than expected and the necessary adjustments made to improve them.

The Superintendent shall ensure that each student's individualized education plan is reviewed periodically and at least annually.

Legal Reference: State Board of Education Regulations
10-76d-1 - 10-76d-19 Duties and powers of boards of education to provide special education programs and services.

Revised November 14, 2006

6115 TESTING

6115.1 District Testing

A plan of system-wide testing in addition to mandated statewide assessments shall be developed and implemented as one indication of the success and quality of the district's total educational program. In the case of individual students, standardized achievement tests, in combination with other criteria, can provide an indication of student achievement. When appropriate and/or necessary, students may also be tested for mental ability, aptitude and interest.

The purposes of the district-wide testing program are to facilitate and provide information for the following:

1. ***Student Achievement*** - To produce information about student achievement so that parents/guardians, students and teachers have a baseline against which to monitor academic progress.
2. ***Student Counseling*** - To serve as a tool in the counseling and guidance of students for further direction and for specific academic placement.
3. ***Instructional Change*** - To provide data which will assist in the preparation of recommendations for instructional program changes.
4. ***School and District Assessment*** - To provide additional indicators of the progress of the district toward established goals.

In planning, every effort will be made to see that testing contributes to the learning process rather than detracts from it. Efforts shall be made to incorporate necessary culture-free and culture-fair tests to assure reasonably accurate measurements.

The district shall not discriminate in the methods, practices and materials used for testing, evaluating and counseling students on the basis of sex, race, national origin, creed, sexual orientation or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

Parents shall be notified prior to any individual student testing, beyond that which is part of the regular classroom routine. Parental notification shall include the reason for the testing and an explanation of the test to be used. All such tests results shall be shared with parents.

Staff will receive in-service education in the use of designated tests, confidentiality issues and interpretation of test results.

A periodic review and evaluation of the district's testing program will be conducted.

6115.2 Statewide Proficiency/Mastery Examinations

Each student in grades three through eight inclusive and grade eleven shall take the statewide mastery examinations. The Science mastery examinations shall be provided by and administered under the supervision of the State Board of Education.

The school district may not require achievement of a satisfactory score on the statewide proficiency examination or statewide mastery examination, or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.

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

The provisions on mastery testing shall not apply to any student enrolled for ten months or less in a bilingual program, or English as a Second Language program.

The school district shall biennially report to the State Board of Education indicators of (a) instructional improvement and, (b) student progress as a result of testing, remedial assistance and compensatory program in accordance with C.G.S. 10-14m et seq.

Legal Reference: Connecticut General Statutes
10-14n Statewide mastery examination. Conditions for re-examination. Limitation on use of test results.(as amended by PA 03-174 and PA 03-168)
10-14o Compensatory education grant. Financial statement of expenditures.
10-14p Reports by local and regional boards re: instructional improvement and student progress.
10-14q Exceptions (as amended by PA 01-205)
PL 107-110 – Title I, 34 CFR Part 2000

6115.3 Grading System

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

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

6115.4 Grading/Assessment Systems/Weighted Grades

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. 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.

Regularly used report cards, combined with scheduled parent-teacher conferences, and other communication vehicles helps promote a process of continuous evaluation of student performance.

The grading and reporting systems as developed by the administration and faculty are subject to the approval of the Superintendent

Weighted Grades

At the high school level the curriculum is organized according to Advanced Placement, Honors and College Preparatory curriculums. Students are allowed choice in the selection of their course levels and are encouraged to strive for academic excellence. A system of grade weighting recognizes the differences in the level of difficulty of courses. Grade weighting encourages and rewards students for selecting courses at more challenging levels of difficulty.

Grade weighting is based on a 4.0 system for the high school in accordance with the guidelines set forth and published annually in the high school parent/student handbook.

Parents and students shall be advised annually, via the schools' parent/teacher handbook, of this position and the specifics of the weighted grading program.

Weighted Quality Points:

- A. Independent Study shall be an unweighted course.
- B. A student's transfer grades from other schools shall not be included in the student's grade point average. However, students who attend magnet or other public choice school approved by the Simsbury Board of Education shall have their grades included in their grade point average.

Legal Reference: Connecticut General Statutes
P.A. 99-81 An Act Concerning Weighted Grading for Honors Classes.

6115.5 Advanced College Placement

Students shall be advanced academically at a pace appropriate for their interests, abilities, and needs. Through regular counseling, students will be encouraged to take Advanced Placement courses.

The exceptionally able and/or exceptionally motivated high school student will be encouraged to take advanced college placement courses at local colleges and universities as a part of their high school program. When such individual student programs are approved, students may be released from high school attendance for advanced college placement work which shall be considered part of necessary graduation requirements from high school.

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

6115.6 Remedial Instruction

The learning program shall be designed and operated so as to be developmental and to avoid the necessity for remedial education. Through personalized instructional methods and the employment of a variety of

resources such as guidance and school counseling, efforts shall be made to help each student learn the skills, concepts, or content of the curriculum.

However, in those required cases, special remedial instruction and extra help will be provided.

6115.7 Test Exclusion

The Board of Education believes that the annual assessment of student and district progress is a vital component of the instructional process. It is recognized that some students may need to be excluded from the system-wide testing program and/or the statewide mastery testing program, (grades 3-8, 10, and 11) because of unique exceptionalities. All exclusions shall be made as a result of the Planning and Placement Team process.

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

The provisions on mastery testing shall not apply to any student enrolled for ten (10) months or less in a bilingual program, or English as a Second Language program.

Legal Reference: 10-14m Development and submission of educational evaluation and remedial assistance plan
10-14n Statewide mastery
10-14o Compensatory education grant. Financial statement of expenditures
10-14p Reports by local and regional boards re: instructional improvement and student progress
10-14q Exceptions (as amended by PA 01-205)

Revised May 9, 2017

6116 DIPLOMAS AND CERTIFICATES OF ACHIEVEMENT

1. Introduction

In order to graduate from the Simsbury Public Schools a student must earn a minimum of 25.0 credits and must have met the credit distribution, as outlined below and students must also meet district performance standards in Literacy, Mathematics and Science.

Such credits shall be earned at Simsbury High School, provided that the Principal or his/her designee may grant credit for coursework taken at other accredited schools or online that in the Principal's judgment is equivalent to the coursework at Simsbury High School.

Revised May 9, 2017

2. Diplomas and Certificates of Achievement

Diplomas shall be awarded to students who successfully complete the Board of Education academic requirements and meet the district performance standards. Students with significant special education needs and determined by the Planning and Placement Team to be unable to meet the identified academic requirements at the end of their high school experience, will be awarded a Certificate of Achievement as so indicated in a student's Individual Education Plan (IEP).

Revised May 9, 2017

Credit Requirements for Diploma

GRADUATION REQUIREMENTS CLASS OF 2023

| Area | Credits Required |
|--|------------------|
| Humanities | 9.0 |
| Requirements within Humanities: <ul style="list-style-type: none"> ● English -- 4 credits ● Social Studies -- 3.5 credits, including the following: <ul style="list-style-type: none"> U.S. History -- 1 credit Civics -- .5 credit ● The Arts -- 1 credit ● Other Humanities Courses – .5 credit | |
| STEM (Science, Technology, Engineering, Math): | 9.0 |
| Requirements within STEM: <ul style="list-style-type: none"> ● Math -- 4 credits ● Science -- 3 credits ● Financial Literacy¹ -- .25 credit ● Other STEM Courses – 1.75 credits | |
| PE/Wellness² | 2.0 |
| World Language | 2.0 |
| Mastery-Based Diploma Assessment | 1.0 |
| Additional Credits | 2.0 |
| Total Credits | 25.0 |

¹This requirement can be achieved through completion of one of the following courses: Financial Literacy (.25 credit), Personal Finance (.5 credit), PLATO-Personal Finance (.5 credit) , AP Economics (1 credit).

²SHS Wellness sequence fulfills state requirements for 1 credit of PE/Wellness and 1 credit for Health and Safety Education.

All students will be required to take a minimum of *six* courses each semester. (For seniors, the minimum requirement is *five* courses.) For those students enrolled in an independent study or online course, note that these programs are above and beyond the minimum required courses.

3. Course Enrollment Requirements

All students are required to enroll in the course equivalent of six credits (five for seniors) each year for four years unless exempted by the High School Principal.

4. Grade Placement

To be a sophomore, a student must have 6 academic credits.

To be a junior, a student must have 12 academic credits.

To be a senior, a student must have 18 academic credits.

