

**AMITY REGIONAL SCHOOL
DISTRICT NO. 5 PUBLIC SCHOOLS**

INSTRUCTION

SERIES 6000

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**AMITY REGIONAL SCHOOL
DISTRICT NO. 5 PUBLIC SCHOOLS**

INSTRUCTION

SERIES 6000

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Instruction

Concept and Roles in Instruction

Student Achievement

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top instructional priority of the District. The Superintendent will ensure development and implementation of a district-wide program for student achievement improvement that engages District stakeholders in a continuous improvement planning process that provides for annual review, revision as needed and reports to the community. The District's program will be reflected in school and district improvement plans and will include, but not be limited to, the following:

- Self-evaluation of current and prior disaggregate student achievement and behavioral data, including student and community demographics, student access to and utilization of educational opportunities to meet standards, district progress toward development and implementation of improvement programs and community satisfaction.
- Data-driven goal setting utilizing methods recommended by the State Department of Education.
- Action planning including provisions for accountability, professional staff development, steps to assure a safe educational environment conducive to learning, identification of local efficiencies and resources, steps to assure all students have access to the educational opportunities needed to meet the high standards of the State and District, resource allocation and realignment strategies needed to support improvement efforts.

The District's program will be consistent with the requirements of the Connecticut Department of Education and reflected in school and district improvement plans.

The Board will, in striving for continuous improvement of student achievement, annually review District and individual school data on student achievement. The Board will prioritize, allocate and realign resources as necessary.

School Accountability

The primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development. To fulfill that purpose, the State Board of Education prepared Connecticut's Common Core of Learning. The Board of Education gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

Instruction

School Calendar

The Superintendent shall prepare and present, for Board of Education approval each spring, a school calendar for the following year. This calendar will show the:

1. Days students shall be in attendance;
2. Days teachers only shall be in attendance for orientation and other professional purposes;
3. Holidays and recesses; and
4. End of marking periods.
5. In circumstances that effect the total number of student days, the Superintendent shall present a recommendation to the Board for action.

Legal Reference: Connecticut General Statutes
1-4 Days designated as legal holidays
10-15 Towns to maintain schools
10-29a Certain days to be proclaimed by governor. Distribution and number of proclamations
10-261 Definitions
10-16l Establishment of graduation date
10-233j Student possession and use of telecommunication devices

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Released Time

Students are to be excused from school upon written request from parent or guardian for any important religious observances.

Building administrators and teachers shall continually emphasize that students should not be taken out of school unless absolutely necessary. Students and parents', as well as teachers' and administrators' appointments can often be made after school or during non-school time.

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

(cf. 5113 - Attendance and Excuses)

Instruction

Emergencies and Disaster Preparedness

All employees of the school system are responsible for doing everything in their power to promote the safety of all of the students at all times.

The Superintendent shall require building administrators to maintain working regulations and procedures for proper response to all emergencies.

Staff must ensure the following:

1. Maintain fire alarm system;
2. Provide for regular and emergency exits of all buildings; and
3. Ensure fire prevention measures and respect among students and employees to the importance of smooth working emergency procedures.
4. At least yearly review of the district's emergency operations guide.

Emergency School Closings

The Board of Education authorizes the Superintendent to close the schools in event of hazardous weather or other emergencies which present threats to the safety of students, school staff members, or property.

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules

10-231 Fire drills

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

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Emergencies and Disaster Preparedness

Emergency Closings

Emergency closings of the Amity Regional Schools will be announced over the New Haven area radio and TV stations, or the district's website as well as on the Connecticut Weather Center.

Announcements will be made beginning at approximately 6:00 a.m.

Instruction

School Ceremonies and Observances

The Amity Board of Education believes that religion has been a vital part of the history, culture, and institutions of this country, and that it will continue to play such a part. We further believe that the free existence of different religious beliefs has been a major factor in the development of the democratic principles of the United States of America.

We also recognize the fact that controversy and even persecution have been occasioned by existence of different religions in violation of certain fundamental elements of belief common to our different religions. The public schools, in attempting to provide equal opportunity for those of different race and creed while preserving individual freedoms and rights, must not be party to controversy.

However, the study of religions in connection with study of the history and culture of this country and of the world may be pursued freely in the Amity Regional Schools as appropriate to the subject area. This study will be nonsectarian in approach.

The First Amendment to the Constitution of the United States established the principle: "Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof....." The emphasis here is on the neutrality that government must observe in the matter of religion. Neutral means neither opposing nor promoting religion. Therefore, the schools must show no preference for one religion over another and must refrain from the promotion of any or all religions.