5. District Performance Standards

Beginning with the class of 2018, students must meet one of the performance standards in each of three areas: Literacy, Mathematics, and Science. Students are eligible to meet the district's performance standards beginning with the spring administration of the CSDE Science Assessment in Grade 11 and the spring School Day SAT in Grade 11 for Literacy and Mathematics.

Literacy Performance Standards:

- Scoring 50 on PSAT/500 on SAT I Subject Test in Literature (Grade 10, 11 or 12)
- Scoring a 460 or above on the SAT School Day (Grade 11)
- Scoring a 3 or higher on the Advanced Placement English Language (Grade 11) or Advanced Placement Composition & Literature (Grade 12)
- Score 22 or better on the English, reading, or writing section on the ACT
- Meet standard on the American Literature and Composition end-of-year assessment

- Scoring at proficiency level on a common junior or senior reading assessment (English);

Senior Year: Students who have not met the reading performance standard by the beginning of their senior year shall, within the content of the English course in which they are enrolled, satisfactorily respond to literature-based reading assessment during the first marking period. (See Section 6, General Provisions, Additional Support).

Mathematics Performance Standards:

Scoring 50 on PSAT/ 510 on SAT Subject Test in Math (Grade 10, 11 or 12);

Scoring a 510 or better on the spring SAT School Day (Grade 11);

Score 22 or better on the math section of the ACT

Meet standard on the Algebra 2 end-of-year assessment

Scoring at proficiency level on a common junior or senior mathematics assessment

Senior Year: Students who have not met the mathematics performance standard by the beginning of their senior year shall, within the mathematics course in which they are enrolled and within the content of that course, satisfactorily respond to a mathematics assessment during the first marking period. (See Section 6, General Provisions, Additional Support).

Science Performance Standards:

Scoring in the Meets or Exceeds Band on the CSDE in Science (grade 11)

Scoring equivalent to national average on any SAT Subject Test in Science

Scoring at proficiency level on a junior or senior science assessment

Senior Year: Students who have not met the science performance standard by the beginning of their senior year shall be required to enroll in a science course and, within the content of that course, satisfactorily respond to a science assessment during the first marking period (See Section 6, General Provisions, Additional Support).

6. General Provisions

Additional Support: Students who have not met the performance standard by the end of the first marking period of senior year shall be assigned basic skills tutor support beginning in the second marking period. Assessments will be conducted during the second, third, and fourth marking periods for any seniors who have not met the performance standard during the previous marking period.

Exemptions:

- Students with special needs will meet district performance standards for graduation as described in this policy unless modifications are so indicated in their Individual Education Plan (IEP).
- *English Language Learners (EL) students may be exempt if they have not achieved a determined language proficiency level by the end of their first semester junior year.*
- The principal may exempt a student who enters Simsbury High School after the completion of his/her junior year. All other transfer students to Simsbury High School must meet Simsbury's performance standards in order to graduate from Simsbury High School, unless modified with permission of the principal.

Notification of Teachers, Students and Parents: Frequent, ongoing communication is essential in creating home-school support for students to meet the performance standard, particularly during the senior year. Specific notification will be provided as outlined below:

Notification of Teachers:

The following procedures will be used to notify teachers regarding students who have not met the district's graduation performance standards.

Junior year teachers are notified following receipt of PSAT, SAT scores, and junior reading, writing, science, and/or mathematics common assessments

Senior year teachers are notified following receipt of SAT, CSDE Science Assessment scores, and common assessments

Notification of Students and Parents:

- Junior students and parents are notified following receipt of grade 11 CSDE Science Assessment scores.
- Junior students and parents are notified following receipt of PSAT, SAT scores.
- Junior students and parents are notified at parent/student guidance conferences.
- Junior students and parents are notified following reading, writing, and/or mathematics common assessments.
- Junior students and parents are notified in early spring with course selection requirements/information.
- Junior students and parents are notified in mid spring with information about summer school opportunities.

- Junior students and parents are notified prior to beginning of year outlining requirements and opportunities to meet standard (via certified mail).
- Senior students and parents are notified prior to beginning of the year outlining requirements and opportunities to meet standard [via certified mail].
- Parents and students are notified through report cards and progress reports.

Revised June 11, 2019

6117 HOMEWORK

Homework is an important aspect of a student's educational experience. Although the amount of homework may increase as a student progresses through the grades, it is recognized that homework must accommodate the needs of students with various learning abilities. The Superintendent will work with the administration to establish guidelines for homework at each grade. These guidelines will be based on developmentally appropriate practice and consider the overall workload of students.

Homework is educationally meaningful when it is assigned to meet the following objectives:

1. Reinforce school learning by providing practice, drill, and application activities
2. Encourage the student to think and search for new ideas
3. Assist the student to develop self-direction, self-reliance, a sense of responsibility and the ability to make decisions
4. Broaden the student's experiences for increased classroom participation

Adopted June 11, 1985

6118 PROFESSIONAL DEVELOPMENT

The purpose of professional development is to improve teaching and administrative effectiveness and to advance student achievement.

The Board of Education will provide planned, ongoing, and systematic professional development activities. Through participation in such

activities, teachers and administrators will broaden their general knowledge and knowledge of their subject matter, their understanding of the teaching/learning process, their understanding of students, their perception of themselves, and further develop such abilities needed by educational personnel to meet their professional responsibilities.

Each year, professional development priorities will be identified at the school and district level. Professional development activities and resources will be focused on achieving the Board and school goals. In addition, the Continuous Improvement Plans, developed at the District, school and program levels will include professional development priorities for the year.

Revised June 27, 2006

6140 SCHEDULES

6140.1 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.

Each year the Board shall publish a calendar that shows 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.

The Board, in establishing a graduation date, may establish for any school year a graduation date which is no earlier than the one-hundred eighty-fifth 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.

Legal Reference: Connecticut General Statutes
1-4 Days designated as legal holidays.
10-15 Towns to maintain schools.

10-16 Length of school day.
10-29a Certain days to be proclaimed by governor.
Distribution and number of proclamations.
10-261 Definitions.
PA 95-182 An Act Concerning Reduction of Education
Mandates

6140.2 School Day

6140.21 Grades 1-12

The Superintendent of Schools shall ensure that:

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

In complying with statutory requirements for a minimum of four (4) hours per day and a minimum of 900 hours per year, the Superintendent shall exclude from the definition of actual school work that time provided for student lunch periods and non-institutional recesses at the elementary schools and students' lunch and passing time in the middle schools and the senior high school.

6140.22 Kindergarten

The Superintendent of Schools shall ensure that:

1. The school year provides at least 180 days of school;
2. The school year provides a minimum of 450 hours of actual school work; in meeting this requirement, no more than seven (7) hours of actual school work on a given day shall be credited toward meeting the 450 hour minimum school year;

In complying with statutory requirements for a minimum of 450 hours per year for kindergartens, the Superintendent shall exclude from the definition of actual school work that time provided for student lunch periods and non-institutional recesses.

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

Revised November 14, 2006

6140.1 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.

Each year the Board shall publish a calendar that shows 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.

Effective July 1, 2019 the Connecticut legislature approved Public Act No. 19-195 An Act Concerning The Establishment Of A Firm Graduation Date. This act allows a local or regional board of education to establish a firm graduation date for students in grade twelve which is no earlier than the scheduled last day of school adopted by the board for that school year.

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

Legal Reference: Connecticut General Statutes
1-4 Days designated as legal holidays.
10-15 Towns to maintain schools.
10-16 Length of school day.
10-29a Certain days to be proclaimed by governor.
Distribution and number of proclamations.
10-261 Definitions.
PA 95-182 An Act Concerning Reduction of Education Mandates

Revised December 14, 2021

6143 OPENING EXERCISES, OBSERVANCES, CEREMONIES, SPECIAL PROGRAMS

Each homeroom and elementary class shall conduct opening exercises each school day including the salute to the flag, reading of announcements and notices, and a moment of silent meditation for those students and teachers who wish to avail themselves of such time for such purpose.

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

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

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

Accommodation shall be made, where reasonably possible, to students (and/or their parents) and teachers who object on religious grounds to school activities. Excusal from curriculum requirements or from job responsibilities, however, shall not generally be considered a reasonable accommodation.

Legal Reference: Connecticut General Statutes
10-16a Silent Meditation.

6143.1 Separation of Church and State

In accordance with the mandate of the Constitution of the United States prohibiting the establishment of religion it is the policy of this Board that the public schools will, at all times and in all ways, be neutral in matters of religion.

This requirement of neutrality need not preclude nor hinder the public schools in fulfilling their responsibility to educate students to be tolerant and respectful of religious diversity. The district also recognizes that one of its educational responsibilities is to advance the students' knowledge and appreciation of the role that religion has played in the social, cultural, and historical development of civilization.