The Amity Board of Education holds that no student should be penalized for the reason that he/she is unable, because the tenets of his/her religion forbid secular activity on a particular day or days or at a particular time of day. Any student, because of such reasons as the above, shall be excused from any classes, athletic practice sessions on games, or any examinations, study or work assignments on such particular day or days.

The following guidelines should be observed regarding holidays of religious significance:

1. In planning the school year calendar and activities for the school year, the actual dates of religious holidays should be considered before commitments are made. No games, performances, or other public events shall be scheduled on the following dates: Rosh Hashanah, Yom Kippur, Christmas, Good Friday, and Easter.
2. The public schools must maintain objectivity in presenting historical information about religious holidays. A program or observance related to a religious holiday in theme or timing should be evaluated as to its purpose and effect. If either the purpose or effect is to indoctrinate students in a religious belief, then the activity is not acceptable.

Instruction

School Ceremonies and Observances (continued)

3. As in all school activities, the primary criterion shall be the educational value derived from preparing and presenting a program or other observance of a holiday. Any such program or observance under the jurisdiction of the school is part of the instructional program.
4. If students choose to create art work in commemoration of a religious event, person, or ceremony, they may do so, but the teacher must not direct the creation of such work in such a way as to violate the purpose or spirit of the guideline.
5. Teachers and coaches should be sensitive to the feelings, beliefs, and religious sensibilities of each student under their supervision in planning activities.
6. School administration must work with the school staff and be aware of program planning to ensure that school activities reflect the intent of the guidelines and do not violate Federal or State law.

United States Flag

The Board of Education through its Superintendent shall provide a United States Flag for appropriate display in each classroom and on the exterior flagstaff of each building in accordance with the Connecticut General Statutes. These flags shall be displayed on each day when school is in session.

The exterior flag of any building shall be displayed at half-staff on the following occasions:

1. The Proclamation of the President of the United States;
2. The Proclamation of the Governor of Connecticut;
3. The death of any current student or employee; or
4. The Proclamation of or official notification by the First Selectman of a Regional town when flags are being displayed at half-staff on other buildings of such town.

Opening Exercises

The morning opening exercises will include the Pledge of Allegiance. Those students who have made the personal decision not to recite the "Pledge" may be excused from participating.

The Board of Education shall provide opportunity at the start of each day to allow those students and teachers who wish to do so, the opportunity to observe such time in silent meditation.

Instruction

School Ceremonies and Observances (continued)

Legal Reference: Connecticut General Statutes

10-16a Silent meditation.

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

10-230 Flags for schoolrooms and schools

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

No Child Left Behind Act

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Nondiscrimination in the Instructional Program

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

1. Equal rights and opportunities for students and staff members in the school community.
2. Equal opportunity for all students to participate in the total school program of the schools.
3. Continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.
4. Training opportunities for improving staff ability and responsiveness to educational and social needs.
5. Opportunities in educational programs which are broadly available to students with access not solely based upon race, gender, color, religion, national origin, age, sexual orientation, and disability.

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools.

10-15c Discrimination in public school prohibited.

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

10-226a Pupils of racial minorities.

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

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

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

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Organizational Plan

Amity Regional School District No. 5 is a secondary school district in that it was established to provide public education for children of the District from Grades 7 through 12. The district currently operates two middle schools (Grades 7-8) and one high school (Grades 9-12).

The Organizational Plan was established through adoption of Regional Plan, 1952. The policy on instructional organization is based upon current practice.

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Curriculum

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

Certified staff shall be guided by the following factors in the development of proposed curriculum:

1. Actual studies and information concerning the needs of students in the school districts;
2. The range of abilities, aptitudes and interests of students; and
3. Aspirations of residents of the school district for the students.

Development of curricular material by staff members during their employment with the Board, whether or not in conjunction with or utilizing students of the district, shall be considered works for hire by the Board for all purposes, including copyright actions. No such development will be done without the express prior consent of the Board, which it may or may not grant in its sole discretion.

The Board of Education favors providing opportunities for faculty to consult and help in curriculum development.

The Board of Education reserves to itself the responsibility for establishing curricula for the school system. Teachers shall teach within the approved curricula established by the Board.

Legal Reference: Connecticut General Statutes

- 10-15 Towns to maintain schools
- 10-15c Discrimination in public schools prohibited
- 10-16b Prescribed courses of study
- 10-18 Courses in United States history, government and duties and responsibilities of citizenship
- 10-18a Contents of textbooks and other general instructional materials
- 10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught.
- 10-221a High School graduation requirements

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut 06525

Policy adopted: August 13, 2007

Revised & Retyped: 1-20-2010

APPROVED – BOE: 3-8-2010

Instruction

Curriculum Design/Development

The Superintendent is charged with the responsibility for the administration, supervision, and evaluation of the school system's educational program. To that end, the Superintendent will implement processes to provide coordination, cooperative planning, and leadership for dealing with issues and problems of education which relate to curriculum development, instruction, and evaluation, academic standards, student achievement and requirements, diversity, and professional development programs involving all schools in the school system.

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

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
 Woodbridge, Connecticut

Instruction

Curriculum Design/Development/Evaluation

District Steering Committee

I. Mission

The District Steering Committee is a 7-12 standing committee whose purpose is to provide leadership, coordination, articulation and planning for district-wide issues pertaining to curriculum and instructions development and evaluation, student achievement, academic standards and professional development. Responsibilities include, but are not limited to, the following:

- Recommending textbook adoption
- Recommending summer curriculum and projects
- Initiating curriculum reviews and updates
- Initiating and overseeing instructional initiatives
- Initiating and reviewing evaluations of curriculum
- Evaluations of curriculum shall be conducted by a subgroup of the steering committee along with subject area teachers from grades 7-12. Each evaluation subcommittee shall be assisted by an outside expert support.

II. Organization and Membership

A. Officers

1. The Committee is chaired by the Director of Curriculum and Professional Development.
2. The Chairperson shall designate a Secretary the beginning of each year.

B. Membership

1. Voting Membership

- a. The Principal of each school
- b. The Director of Pupil Personnel Services
- c. The Director of Curriculum & Professional Development
- d. The High School Guidance Department Chair
- e. Minimum of three (3) faculty representatives from each school selected for three-year staggered terms
- f. A PTSA representative from each school
- g. A high school student elected by the Student Government

Instruction

Curriculum Design/Development/Evaluation

II. Organization and Membership (continued)

B. Membership (continued)

2. Ex-officio Members

- a. Board of Education members appointed by the Board Chairperson
- b. Superintendent of Schools

3. Observers: The Chairperson shall invite the Superintendent of each of the district's elementary systems to send observers to each of the Committee meetings. A calendar of the meeting dates will be sent with the invitation.

4. Vacancies

- a. If a vacancy occurs during the school year, the Principal shall hold an election for a replacement to fill the unexpired portion of the term of the departing member.
- b. Annual elections will be held in each school in May to select a representative for a three year term.

III. Procedures

A. Meetings: The Chairperson will establish a meeting schedule and notify members of the committee. The Chairperson will send out meeting notices and agendas.

B. Minutes: Minutes of all actions taken by the Committee will be recorded by the Secretary. Copies will be distributed to each member of the Committee by the Chairperson prior to each meeting. Approved minutes shall be filed and maintained by the Chairperson. Action will be communicated to the Board of Education at its regular monthly meetings.

C. Submitting Proposals

1. Proposals may be submitted to this Committee which deal with items within its jurisdiction. The Committee does not deal with such problems as are properly within the province of professional negotiations or with issues or policies which affect the students or staff of a single school. Building-level subject teams (department at the high school) handle building-level issues.
2. Proposals should be addressed to the Chairperson and accompanied by a brief rationale. The Chairperson will work with the Superintendent to prepare the agenda for each meeting.

Instruction

Curriculum Design/Development/Evaluation

III. Procedures (continued)

C. Submitting Proposals (continued)

3. The proposal approved by the Director of Curriculum and Professional Development and the Superintendent shall be brought to the table at the first meeting after receipt by the Chairperson. After it is placed on the Committee agenda, the Secretary shall notify the proposer as to the date when the proposal shall be considered by the Committee and invite that person to that meeting to speak to it. The proposer may invite to that meeting any interested person(s) to speak on behalf of the proposal.
4. Any proposal having budgetary implications for the ensuing year, especially those dealing with curriculum, must be submitted to the Council either (a) at the last two meetings of the school year or (b) the first meeting of the following year. This time constraint is necessary so as to allow the cost factor of any accepted proposal to be planned for in the next budget.
5. If a proposal is to affect more than one school, those people directly concerned must be given the opportunity for input before the proposal is submitted to the Steering Committee for discussion and action.

IV. Voting and Recommendations

1. An affirmative vote of the majority of Committee members present, when the vote is cast, will cause the Committee to send the approved recommendation to the Superintendent and, if necessary, to the appropriate Board Committee. Upon receiving such a recommendation, the Committee will review, respond and send its recommendation to the full Board of Education for approval or disapproval.
2. A negative vote of the majority of Committee members present when the vote is cast will reject the proposal at the Committee level.