Therefore, the district will approach religion from an objective, curriculum-related perspective, encouraging all students and staff members to be aware of the diversity of beliefs and respectful of each other's religious and/or non-religious views. In that spirit of respect, students and staff members should be excused from participating in activities that conflict with religious beliefs unless there are clear issues of compelling public interest that would prevent it.

As required by the No Child Left Behind Act, the Superintendent will, by October 1 of each year, certify in writing to the state that students of the District are not prevented by policy or rule from participating in constitutionally protected prayer. The Superintendent will ensure that the staff, parents/guardians and students are made aware of the parameters of acceptable religious speech and actions. The Superintendent will also distribute guidelines to each school concerning religion in the schools, after such guidelines/regulations have been approved by the Board attorney and reviewed by the Board.

6143.2 Holiday Celebration and Observances

The building Principal is responsible for monitoring compliance with this policy. Pertinent information will be included in the student, parent, and staff handbooks.

6143.3 Absence for Religious Observation

Student absences for religious observances shall be excused. Furthermore, such absences should not prohibit receipt of attendance related awards nor impact student grades or participation in school events.

6143.4 Recognition of Religious Holidays

The objective study of religious holidays provides a natural opportunity to promote an appreciation for and respect of diversity. Learning opportunities should extend beyond Judeo-Christian beliefs; reflecting the diversity of global cultures.

1. Recognition of religious holidays will not dominate the educational program and must support curricular objectives.
2. All religions must be afforded equal dignity, but none advanced nor disparaged.
3. Decorations which are part of custom, that have no direct religious meaning (Christmas tree, Menorah) may be displayed. Tree decoration should not promote religion nor require student participation.
4. Programs should focus on seasonal rather than religious themes' inclusive of concerts, enrichment programs and Parent-Teacher Organization sales.
5. Performances which recognize holidays must be of an artistic nature, not religious. Religious music must not dominate any school program. Program selections should not, by their nature, exclude students from participation.
6. The Cafeteria staff will consider religious dietary restrictions when planning menus (non-meat meals, limiting pork to one menu choice).
7. Parents may exclude their children from programs involving the recognition of religious holidays or if celebration is in conflict with family beliefs. A written request for exclusion should be sent to the Principal.

6143.5 Pledge of Allegiance

Students will be offered the opportunity to recite the Pledge of Allegiance to the United States Flag at least once during each school day. Participation in reciting the Pledge of Allegiance will be voluntary. Students may refuse to participate in reciting the Pledge of Allegiance for any reason, including religious, political, philosophical or personal reasons. If a student chooses not to participate, he/she may stand or sit in silence.

Legal Reference: Connecticut General Statutes
10-16a Silent meditation.
No Child Left Behind

Revised June 27, 2006

6144 CONTROVERSIAL ISSUES IN THE INSTRUCTIONAL PROGRAM

The development of students' ability to think critically, express themselves creatively, and communicate effectively are among the educational beliefs of the school system. Therefore, the Simsbury Public Schools have a responsibility to include, in various curriculum areas at all grade levels, content dealing with current critical issues, some of which may be controversial. The discussion and study of controversial issues shall be objective and scholarly with a minimum emphasis on opinion. Teachers shall approach controversial issues in the classroom in an impartial and unprejudiced manner, and must refrain from using classroom privileges and prestige to promote a partisan point of view.

The Simsbury Public Schools as an educational institution and the individual teacher have the responsibility to provide students:

- An opportunity to study controversial issues which have political, economic or social significance about which students will begin to have an opinion.
- Access to all relevant information, including the materials that circulate freely in the community.
- Competent instruction balancing the various points of view in an atmosphere free from bias and prejudice.
- The right to form and express his/her own opinions on controversial issues without jeopardizing his/her relations with teachers or the schools.

In fulfilling this responsibility the teacher shall make a deliberate effort to achieve balance within a reasonable period of time in the presentation of viewpoints and information to which students are exposed.

In selecting certain controversial issues to be included in the instructional program, the teachers will use the following guidelines:

- The issue should contribute toward helping students develop techniques for examining other controversial issues.
- The issue should be suitable for students of the maturity and background represented in the class.
- The issue should be related to the course curriculum and help achieve the learning outcomes.
- The issue should be of continuing significance to the course curriculum.

In instances where a controversial issue arises on an unanticipated basis during the course of a class discussion, as the result of a student's question, or in the coverage of current events, and where that issue is neither directly related to the course content nor specified as a part of the curriculum, the teacher may deal with the issue on a limited basis, recognizing the existence of legitimate student interest and devoting sufficient time to the question to assure balanced, impartial coverage.

Recognizing the difficult position in which teachers will sometimes be placed in carrying out this policy and in giving students an opportunity to study a controversial issue, the Board places trust and confidence in its employees and will support their actions in such a manner that they are protected insofar as possible from anonymous, unreasonable, or ill-considered complaints and to insure youth a well balanced preparation for American citizenship.

Adopted November 25, 2008

6150 NONDISCRIMINATION IN THE INSTRUCTIONAL PROGRAM

6150.1 No Discrimination in Curriculum

It is the policy of the Simsbury Board of Education that no discrimination on the basis of race, color, religion, sex, age, physical or mental disability or national origin or sexual orientation will exist in the school district with regard to programs, curriculum, assignment or educational opportunities.

The Simsbury Public Schools will continually examine its educational programs and activities to be certain that they do not purposely or inadvertently operate to the detriment of any person on any basis prohibited by law, including the grounds of race, color, religion, sex, age, physical or mental disability, sexual orientation or national origin.

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

1. equal right 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 will be advised of his/her right to an equal opportunity to participate in school programs without discrimination of any kind through student handbooks and/or other means.

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

Revised June 27, 2006

ADMINISTRATIVE REGULATION NONDISCRIMINATION IN THE INSTRUCTIONAL PROGRAM

The Library/Media Center collaborates with classroom teachers in selecting and using materials that are an integral part of the curriculum. The materials are selected for interest, vocabulary, maturity and ability levels for students within the school.

The selection of resource materials shall be in accordance with the American Association of School Librarians Bill of Rights for the Unified School Media Program as stated below.

- Enriching and supporting the curriculum, taking into account interests and reading level.
- Developing the student – intellectually, emotionally, culturally and spiritually.
- Including different points of view on controversial issues to enable the students to develop the ability to read and think critically and make intelligent judgments.
- Representing all ethnic, religious and cultural backgrounds.
- Creating a comprehensive and appropriate quality collection for students placing principle and reason above personal opinion.

Selection of materials will follow the Nondiscrimination in the Instructional Program policy of the Simsbury Board of Education.

Selection Process

Responsibility for the final selection shall be delegated to professionally trained library/media personnel who know the course of study, the methods of teaching and the individual differences of the pupils in the schools for which the materials are provided. Such selection is to be in accordance with the statement of philosophy.

Reputable, professionally prepared selection aids, such as H.W. Wilson's standard catalogs, Booklist, Library Journal, School Library Journal, Library Media Connection, Kirkus Reviews, professional association booklists and other professional journals are used in the selection process as well as teacher and student input. Print materials are judged by the guidelines set forth by the American Association of School Libraries.

All non-print materials are previewed prior to purchase. Non-print materials are judged by the evaluation criteria drawn up by the Association for Educational

Communications and Technology. However, the selection will not be limited to such criteria.

Controversial Materials Procedure

Questions regarding the suitability of specific library materials should be directed to the respective Library Media Specialist and /or Building Principal. If a satisfactory outcome cannot be reached at the building level, criticisms of library materials must be submitted to the Assistant Superintendent for Teaching & Learning on the Citizens' Request Form for Re-Evaluation of Library/Media Center Materials.

A Review Committee comprised of Assistant Superintendent for Teaching & Learning, Building Administrator, Library Media Specialist, and representative teachers will determine the validity of the objection. The Review Committee shall function at the call of the Assistant Superintendent for Teaching & Learning upon receipt of a complaint. The material shall be considered with the specific objection in mind. The decision of the Review Committee shall be completed as quickly as possible and then forwarded to the complainant.

The review of questioned materials shall be treated objectively and as an important matter. Every opportunity shall be afforded those persons or groups questioning school materials to meet with the committee and to present their opinions. The best interest of the students, curriculum, school and the community shall be of paramount consideration. No material shall be removed from use until the Review Committee has made a final decision. Appeals from the decision of the committee may be made to the Superintendent of Schools.