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.

Instruction

Curriculum Design/Development/Evaluation

Legal Reference: Connecticut General Statutes (continued)

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

Instruction

Migrant Students

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

This program will include a means to:

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

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

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

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

Legal Reference: No Child Left Behind Act of 2001, §1301 et seq., 20 U.S.C. §6391 et seq., 34 C.F.R. §200.40 - 200.45.

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Programs for Migrant Students - Family Interview Form

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

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

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

Needs Assessment

Please check response

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

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

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

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

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

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

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

Resources and Referrals

Please circle/check response

1. Would you be interested in information on:

- | | | | |
|---------------------|------------------------------|-----------------------------|-----------------------------------|
| Head Start | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Enrolled |
| District Preschool | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Enrolled |
| Parents as Teachers | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Enrolled |
| GED/ESL Classes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Enrolled |

2. Would you be interested in information on:

- | | | |
|-----------------------------|------------------------------|-----------------------------|
| Public/County Health Dept. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Division of Family Services | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

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

- Yes No

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

- AM PM

Days of the week:

- Monday Tuesday Wednesday Thursday Friday

Name of Person Completing Form

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

Instruction

Computer Literacy

The Board recognizes its responsibility to ensure that District staff and students attain the level of information and technology literacy skills required in today's society. As used in this policy, "technology" refers principally, but not limited to, electronic materials and equipment, including computers, telecommunications, lasers and robotics.

The following reflect the district's goals for students regarding instructional technology:

1. To foster an atmosphere of enthusiasm and curiosity regarding new technology and its applications;
2. To heighten each student's familiarity and/or working knowledge of current technological materials/equipment;
3. To provide all students equal access to District technological materials/equipment and to instruction in their implementation;
4. To ensure that the various technologies are utilized in a variety of applications, and are not restricted to one subject area or one location in the schools;
5. To promote District educational goals through the use of such technology(ies).

In order to achieve the above-stated goals, the Board shall seek the advice of representatives from groups utilizing technology in pursuit of District goals (i.e., Board members, administrators, teachers, support staff, parents and students). In addition, the Board directs the Superintendent to equip District schools with appropriate and up-to-date hardware/software, to schedule "hands-on" in-service activities for District staff and to implement suggestions from the above representatives and the instructional materials planning committee, within budgetary constraints.

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Internet/Computer Networks Use

The Internet and electronic communications (e-mail, chat rooms and other forms of electronic communication) have vast potential to support curriculum and student learning. The Board of Education believes they should be used in schools as a learning resource.

Use of the Internet and electronic communications require students to think critically, analyze information, write clearly, and use problem-solving skills, and hone computer and research skills that employers demand. A main goal of internet/computer use is the development of creative and innovation thought by students. Use of these tools also encourages an attitude of lifelong learning and offers an opportunity for students to participate in distance learning activities, ask questions of and consult with experts, communicate with other students and individuals, and locate material to meet educational and personal information needs.

The Board believes the educational opportunities inherent in these tools far outweigh the possibility that users may procure material not consistent with the education goals of the District. However, the Internet and electronic communications are fluid environments in which students may access materials and information from many sources, including some that may be harmful to students. The Board acknowledges that while it is impossible to predict with certainty what information students might locate or come into contact with, it shall take all reasonable steps to protect students from accessing material and information that is obscene, pornographic or otherwise harmful to minors, as defined by the Board. Students shall take responsibility for their own use of District computers and computer systems to avoid contact with material or information that may be harmful to minors.

Blocking or Filtering Obscene, Pornographic and Harmful Information

Software that blocks or filters material and information that is obscene, pornographic or otherwise harmful to minors, as defined by the Board, shall be installed on all District computers having Internet or electronic communications access. Students shall report access to material and information that is obscene, pornographic, harmful to minors or otherwise in violation of this policy to the supervising staff member. All devices using the Amity network will comply with recruiting standards as defined by the District.

No Expectation of Privacy

District computers and computer systems are owned by the District and are intended for educational purposes at all times. Students shall have no expectation of privacy when using the Internet or electronic communications. The District reserves the right to monitor, inspect, copy, review and store (at any time and without prior notice) all usage of District computers and computer systems, including all Internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed/received through District computers and computer systems shall remain the property of the District.

Instruction

Internet/Computer Networks Use (continued)

Confidentiality

All users of the District's computers and means of Internet access shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is placed onto the network.