Adopted November 25, 2008

CITIZEN'S REQUEST FORM FOR RE-EVALUATION OF
LIBRARY /MEDIA CENTER MATERIALS

Initiated by _____

Address _____

Phone _____

Representing

Self _____

Organization/group _____

Parent _____

School _____

_____ Other (identify)

Material questioned

Book

Author _____

Title _____

AV Material

Media Type _____

Title _____

Other Material

Type _____

Title _____

Please respond to the following questions. If sufficient space is not provided, please use additional paper.

1. Have you seen or read this material in its ENTIRETY?

_____ Yes _____ NO

2. To what do you object? (Please cite specific passages, pages, etc.)

3. What do you believe is the main idea of this material?

4. What do you feel might result from use of this material?

5. What reviews of this material have you read? (Give complete bibliographic citations.)

6. For what other age group might this be suitable?

7. What action do you recommend that the school take on this material?

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

Signature_____

Date_____

6160 EQUAL EDUCATIONAL OPPORTUNITY

6160.1 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, 1998 and biennially thereafter, to its regional education service center on district programs and activities undertaken to reduce racial, ethnic and economic isolation. Such information shall, through the regional service center and the Commission of Education, be reported to the Governor and the General Assembly.

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

Adopted June 27, 2006

6170 ORGANIZATIONAL PLAN

The Board of Education is responsible for public education in the Town of Simsbury, pre-kindergarten through grade 12, including special education and

adult education. Education shall be delivered through instructional level groupings in school facilities approved by the Board after consideration of recommendations from the Superintendent of Schools.

The Board has approved the following plan for the organization of instruction in the district's public schools:

Simsbury Public Schools and Grades Housed

| | |
|-----------------------------|------|
| Central School | PK-6 |
| Latimer Lane School | K-6 |
| Squadron Line School | K-6 |
| Tariffville School | K-6 |
| Tootin' Hills School | PK-6 |
| Henry James Memorial School | 7-8 |
| Simsbury High School | 9-12 |

Revised June 27, 2006

6173 HOMEBOUND INSTRUCTION

Students who are required to be homebound for medical or other special education related reasons shall be provided with homebound instruction in accordance with state law.

Homebound instruction shall be authorized for those students whose medical condition, physical impairment, disciplinary consequence or other situation as documented through a special education Planning and Placement Team process necessitates an extended school day absence of 15 or more consecutive school days. Additionally, it must be determined that the student can participate in and benefit from such homebound instruction despite the medical condition or circumstance that prevents them from attending school.

6173.1 Authority

The Director of Special Services shall review all such requests and shall recommend approval or disapproval to the Superintendent.

6173.2 Eligibility

- A. When a student's medical condition may cause him/her to be absent for three weeks (fifteen consecutive days) and

nothing in his/her condition precludes instruction, homebound instruction shall begin no later than the eleventh day of consecutive absence.

- B. Provided that the pupil's condition permits, the Board of Education is to provide home or hospital instruction whenever necessary as follows:
1. Students in Kindergarten through Grade 6 – a minimum of five hours per week that addresses core academic subjects.
 2. Students in Grades 7-12 – a minimum of ten hours per week that addresses core academic subjects. Core academic subjects are those assessed through state assessments and/or required for graduation.

6173.3 Instruction

- A. Teachers
Due to unusual circumstances, a student may not be able to participate in or benefit from technology-supported instruction. When determined appropriate, through a school-planning process inclusive of a Medical Conference for Academic Planning, a Planning and Placement Team meeting, or a 504 planning meeting, approval may be granted by the Director of Special Services for an individual homebound instructor.
- A. Teachers of homebound students are employed on a fee basis and shall be paid on an hourly rate established by the Board.
- B. Teachers of homebound students shall hold certification for the grade level or subject area they are assigned to teach, (CT 10-145d-401(b) and shall also meet the minimum requirements established by the Board for substitute teachers. Exceptions may be granted by the Superintendent or his/her designee for cause.
- C. Teachers of homebound pupils shall be approved by the Director of Special Services.

Legal Reference: Connecticut General Statutes
10-76d-15 Homebound and hospitalized instruction

Revised May 27, 2014

6180 PARENTAL ACCESS TO INSTRUCTIONAL MATERIAL

In accordance with federal law and Board policy, parents shall be permitted access to instructional material used as part of the educational curriculum for any student.

"Instructional Material" means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Upon request, the district shall permit parents to inspect any instructional material. The district shall grant reasonable access to instructional material within a reasonable period of time after a parental request is received.

Legal Reference: Federal Law:
Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, Public Law 107-110, § 1061, codified at 20 U.S.C. § 1232h.

Adopted November 14, 2006

6200 EXTRACURRICULAR ACTIVITIES

The Board of Education recognizes the importance of Extra Curricular programs as an integral part of a comprehensive educational program and strongly encourages the extra curricular programs at all grade levels. The Board shall receive an annual report as to the level of involvement of the student body in extra curricular programs.

6200.1 Board Financing

Extracurricular activities may, to the extent necessary, be financially supported by the Board of Education. The Board reserves the right to require a participation fee for students participating in extracurricular activities, provided that any such requirements will include provision for waiver or aid in case of demonstrated financial need.

6200.2 Conflict with Curricular Program

The curricular program take precedence over the extracurricular program. Exceptions will be made only in special circumstances and with prior approval of the Principal.

6200.4 Qualifications for Participation

The organization of any extracurricular activity and qualifications for participation in any extracurricular activity shall be approved by the administration.

6200.5 Supervision

Each activity shall be under the direct supervision of a faculty member, who has been selected either by the administration or by

students with the approval of the administration. Qualified non-staff members may be designated by the administration, when no faculty member is available or best-qualified. Supervisors shall be responsible to the administration.

6200.6 Finances

Financial support is derived either by sponsorship of fund-raising activities by the organization itself, or by support from the Board of Education or administration. All funds derived from such fund-raising activities are deposited in separate accounts in the general fund of the schools. All expenditures from these accounts are paid by the Principal upon presentation of invoices which have been approved and signed by the faculty advisor. Each faculty advisor must present to the Principal a financial statement of each activity involving the collection or expenditure of money.

Revised November 14, 2006

6201 INTERSCHOLASTIC ATHLETICS

6201.2 Participation

Participation shall be limited to students enrolled in grades 9 to 12.

6201.3 Practice Sessions

All practice sessions shall be held during out-of-school hours.

6201.4 Standards

Participants must meet standards of scholarship and discipline as prescribed by the school administration.

6201.5 Coaches

- A. Coaches shall be appointed on an annual basis by the Director of Athletics.
- B. Whenever possible and advisable, the coach shall be a member of the school faculty. He/she shall be responsible to the Director of Athletics.
- C. The coach shall balance the development of the individual with the building of a team.

6201.6 Rules

The interscholastic program shall be guided by the rules promulgated by the Connecticut Association of Schools (CAS) and Connecticut Interscholastic Athletic Conference (CIAC).

6202 EXTRA-CLASS ACTIVITIES

6202.1 Student Organizations and Equal Access

The Board of Education believes that student organizations reinforce the instructional program, give students practice in democratic self-government and provide social and recreational activities. Student organizations also serve to honor outstanding student achievement and enhance school spirit and students' sense of belonging.

The Superintendent or his/her designee shall establish criteria and a process for school sponsorship of student clubs.

All student-initiated groups at the secondary level shall be given equal access to meet on school premises during non-instructional times without regard to their religious, political, philosophical or other speech content.

All student groups shall have equal access to the school media, including the public address system, the school newspaper, the school bulletin board and school website to announce meetings.

The Superintendent or his/her designee may inform students that certain groups are not school sponsored.

No school shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or with any other youth group listed as a patriotic society in Title 36 of the United States Code, for reasons the membership criteria or oath of allegiance to God

based on
and country.

Legal Reference: Equal Access Act, 20 U.S.C. § 4071 et. seq.
The No Child Left Behind Act, 20 USC 7905
Westside Community Board of Education v. Mergens

6202.2 Interscholastic/Intramural Athletics

Within budgetary limitations, there shall be interscholastic athletic programs at the high school level which shall be conducted in accordance with CIAC (Connecticut Interscholastic Athletic Conference) rules and regulations.

Appropriately certified and qualified personnel shall be selected for coaching and supervisory positions. Voluntary student participation requires:

1. parental permission;
2. medical clearance to participate;
3. proper sports insurance coverage;
4. appropriate student behavior and conduct;
5. student eligibility under CIAC regulations;
6. signed contract and code of conduct.

Good sportsmanship and good mental and physical health shall be the primary components of extra-curricular athletic programs.

Interscholastic athletic activities shall not be scheduled on Sunday unless necessary to comply with CIAC scheduling exigencies.

The Board of Education supports an active intramural athletic program at the middle school and senior high school levels.

- (cf. 5114 Suspension/Expulsion/Removal)
- (cf. 5141 Student Health Services)
- (cf. 6145 Extra-Class Activities)

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

6202.3 Student Publications

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

With due regard for the special rules applicable to school sponsored activities, including the school newspaper, freedom of speech and of expression in student publications as guaranteed by the First Amendment is to be observed scrupulously by the administration, faculty and students. Accordingly, any regulation of student expression in student publications shall be based on legitimate pedagogical concerns.

- (cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6144 - Controversial Issues)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260

6202.31 Official Student Newspaper

The purposes of the official student newspaper are:

1. teaching writing and other journalistic skills;
2. providing a forum for opinions of students, school staff, and members of the community;
3. serving the entire school by reporting school activities.

Rights of Student Journalists:

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

Responsibilities of Student Journalists:

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

Material Not Permitted in Official School Newspapers:

1. Material which is libelous or which violates the rights of privacy;

2. Profanity — defined as the language which would not be used in The Hartford Courant or the New York Times;
3. Material which criticizes or demeans any race, religion, sex, or ethnic or other protected group;
4. Ads for cigarettes, liquor, or any other product not conducive to good health.
5. Any material, the publication of which would cause substantial disruption of the school. Substantial disruption is the threat of physical violence in the school or nearby community and/or the the school's educational program;
6. Endorsements of political candidates or ballot measures, whether such endorsements are made via editorial, articles, letter, or photograph cartoon. The newspaper may, however, publish “fact sheet” on candidates and ballot measures, provided such articles do not endorse any person or position, and provided equal space is given to all candidates for a particular office or to both sides of a ballot measure.
7. Any other material the regulation of which is justified by legitimate pedagogical concerns, e.g., age-inappropriate material, vulgarity.

Determination of Appropriateness

The newspaper advisor shall review each article prior to publication to determine if it satisfies conditions of these guidelines. The school Principal, or his/her designated representative other than the newspaper advisor, may also review copy prior to publication. However, such copy must be returned to the student editors within 72 hours after it is submitted for review.

No copy may be censored except for reasons specifically listed in these guidelines. Nothing in these guidelines is intended to allow censoring of any article merely because it is controversial or because it criticizes a particular school, a school procedure, or the school system itself.

Resolution of Differences

upon. In the event of disagreement as to whether an article should be printed, each school shall have a publications board, which shall meet within 48 hours to submit its opinion. The publications board shall consist of the Principal, or his/her designated representative; the journalism advisor; the editor-in-chief; and representatives from student government, the PTA/PTO; and other members as mutually agreed

If the publications board cannot solve the dispute, then an appeal shall be made to the Superintendent who shall seek advice from the board's legal counsel in making his/her decision. The Superintendent shall act on the appeal within 48 hours.

(cf. 5145.2 Freedom of Speech/Expression)
(cf. 6144 Controversial Issues)

Legal Reference: *Eisner v Stamford Board of Education*,
440 F. 2d 803 (2nd Cir 1971)
Trachtman v Anker, 563 F. 2d 512 (2nd
Cir. 1977) cert.denied, 435 U.S. 925
(1978)
Hazelwood School District v. Kuhlmeier,
484 U.S. 260

6202.4 School Productions

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

Student performing arts productions are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board of Education shall encourage the production of school performances of students including concerts and theatrical productions.

The Board recognizes that students have rights to free expression in student performing arts productions. Consequently, student speech shall be limited in officially sponsored student productions only if there is a legitimate pedagogical reason to do so.

Definition

School productions shall refer to any performance involving student participants and prepared for an audience, either within or outside the

regular school day. Productions shall include, but not be restricted to, concerts, plays, variety shows and exhibits.

Requirements

School productions involving students shall meet the following criteria:

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

Student productions shall not contain speech which:

1. is vulgar, indecent or obscene;
2. contains libelous comments, personal attacks or abusive language such as language defaming a person's character, race, religion, ethnic origin, gender, family status, or disability;
3. causes or clearly threatens to cause a material and substantial disruption of normal school functions or school activities;
4. encourages the commission of unlawful acts or the violation of lawful school rules; or
5. otherwise conflicts with legitimate pedagogical concerns.

(cf. 6145.3 - Publications)

(cf. 6145.4 - Student Performances)

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

6202.5 Student Government/Organizations/Associations

To encourage student participation in school life and to provide opportunity experiences in democratic processes, schools shall maintain and operate student councils. Student government shall be of the students, by the students, in communications with the administration and in the organization of student activities. The student council shall assist in improving the general welfare of all students and shall offer students opportunities to participate in the democratic process.

Student Council Members shall be elected democratically and their rights and responsibilities clearly set forth. Faculty advisors for student council will be appointed by the Principal.

Student councils shall not have authority to make policies for the district or regulations for the school, nor shall they have any disciplinary authority, except for recommending removal from the council of one of their members. However, a council may make recommendations to the administration on any topic of student concern.

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

6202.51 Student Organizations and Associations

Student organizations and associations which contribute to learning shall be encouraged and shall operate within the framework of the law, Board policy, administrative rules, and the parameters of existing educational programs. The staff shall assist in the establishment and operation of worthwhile student organizations and associations.

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

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

6202.52 Non-School Organizations

All organizations not specifically authorized and organized by the school are non-school organizations and beyond the jurisdiction and responsibility of school authorities. However, should these groups conduct activities on school property, at school-sponsored activities,

or as a carry-over into the school day, or reflect on the reputation of the school, the Superintendent may develop disciplinary rules and regulations.

Activities contrary to the best interests of the school or which reflect on the reputation of the school are forbidden -- including initiations and hazing on school grounds or at school-sponsored events and conducting or participating in activities on school grounds which violate federal, state, or city laws or county ordinances, or Board of Education policies or administrative regulations.

6202.6 National Honor Society

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

Honor Society Establishment

The building administrator's approval is necessary for the establishment of an honor society. The handbook of the National Honor Society is used as the procedural guides for local chapter of this national organization.

6202.61 Eligibility

1. Eleventh and twelfth grade students are eligible for membership at the senior high level.
2. All students at eligible grade levels who achieve the scholastic average as defined in the chapter's by-laws shall be eligible to be considered for membership.

6202.62 Selection of Members

1. In computing scholastic averages, grades in all Simsbury High School courses shall be used, with the exception of pass/fail grades.
2. In addition to scholarship, service to the school or community organizations, and leadership qualities shall be considered in student selection for membership.
3. In computing eligibility for membership, the following procedures apply:

- (a) In the eleventh grade, the final ninth, tenth, and first-semester eleventh grade marks shall be considered.
 - (b) In the fall semester of the twelfth grade, the final ninth, tenth, and eleventh grade marks shall be considered.
4. A representative faculty council consisting of no fewer than five members appointed by the building administrator shall make final student selections for honor society membership. The Principal shall determine the length of council membership terms and the basis of representation among the faculty. In student membership selection, faculty members, other than those on the council, may be asked to evaluate any students whom they know well.

6202.63 Probation or Dismissal

Honor society members in jeopardy of losing membership, because of a serious deficiency in one or more membership criterion or criteria or a violation of the Simsbury student code of conduct, may be placed on probation or dismissed from membership after a full review by the faculty council. A majority vote of the faculty council shall determine a student's placement on probationary status or dismissal from the honor society.

Membership in any such honor society is considered an honor and privilege and not a right. Accordingly, there is no right to appeal decisions as to membership, probation or dismissal except as may be established by the building Principal, in consultation with the faculty council, if any.

Revised November 14, 2006

6203 GROUPING

The placement of students in instructional groups, classrooms, and programs of study, has a significant impact on their educational and social development. No one grouping or placement practice is best for all children under all circumstances, but some general principles are common to all proper grouping and placement decisions. It is the policy of the Board of Education that grouping and placement decisions be based exclusively on educational considerations and that their primary goal is to promote the best educational interests of the students in question.

Grouping decisions are made by staff in collaboration with parents. In making grouping and placement decisions, staff members must give due regard to the following general principles:

- Students can learn much from students whose skills and interests are different from their own in heterogeneous groups;
- Different students have different skills and interests;
- Students develop at different rates in different areas of learning;
- Students learn from other students as well as from adults; and
- Students should be academically challenged in their assigned group or placement.

Grouping and placement decisions should also reflect the fact that changes in a student's educational development may require changes in his or her placement. Grouping and placement decisions, consequently, should be flexible, and they should be reviewed regularly to test their appropriateness.