The failure of any student or staff member to follow the terms of the authorization form, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

(cf. 6141.321 – Acceptable Use of the Internet)

(cf. 6141.322 – Web Sites/Pages)

Legal Reference: Connecticut General Statutes

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

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

10-209 Records not to be public.

11-8a Retention, destruction and transfer of documents

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

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

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

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

20 U.S.C. Section 6777, No Child Left Behind Act

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

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

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

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

Instruction

Internet/Computer Networks Use

Legal Reference: (continued)

Children's Internet Protection Act of 2000 (HR 4577, P.L.106-554)
Communications Act of 1934, as amended (47 U.S.C. 254[h],[I])
Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6801 et seq., Part F)
Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.

Reno v. ACLU, 521 U.S. 844 (1997)
Ginsberg v. New York, 390 U.S. 629, at 642, n.10 (1968)
Board of Education v. Pico, 457 U.S. 868 (1988)
Hazelwood School District v. Kuhlmeier, 484 U.S. 620, 267 (1988)

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Independent Study

The Board of Education believes that independent study is a learning activity motivated largely by the learner's own aim and rewarded largely in terms of intrinsic values. It is a course of study which should provide an opportunity for an individual to undertake an in-depth study of particular interest, independent of the class or other group instructional practices. It utilizes the services of teachers and other professional personnel as guides and resources for the learner and often involves in-school and community libraries and informational facilities. A program of independent study recognizes individual differences in interest and abilities and encourages student initiative and self-direction in learning.

A thoughtful Independent Study Program should have the following goals:

1. Expansion of the curriculum to better serve the school philosophy and objects by providing the opportunity for students to develop their unique skills, interests, self-motivation, and responsibility and as a means to respond to individual readiness and maturation for new learning experiences;
2. To encourage students to accept more responsibility for their education;
3. To provide students with the opportunity to research an area of interest;
4. To provide students with the opportunity to learn new skills and behaviors;
5. To provoke a new interest in learning;
6. To lay the foundation for continued self-education;
7. To provide the opportunity for students to share their new knowledge, insight and/or skills learned by becoming resource personnel available to the school and/or community; and
8. To foster pride in the accomplishments of high school students through the provision of visible evidence of student learning.

Instruction

Independent Study

Independent Study Committee

The function of the Independent Study Committee will be:

1. To incorporate, implement, and administer all aspects of the Independent Study Program as approved by the Board of Education;
2. To select students;
 - a. The committee will review all student applications for participation in the Independent Study Program.
 - b. The committee will determine the eligibility of all prospective candidates according to criteria outlined below.
3. To participate in the evaluation of student performance in those cases where significant problems require its intervention. Such participation, if necessary, grants the committee full power of arbitration.
4. Evaluate the Independent Study Program on an annual basis and submit to the building administrator a detailed evaluation report if formal recommendations for changes are being proposed in the Independent Study Program policies.

Standing Committee

The Standing Committee will consist of a seven-member voting committee.

1. The committee will be composed of:
 - a. The Chairperson - this post will be filled permanently by the Coordinator or Counseling Services and/or a designee;
 - b. Five (5) teachers to be selected from a list of faculty volunteers whose names will be requested by the chairperson;
 - c. Two (2) students who will be selected by the Coordinator of Counseling Services.
2. Approval of each student application requires a vote of members of the permanent committee. The committee has the authority to make decisions concerning the scope and objectives of the project, the time to be spent in developing the project, and the methods by the student in organizing, developing, and evaluating the project.

Instruction

Independent Study

Standing Committee (continued)

3. The permanent committee will intervene in the evaluation of the student only when disagreement occurs between an off-school sponsor and a faculty advisor or when the student's participation is because of lack of commitment to his/her responsibilities under the program or unsatisfactory school citizenship.

Student Procedures and Responsibilities

Criteria for Admittance

The Independent Study Program is open to all eleventh and twelfth-grade students without regard to level, track, or class rank.

1. Twelfth-grade students may carry independent study as a fifth course.
2. Eleventh-grade students may carry independent study as a sixth course.
3. Tenth grade students who are identified as talented and gifted may carry independent student as a sixth course.

Areas of Study

1. All areas related to the total school curriculum may be included in the Independent Study Program. No student may elect an Independent Study Program in lieu of a presently offered course of study or to fulfill graduation requirements.
2. An individual student may select an independent study project in one area only.
3. Students may seek an out-of-school sponsor, but an appropriate in-school sponsor must be found to act as liaison and guide.
4. Transportation (if needed) must be provided by the student. The Independent Study Program may be planned for any of the seven periods of the day.