Adopted November 14, 2006

6204 FIELD TRIPS

Field trips are valuable educational activities which enhance classroom learning.

Guidelines for planning of field trips which are part of and directly related to classroom learning activities shall be:

1. Field trips during the school day must be approved by the building Principal.
2. Field trips which involve overnight accommodations for students must be approved by the Superintendent of Schools
4. Students may be asked to pay all or part of the expenses of field trips.
5. Bus transportation shall be used when practicable, but private vehicles may be used when appropriate when specifically authorized in writing by the Superintendent or designee.
6. Each student on a field trip shall have written parental permission.
7. Parents or other adults may serve as chaperones.
8. No child shall be excluded from a field trip because of inability to pay.

9. The district day trip or overnight trip form must be completed in accordance with the required timelines.

6204.1 School Sponsored Trips

Trip participants, both employees, and students, must show evidence of accident and health insurance. The Principal will have on file the documents which indicate that each participant of the tour is covered by insurance, including policy numbers.

Student and adult trip participants are responsible for personal travel and living expenses on the tour. No school funds or educational funds will be used for any expenses.

The Principal will be responsible to see that all Board of Education policies and administrative procedures are followed.

Principals will be responsible for reviewing with staff trips that will require more than one school day and/or out of state travel and will forward a recommendation on all suggested trips to the Superintendent for review and approval.

6204.2 Transportation for School Sponsored Trips

With prior approval of the Superintendent of Schools, or his designee, staff members or volunteer parents may use their personal automobiles to provide transportation, however, staff members or volunteers must understand that Board insurance doesn't cover their vehicles. Board insurance assumes liability for damages **beyond** the limits of the policies carried by the owner of private vehicles. Before authorizing such transportation, assurance of adequate insurance coverage should be provided by the owners. While staff members and parents cannot be forced to be insured beyond legal limits, a minimum of \$100,000/\$300,000 is recommended when transporting students in privately owned vehicles. Form 2 from this policy will be used for approval of use of private vehicles.

6204.3 Non-School Sponsored Trips

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

Teachers planning such trips should look to community agencies or organizations outside the schools. (In some communities, the YMCA, churches, recreation departments, etc., are used when organization sponsorship is needed.)

Revised June 9, 2009

**FIELD TRIP REQUEST
APPROVAL FORM**

School: _____ Date: _____

Requested by: _____

Department: _____

Destination: _____

Date of trip: _____

Departure time: _____

Approximate time of return: _____

Number of students involved: _____

Number of chaperones: _____

Type of transportation: _____

(Note: If private vehicle proposed, Form 2 must be filled out by driver/owner of private vehicle for approval before transportation is approved by the Superintendent or designee.)

Expense to students: _____

Expense to school system: _____

Source of funding: _____

Relationship to curriculum:

Trip itinerary: _____

Comments:

TRIP LOG

Approved by: _____

(Signature of Principal)

FIELD TRIP
Transportation by personal vehicle
(Staff member or volunteer parent)
APPROVAL FORM

School: _____ Date: _____

Date of trip: _____

Destination/Purpose _____

Approved by: _____

(Signature of Principal)

I hereby assure Simsbury Public Schools that my private vehicle is covered by automobile insurance of at least the legal limits. I understand that by using my personal vehicle to transport students, Simsbury Public Schools assumes liability only for damages beyond the limits of my private coverage.

Vehicle License Plate Number: _____

Driver name (s): _____

Driver Signature

CENTRAL OFFICE USE ONLY

(For overnight and private vehicle requests only)

Approved _____ Disapproved _____

Superintendent or Designee's Signature Date

(Revised 2009)

SIMSBURY PUBLIC SCHOOLS
OVERNIGHT FIELD TRIP PROPOSAL FORM

This form must be completed and submitted to the Assistant Superintendent for Teaching & Learning before approval can be given to an overnight field trip sponsored by the Simsbury Public Schools.

1. Describe purpose of this trip and attach the itinerary which is being sent home to parents which includes dates, destinations, estimated departure and arrival times, names, addresses, and phone numbers of overnight lodging facilities.

2. What is the educational rationale for the trip?

3. Dates _____

4. What will be the method of transportation? _____
(Note: If private vehicle proposed, Form 2 must be filled out by driver/owner of private vehicle for approval before transportation is approved by the Superintendent or designee.)

5. Number of students _____

6. Names of chaperones _____

7. What is the cost of the trip per student? _____

What is the cost to the student? _____

What is the cost to the chaperone? _____

What is the total cost of the trip? _____

8. What are the sources of funding? _____

9. Are there fund raising activities planned? _____

If yes, please explain. _____

10. What provisions have been made for students in financial need?

11. Is this trip being organized by an outside agency? _____
IF YES, please list the agency. _____

12. Is there a contract of any sort involved? _____
IF YES, attach a copy of the contract to be approved by the Business Manager
PRIOR TO EXECUTION OF THE AGREEMENT.

13. What provisions have been made for reimbursement to participants if the trip is canceled?

14. What is the date of the REQUIRED parent and student informational meeting?

Submitted by: _____

Tentative Approval: _____
(Department Supervisor) (Date)

(Building Principal) (Date)

Approved: _____
(Business Manager) (Date)

Approved: _____
(Superintendent) (Date)

Rev. 8/09

Overnight Field Trip Parent Form

SECTION A

The following information must be sent to parents 30 days before an overnight field trip.

1. Dates of field trip: _____

2. Itinerary:

| Destination | Departure Time | Arrival Time |
|-------------|----------------|--------------|
|-------------|----------------|--------------|

3. Student name: _____

4. Student address: _____

5. Phone number of overnight lodging: _____

6. Reason for trip: _____

7. Mode of transportation: _____

8. Names of chaperones: _____

9. Student conduct while on any field trip must adhere to the recognized code of behavior appropriate for school-related activities as defined in the student handbook including possession, sale, or use of illicit drugs, and/or alcohol, or as discussed with students and parents prior to the activity.

Behavioral infractions committed prior to a field trip could result in a loss of field trip privilege, as well as any non-refundable monies paid to date on behalf of the student.

If the field trip chaperone determines a student's conduct or behavior warrants termination of his/her participation in the field trip, the student will be returned to Simsbury. Any expenses incurred for transportation of the student, and an accompanying chaperone, should this be necessary, will be paid by the parent/guardian of the student.

Parent's Signature

Student's Signature

10. Insurance Information

Medical Insurance Company: _____

Insurance Company Address: _____

Name of Policy Holder: _____

Group Number: _____ ID/Policy Number: _____

11. The Simsbury Public Schools assume no responsibility for personal property which is damaged, lost, or stolen while a student is on a field trip.

Parent's Signature

Student's Signature

12. The Board of Education assumes no financial responsibility for reimbursement to participants if the trip is canceled as a result of concerns for students' health and safety. Further, the school district reserves the right to cancel student trips at any time, with no financial obligation on the district's part, should it be determined that world conditions will put our students, parents, and staff at risk.

Parent's Signature

Student's Signature

13. I understand that in the event of accident or sudden illness every attempt will be made to contact me, but that it may be impossible to contact me quickly enough to authorize proper treatment of my child.

Therefore, during the period of time from _____ to _____

I give my permission to the chaperones to seek proper treatment in the event of any accident or illness, if I cannot be reached. I give my permission for the use of any form of medical treatment deemed necessary by attending nurses and physicians and also authorize transportation of my child by either private vehicle or ambulance in order to facilitate necessary treatment.

SECTION B

Student Name: _____

Parent/Guardian Second Contact:

1. Name: _____
2. Relationship: _____
3. Address: _____
4. Telephone number (home): _____
5. Telephone number (work): _____
6. Telephone number (cell): _____

Parent/Guardian Second Contact:

1. Name: _____
2. Relationship: _____
3. Address: _____
4. Telephone number (home): _____
5. Telephone number (work): _____
6. Telephone number (cell): _____

Other Contacts: Telephone number of two friends or relatives to call if parents/guardians cannot be reached

| | | |
|-------|------------------|--------------|
| _____ | _____ | _____ |
| Name | Telephone Number | Relationship |

| | | |
|-------|------------------|--------------|
| _____ | _____ | _____ |
| Name | Telephone Number | Relationship |

7. Name and telephone number of student's physician:

| | |
|----------------|--------------|
| _____ | _____ |
| Physician Name | Phone Number |

8. Student's cell phone number (if available):

| | |
|--------------|-------------------|
| _____ | _____ |
| Student Name | Cell Phone Number |

9. Special considerations about my child:

Vegetarian: Yes No

Other: _____

When all information listed on this page has been received the building Principal will sign a copy of this form and return it to the Assistant Superintendent for Teaching & Learning. This acknowledgement of receipt of all items will be filed with the approved field trip form.

Field Trip To: _____

Field Trip Dates: _____

Requested by: _____

Building Principal: _____

6206 IDENTIFICATION OF SPECIAL NEEDS AND ABILITIES

The Board of Education recognizes each student is unique, and, although for most students the regular school program is appropriate, many students have exceptional needs that can't be met with regular programming only.

The Superintendent of Schools shall:

1. develop and promulgate regulations and procedures to identify students with exceptional needs;
2. develop plans for assessment and evaluation of specific needs of each student identified to have exceptional needs. The assessment plan shall be a description in ordinary language of procedures, tests, records, or reports proposed for use in student assessments.

The search and assessment plans shall be consistent with provisions of federal and state laws and regulations.

(cf. 6159 Individualized Education Plans)

Legal Reference: Connecticut General Statutes
10-76a et seq. Special education.
10-76d(a) Identification of school age children needing special education.
State Board of Education Regulations 10-76b-1 et seq.
34 C.F.R. 300 Assistance to States for Education of Handicapped Children.

6207 SPECIAL EDUCATION

The District shall provide special education programs for the students of the school district in accordance with state and federal laws and regulations.

The Superintendent of Schools shall develop a comprehensive plan of compliance with all of the requirements of federal and state law for the education of students with exceptional needs who reside in or attend district schools.

While addressing student needs appropriately, special education shall reflect district financial ability necessary for provision of special facilities and trained and certified personnel.

Legal Reference: Connecticut General Statutes
10-76a Definitions.

10-76b State supervision of special education programs and services.
10-76c Receipt and use of money and personal property.
10-76d Duties and powers of boards of education to provide special education programs and services.
10-76e School construction grant for cooperative regional special education facilities.
10-76f Definition of terms used in formula for state aid for special education.
10-76g State aid for special education.
10-76h Special education hearing and review procedure. Mediation of disputes.
10-76i Advisory council for special education.
10-76j Five-year plan for special education.
10-76k Development of experimental educational programs.
10-76m Auditing claims for special education assistance.
State Board of Education Regulations
10-76a-1 et seq. Definitions
10-76d-1 through 10-76d-19 Conditions of instruction
10-76h-1 through 10-76h-2 Due process
10-76l-1 Program Evaluation
10-145a-24 through 10-145a-31 Special Education (re teacher certification)
34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.
The Individuals with Disabilities Education Act as amended by P.L. 105-17.

Revised November 14, 2006

6207.1 Placement of Special Education Students (Out-of-District)

In accordance with Connecticut law, when proper placement in local schools is not possible, the Simsbury Public Schools will provide financial support and transportation for students with disabilities to attend approved out-of-district special education programs.

Placement of students with disabilities in out-of-district special education programs that, according to state and/or federal law, require financial support from the Simsbury Public Schools will be based upon the student's Individualized Education Plans (IEP's). The specific placement will be recommended by the Planning and Placement Team (PPT) in consultation with the Director of Special Services, parents, and District and/or non-district diagnosticians.

The Superintendent shall make available to the Board of Education a monthly report on the number of students placed outside the District.

Private Providers of Special Education

A “private provider of special education services” means any private school or private agency or institution, including a group home, that receives any state or local funds as a result of providing special education services to any student with an Individualized Education Program (IEP) or for whom an individual services plan has been written by the Board of Education responsible for educating such student.

The Board of Education, if it has entered into an agreement or contract pursuant to C.G.S. 10-76d or C.G.S. 10-91j, as amended, with a provider of special education services, shall submit to an audit conducted by the Auditors of Public Accounts for the purposes of examining the Board’s monitoring of student attendance at such provider of special education services to ensure that proper services are being provided and costs are controlled. The Board will provide access to all records and accounts necessary to said auditors for purposes of conducting the audit.

Any agreement entered into or amended on or after July 1, 2018, but prior to June 30, 2019, or any contract entered into or amended on or after July 1, 2019, pursuant to C.G.S. 10-76d, as amended, between the Board and a private provider of special education services shall include an explanation of how the tuition or costs for services provided under the agreement or contract are to be calculated. Any such agreement or contract may include the following provisions: (1) A requirement that such private provider of special education services submit monthly or quarterly reports to the Board regarding the specific services and frequency of such services being provided by such private provider of special education services to students under the agreement or contract, and (2) authorization for the Board to (A) review and reconcile such reports to the contracted services described in the agreement or contract, or (B) conduct periodic site visits at the location where such private provider of special education services provides services

The Board shall not be eligible, after July 1, 2019, for reimbursement pursuant to C.G.S. 10-76g for any costs of special education paid by the Board to a private provider of special education services unless the Board has entered into a written contract with the private provider of special education services for the provision of special education services. The Individualized Education Program (IEP) of a child

shall not be considered a contract between the Board and a private provider of special education services. Nothing in this section of the policy shall be construed to limit or interrupt the provision of special education and related services to a child by a Board of Education or private provider of special education services.

Legal Reference: Connecticut General Statutes
10-76a Definitions. (as amended by PA 00-48)
10-76b State supervision of special education programs and services.
10-76c Receipt and use of money and personal property.
10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 00-48 and PA 17-68)
10-76e School construction grant for cooperative regional special education facilities.
10-76f Definition of terms used in formula for state aid for special education.
10-76g State aid for special education.
10-76d-1 through 10-76d-19 Conditions of instruction.
10-76h-1 through 10-76h-2 Due process.
10-76l-1 Program Evaluation.
10-91j Agreements between boards of education and private providers of special education services (as amended by PA 18-183)
10-145a-24 through 10-145a-31 Special Education (re teacher certification).
10-264l Grants for the operation of inter-district magnet school programs.
34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.
American with Disabilities Act, 42 U.S.C. §12101 et seq.
Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.
P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act

Adopted June 11, 2019

The Board of Education recognizes the importance of school volunteers at all levels of schooling. Volunteers can provide for expanded collaboration between the school and community, enhance the school's educational environment and ultimately enrich students' school experience.

School volunteers provide services which enrich existing school programs. Volunteers may be parents, senior citizens or other persons interested in assisting in the school.

The school volunteer is a non-paid person who helps in the school under the direction of the school Principal or his/her designee. The Principal, in consultation with the Superintendent, has sole responsibility for determining whether a person may volunteer in the school, based on his/her judgment of the best interests of the school district, and he/she may decline an offer from a person to volunteer with or without cause. The administration will insure that volunteer application materials are on file in the school office.

Volunteers will work under the supervision of staff, assisting with tasks which may include: chaperoning field trips, coaching, clerical support, mentoring and other appropriate assignments. Volunteer shall not have sole responsibility for supervising students and shall not be alone with students without school personnel present.

In our continued effort to maintain a safe learning environment, all school visitors, including volunteers, must report to the office upon arrival and before departing. A sign-in/sign-out log will be maintained in each school office. Volunteers should record both arrival and departure times and indicate the purpose of their visit. Additionally, volunteers will be provided with identification badges which should be displayed during each visit.

All volunteers are expected to exhibit standards of conduct equal to those of the school staff and to observe all Board of Education policies. This includes, but is not limited to: use of appropriate language, maintaining confidentiality, wearing appropriate attire, and exercising good judgment.

The building Principal is responsible for conveying the contents of this regulation to all school volunteers.

6209.1 Student Volunteers for School and Public Service

The Board encourages student volunteers in the educational program (e.g., student librarians, student office helpers, etc.).

Student volunteers must be capable of carrying out the additional load without endangering their academic achievement. Therefore, all student volunteers shall be expected to maintain their grades, attend all classes,

and recognize that the activity to which they are volunteering their services is secondary to their primary goal of securing an education.

Adopted November 14, 2006

6210 BACKUP COPIES OF COPYRIGHTED COMPUTER SOFTWARE

Schools may lawfully make one copy of a copyrighted program and use of that copy shall be consistent with the license provided by the copyright holder. The following conditions must be met:

1. One and only one copy is made.
2. One copy should be labeled with the name of the program, name of the publisher, copyright holder, and computer compatibility.
3. Either the original or the copy is stored, and referred to as the “archival” copy. The copy used is referred to as the “circulating” copy.
4. The archival copy should be stored in a limited access area with appropriate temperature and humidity controls.
5. Only the circulating copy may be used.
6. If the circulating copy is no longer usable, another copy may be made from the archival copy.

Adopted November 14, 2006

6211 INSTRUCTIONAL RESOURCES FOR STUDENTS – LIVE ANIMALS IN CLASSROOM

To protect both students and animals, students shall not bring any live animal, whether pet or wild, to any classroom without prior consent of the teacher and the Principal.