Deadlines

1. Application must be made on or before May 10 for the 1st semester of the junior or senior year.
2. Application for the 2nd semester projects must be made by January 10.

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Independent Study

Deadlines (continued)

3. Under unusual circumstances, the Independent Study Committee will consider a later application provided it is submitted within the first fifteen days of a new semester.
4. Application Packet may be obtained from the student's counselor

Credit

1. An Independent Study Program may be selected for units of one or two semesters, depending on the scope of the project and the capability of the student.
2. Honors credit will be given 2-1/2 credits per semester for each semester successfully completed.
3. No credit will be given for projects not completed or not accepted by the Evaluation Committee.

Presentation of Project

1. A copy of the evaluation and the grade given to the project will be placed in the student's permanent file.
2. A critique and summary, including a self-evaluation, must be made.
3. The sponsor should arrange to meet the student at regular intervals to ascertain progress and to provide assistance.
4. Written reports are due two weeks prior to mid-year and final examinations.
5. Students may be asked to display projects or give oral reports at a meeting and reception for the school and community.

Responsibilities of the Sponsor

1. The sponsor should be thoroughly familiar with the Independent Study Policy, particularly the section, "Student Procedures and Responsibilities."
2. The sponsor must assist the student in planning his/her program.

Instruction

Independent Study

Responsibilities of the Sponsor (continued)

3. The sponsor must formally notify the Independent Study Committee should the student fail to meet stated requirements of the program or if any unusual difficulties arise that might impede progress. Such notification should be made as early as possible in the semester.

Evaluation of Students

Evaluation of the student in the program will be done by the in-school sponsor.

1. A mid-semester narrative evaluation is required from the sponsor and the student. A form will be sent to each by the Independent Study Chairperson. An I (incomplete) will be recorded as a mid-semester grade on the report card.
2. A final narrative and grade evaluation which incorporates the report of an out-of-school sponsor, if one worked with the student, must be submitted. The final evaluation, reported by the in-school sponsor, should include comments on the student's attitude, progress, and accomplishments, in addition to the grade. The in-school sponsor determines the final grade. A form will be sent to the sponsor by the Independent Study Chairperson.
3. A critique and self-evaluation completed by the student must be attached to the final report. (See Student Procedures Section - Presentation by the Student.)

The final grade is given by the in-school sponsor. The Independent Study Committee will intervene only if a problem arises.

Instruction

Advanced College Placement

The Board of Education encourages students to advance academically at a pace appropriate for them. Therefore, it shall permit advanced placement in college, either on a full or part-time basis, for high school juniors or seniors who are exceptionally able and motivated academically.

The administration shall develop and the Board of Education shall approve, criteria and regulations pertaining to students who may be accorded advanced placement privileges.

When such individual programs meet with the approval of the school administration, and have been formally approved by the Board, the student may be released from high school attendance on a full or part-time basis, and shall be awarded a high school diploma after evidence is received that s/he has met, through college work, all necessary academic requirements for graduation.

The District will not provide transportation for students participating in advanced college placement.

Instruction

Student Nutrition and Physical Activity

Student wellness, including good nutrition and physical activity, shall be promoted in the district's educational program, school activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296)

Goals for Nutrition Education

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive middle school health education curriculum and will be integrated into other high school classroom content areas, as appropriate.

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in grades 7-11 and shall include a standards-based, developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.
- Unless otherwise exempted, all students will be required to engage in the District's physical education program.

Nutrition Guidelines for Foods Available in Schools

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Plate, published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education ("Connecticut Nutrition Standards for Foods in Schools") in addition to federal and state statutes. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food and beverage sales that compete with the District's nonprofit food service in compliance with the Child Nutrition Act. The District shall prohibit the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold to students separately from school meals meet the Connecticut

Instruction

Student Nutrition and Physical Activity

Nutrition Standards. All beverages sold to students on school premises will be healthy choices that meet the requirements of state statute.

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

Reimbursable School Meals

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

Monitoring

The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy.

Community Input

The Superintendent or designee will invite suggestions and comments concerning the development, implementation, periodic review and improvement of the school wellness policy from community members, including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, members of the Board of Education, school administrators, and the public.

Evaluation of Wellness Policy

In an effort to measure the implementation of this policy, the Board of Education designates the Director of Curriculum as the District Wellness Committee Chairperson who will be responsible for ensuring that each school meets the goals outlined in this policy. The District will make available to the public an assessment of the implementation, including the extent to which the schools are in compliance with policy and a description of the progress being made in attaining the goals of this policy.