Teachers may bring and maintain goldfish or tropical fish in suitable bowls or tanks, but turtles, birds, snakes, or other animals which might present a health hazard shall not be allowed without the approval of the Principal — and then only for class observation and study for a limited period of time.

Science teachers may have animals such as rats, mice, and frogs in appropriate facilities in or adjacent to laboratories for the purpose of class study and

experimentation, provided that advance notification is given to the Principal and that care is taken to prevent accident and/or unnecessary suffering to the animals.

Adopted November 14, 2006

6212 INDIVIDUAL SERVICES AND DIAGNOSTIC COUNSELING

Professional staff shall work with individual students, or groups of students, who exhibit poor attendance, poor school adjustment, or other evidence of causes, largely external to the school, which may be interfering with the school progress.

Such professional staff shall have special training in social work, sociology, guidance, or shall have exhibited a special ability to help students.

Adopted November 14, 2006

6213 DRUGS, TOBACCO, ALCOHOL

Because use of these harmful agents has a deleterious effect on the health and welfare of the users and far-reaching detrimental consequences to users, families, and society, every effort shall be made by staff to reduce student use of harmful drugs, tobacco and alcohol.

The professional staff shall be provided information and skills to acquaint them with problems of drug, tobacco, and alcohol use and in recognition of the symptoms of such use. At least annually, and as other appropriate opportunities arise, teachers in each grade shall emphasize the effect of alcohol, nicotine, tobacco and drugs on health, character, citizenship, and personality development — in health education programs and in other contexts.

The Superintendent shall make use of in-service training sessions for both certified and non-certified staff to achieve the goals of this policy; full cooperation with community agencies shall be given wherever such cooperation is advantageous to students.

(cf. 5131.6 - Drugs, Tobacco, Alcohol)

Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study.
10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught.
10-19a Superintendent to designate substance abuse prevention team.

10-19b Advisory councils on drug abuse prevention.
10-220 Duties of boards of education.
10-221(d) Boards of education to prescribe rules.

Revised November 14, 2006

6214 GUIDANCE SERVICES

The guidance program shall be an integral part of the total program of instruction to help each student make the best of educational opportunities and lead a useful and happy life.

The guidance program shall be directed toward the growth and improvement of all students, recognizing however, that some students are in greater need of individual guidance than others.

The guidance program in grades 7-12 shall attempt to provide for each student a sense of belonging, responsibility, self-respect, emotional security, achievement, and recognition, and shall attempt to develop student appreciation and understanding of the world through educational programs and services.

Legal Reference: Connecticut General Statutes
10-21 Vocational guidance.

Adopted November 14, 2006

6215 ALTERNATIVE EDUCATION PROGRAMS

The Board endeavors to provide an educational program adjusted to the needs of the individual child within the financial means of the district. Grouping enables a more efficient use of staff in meeting these needs. Program adaptations provide another means of using staff efficiently and effectively to meet the needs of many children.

When the needs of individuals or groups cannot be met through adaptation or independent study, the Superintendent of Schools shall investigate and propose to the Board for approval alternative programs and facilities

A current list of programs shall be kept by the Director of School Counseling and presented annually by the Superintendent to the Board of Education.

Adopted November 14, 2006

6216 GIFTED AND TALENTED STUDENTS

Gifted students are those who possess “demonstrated potential abilities that give evidence of very superior intellectual, creative or specific academic ability”.

1. The school district shall identify gifted students in accordance with state statute.
2. The educational program shall, to the extent possible, and within existing resources encourage students to excel in areas of special competence and interest.

Legal Reference: Connecticut General Statutes
10-76a-(e) Definitions.
10-76d(e) Duties and powers of Boards of Education to provide special education programs and services.

Revised June 13, 2018

6217 PARENT INSTRUCTION OF CHILDREN AT HOME

Parents wishing to educate children in the home may do so in compliance with Connecticut General Statutes and regulations of the Connecticut State Board of Education. In so doing, parents accept sole legal responsibility for the education of their children.

If decisions are made by parents or guardians to return children who for a time have been educated at home to local schools, school staff shall provide an appropriate return to the public schools. School officials may consider granting credit for home-schooling activities only if the student was participating in an accredited program with academic rigor similar to that of the public schools.

Legal Reference: Connecticut General Statutes
10-184 Duties of parents.
10-220 Duties of Boards of Education.
Guidelines of the Connecticut State Board of Education

Revised November 14, 2006

SIMSBURY SCHOOL DISTRICT
Simsbury, Connecticut

NOTICE OF INTENT
Instruction of a Student at Home

Name of Student _____ Date of Birth _____

Address _____ Telephone # _____

Name of Teacher _____ Telephone # _____

Address _____

SUBJECTS TO BE TAUGHT ARE:

Required:

| | | |
|-----------------|------------------------------|-----------------------------|
| Reading | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Writing | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| English Grammar | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Geography | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Arithmetic | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| U.S. History | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Citizenship * | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

* includes a study of town, state and federal governments

Recommended:

Science Yes No

Other: _____

Total Number of Days Scheduled for Instruction _____

Teacher's Method(s) of Assessment of Student Progress _____

An Annual Portfolio Review Will be Held on or about _____ (Date)

**SIMSBURY SCHOOL DISTRICT
Simsbury, Connecticut**

**NOTICE OF INTENT
Instruction of a Student at Home**

I DO HEREIN ACKNOWLEDGE AND ACCEPT FULL RESPONSIBILITY FOR THE EDUCATION OF MY CHILD IN ACCORDANCE WITH THE REQUIREMENTS OF CONNECTICUT STATE LAW.

Father

Date

Mother

Date

I DO HEREBY ACKNOWLEDGE ONLY THE RECEIPT OF THIS FORM AND RENDER NO OPINION AS TO THE APPROPRIATENESS OF THE PLANNED PROGRAM.

Superintendent or Designee

Date

6219 SUMMER SCHOOL

Within budget constraints, the district shall provide summer school programs of remediation and enrichment courses at all levels. Enrichment courses shall carry no credit. Students from other districts may be admitted to summer school on a fee basis.

Admission

Student attendance at summer school shall be voluntary, and transportation is the responsibility of parents/guardian, except for students enrolled in summer school as part of their special education programs.

1. **Elementary.** Admission to elementary summer school classes will be limited to students who will be enrolled in grades K-6 in September following the summer school session and who are current district residents.
2. **Secondary.** Admission to secondary summer school classes for enrichment or noncredit courses must be approved by the school Principal following review with the Superintendent of Schools or designee. Admission to a make-up course for credit will be permitted for students previously enrolled in the course who have not previously received credit for that course and have a grade of 50 or above.. Credit for courses not normally offered by the school district may be granted with prior approval from the high school Principal.
3. **Tuition.** Services of the summer school program may be free or may be provided on a fee for service basis to residents. Nonresidents will be required to pay fees as established by the Board of Education.

Legal Reference: Connecticut General Statutes
10-74a Summer courses.
10-74b Grants for remedial summer school programs.

Adopted November 14, 2006

6220 CAREER AND VOCATIONAL EDUCATION

Constructive attitudes and concepts involving the dignity of all kinds of work shall be presented throughout all levels of existing curriculum. Educational programs continually shall expose students to the wide variety of careers in the world of work. Occupational education shall consider technical and economic conditions and changes, and, as a core component of comprehensive education, shall share with other aspects of the curriculum the development of character and attitudes as well as skills.

The District shall offer a planned, ongoing, and systematic program of instruction in career education and, at least on the secondary level, in vocational education.

Legal Reference: Connecticut General Statutes
10-221 Board of education to prescribe rules
10-265a Definitions.
10-265b State grants for vocational education equipment.

Adopted November 14, 2006

6221 USE OF COMMERCIALY PRODUCED VIDEO RECORDINGS

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

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

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

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

Adopted November 14, 2006

6300 DEPARTMENT OF CONTINUING EDUCATION

The Director of Continuing Education shall establish self-sustaining, year-round academic and enrichment program offerings for pre-school through adult, including those necessary to acquire a High School Graduate Equivalency Diploma.

The Director of Continuing Education shall employ necessary clerical and teaching staff for the Department.

6300.1 Financial Waiver

In the event of financial hardship, the student or parent may seek a fee waiver by submitting a request for such waiver to the Director of Continuing Education.

6300.2 Funding of Summer Special Education Program

Criteria for Board of Education funding of summer special education programs provided by the Department of Continuing Education shall be in accordance with Board policy.

Revised November 14, 2006