(cf. 3542 - Food Service)

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

Instruction

Student Nutrition and Physical Activity

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

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

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

10-215a Nonpublic school participation in feeding program.

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

10-216 Payment of expenses.

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

10-215f Certification that food meets nutrition standards.

10-221o Lunch periods. Recess.

10-221p Boards to make available for purchase nutritious, low-fat foods.

10-221q Sale of beverages.

Regulations of Connecticut State Agencies

10-215b-1 Competitive foods.

10-215b-23 Income from the sale of food items.

National School Lunch Program and School Breakfast Program;
Competitive Food Services. (7 CFR Parts 210.11 and 220.12)

The Child Nutrition and WIC Reauthorization Act of 2004, Public Law
108-265

Nutrition Standards in the National School Lunch and School Breakfast
Programs, 7 CFR Parts 210 & 220

Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296, 42 U.S.C. 1751

Child Nutrition Act of 1966 (as amended by P.L. 108-269, July 2, 2004)

School Breakfast Program, 7 C.F.R. Part 220 (2006)

Policy adopted:

August 8, 2016

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Student Nutrition and Physical Activity

National School Lunch Program or School Breakfast Program: Nutrition Standards for All Foods Sold in School (Federal Register, Vol. 78, No. 125, June 28, 2013)

Instruction

Student Nutrition and Physical Activity

National School Lunch Program and School Breakfast Program

Reimbursable meals served in the U.S. Department of Agriculture's (USDA) National School Lunch Program (NSLP) and School Breakfast Program (SBP) will follow the USDA meal pattern requirements and nutrient standards in accordance with the Healthy, Hunger-Free Kids Act of 2010. Menu planning, purchasing procedures and production techniques for school meals will be used to decrease fat, saturated fat, trans fat, sodium and sugars, and to increase fiber. In addition, school meals shall:

- Include only unflavored low-fat (1%) and fat-free milk flavored or unflavored, which contain no more than 4 grams of sugar per ounce and no artificial sweeteners, that meets the requirements of the state beverage statute and federal regulation; and
- Ensure that half of the grains served are whole grains. All grains must be whole grain rich, containing at least 50% whole grains by weight or has a whole grain as the first ingredient and any other grain ingredients are enriched.
- Reduce the levels of sodium, saturated fats and trans fats in meals; (per Department of Agriculture Nutrition Standards and Connecticut Nutrition Standards, which are the same)
- Meet the nutrition needs of school children within their calorie requirements (per Department of Agriculture Nutrition Standards and Connecticut Nutrition Standards which are the same).

The District will share information regarding the nutrition content of school meals with students, families and school staff. Nutrition information for a la carte foods and beverages sold in schools will also be available.

Cafeteria A La Carte Sales

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

Cafeteria Climate

A lunchroom environment that provides students with a relaxed, enjoyable climate shall be developed. It is encouraged that the lunchroom environment be a place where students have:

- adequate space to eat and pleasant surroundings;
- appropriate supervision; and
- convenient access to hand washing facilities before meals.

Cafeterias will serve as an additional source of nutrition education, using posters and signage free of brands and illustrations of unhealthy foods, to promote good nutrition and food choices.

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Student Nutrition and Physical Activity

Meal Schedules

Meal periods shall be scheduled at appropriate hours. In compliance with federal regulations, lunch must be scheduled between 10:00 a.m. and 2:00 p.m. in all schools. Pursuant to state statute, schools are required to provide all full day students a daily lunch period of not less than 20 minutes. Activities such as tutoring, clubs or organizational meetings or activities shall not be scheduled during meal times.

Qualifications of Food Service Staff

Qualified nutrition professionals shall administer the school meal programs. As part of the school district's responsibility to operate a food service program, continuing professional development shall be provided for all nutrition professionals in schools. Staff development programs shall include appropriate certification and/or training programs for school food service directors, managers and cafeteria workers, according to their levels of responsibility.

Training for Food Service Staff

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

Other Foods Offered or Sold

To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The Connecticut Nutrition Standards apply to all food sold to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores and fundraisers. All beverages sold or served to students at school shall meet the requirements of state statute and federal regulations, whichever are stricter, at all times. However, beverages not meeting the requirements of state statute and foods not meeting the Connecticut Nutrition Standards may be sold or served at the location of an event occurring after the end of the regular school day or on the weekend provided they are not sold from a vending machine or school store. The District strongly encourages the sale or distribution of nutrient-dense foods, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes.

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

If a snack machine with food items is available for use by students during the school day, the

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Student Nutrition and Physical Activity

school must also have non-fat or low-fat dairy products and fresh or dried fruit available for purchase. When the snack machine is operating outside of cafeteria hours, schools must make alternate provisions to offer non-fat or low-fat dairy products and fresh or dried fruit for sale at the same time.

Access to Drinking Water

Students and staff will have access to safe, fresh drinking water throughout the school day. Fluoridated or bottled water that does not contain added sugars, sweeteners, artificial sweeteners, or caffeine, should be made available for purchase by students and staff. The District participates in the reimbursable National School Lunch Program and/or School Breakfast Program and students have access to free potable water available where meals are served.

Foods Brought Into School

The District shall encourage families to pack healthy lunches and snacks and to refrain from including beverages that do not meet the requirements of state statute or foods that do not meet the Connecticut Nutrition Standards.

Fundraising

School fundraising activities shall not involve food or beverages or shall only use foods that meet the Connecticut Nutrition Standards and beverages that meet the requirements of state statute and federal regulations. However, food items that do not meet the Connecticut Nutrition Standards and beverages not meeting the requirements of state statute and federal regulations can be sold as fundraisers on school premises if they are sold at the location of an event occurring after the end of the regular school day or on the weekend, provided they are not sold from a vending machine or school store. The District shall encourage fundraising activities that promote physical activity. The District shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers.

Competition with nutritious meals served by the school food services operations must be minimized. Income from any competitive foods or beverages sold from 30 minutes prior to the start of any state or federally subsidized milk or meal program until 30 minutes after the end of the program must accrue to the food service account.

Concessions

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

Instruction

Student Nutrition and Physical Activity

to encourage selection by students.

Nutrition Practices in Classrooms

The District demonstrates a commitment to improving student nutrition, and strongly discourages the use of food items as part of a student incentive program. Nonfood alternatives are strongly encouraged for classroom celebrations. Should a classroom celebration use food items, adherence to the guidance from the Connecticut Nutrition Standards is strongly encouraged.

Nutrition Education

Nutrition education shall be offered as part of a comprehensive school health education program designed to provide students with the knowledge and skills necessary to promote and protect their health. Nutrition education shall use national or state-developed standards, such as the Connecticut State Department of Education's Healthy and Balanced Living Curriculum Framework.

Educational Outreach

School instructional staff members shall collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families.

Partnering with Community Organizations

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

Nutrition Promotion

The District shall conduct nutrition education activities and promotions that involve parents, students and the community. The school team responsible for planning nutrition activities shall ensure interdisciplinary collaboration by including school food service, school nurses, health and physical education teachers, family and consumer sciences teachers, and other appropriate school staff members.

Professional Development for Teachers

The District shall include appropriate training for teachers and other staff members. Staff members responsible for nutrition education shall be adequately prepared and shall regularly participate in professional development activities to effectively deliver the nutrition education program as planned. Preparation and professional development activities shall provide basic knowledge of nutrition, combined with the development of skills and adequate time to practice

Instruction

Student Nutrition and Physical Activity

skills in program-specific activities. Training shall include instructional techniques and strategies designed to promote healthy eating behaviors.

Engaging Students

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

Staff Wellness

The District shall disseminate information, build awareness, provide health education and support health-promoting activities that focus on skill development and lifestyle behavior change for staff members. Staff shall have access to facilities that meet employee wellness needs and interests.

Physical Education

The District's physical education curriculum is based on the Healthy and Balanced Living Curriculum Framework. Lessons are designed to provide appropriate scope and sequence for all activities, and modifications are made in order to include all students. Students are given both physical and written assessments to ensure mastery of skills. Students in grades 8 and 10 participate in the Connecticut State Fitness test in order to measure their level of fitness in the areas of flexibility, cardiovascular endurance and muscular strength and endurance.

The District shall ensure that students are required to participate in grades 7-11. Certified and highly qualified physical education teachers will teach all physical education classes.

Incorporating Physical Activity Into the Classroom

Students in all grade levels shall be provided with opportunities for physical activity beyond and in addition to physical education. Classroom health education shall complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle. Classroom teachers are encouraged to provide short physical activity breaks between lessons or classes, as appropriate.

District Wellness Committee

With the purposes of monitoring the implementation of the District's policy, evaluating policy progress, serving as a resource to school sites, and revising the policy as necessary, a District-wide wellness committee shall be established. *(Required by federal law only for districts that participate in the USDA child nutrition programs.)* The committee will meet a minimum of four times annually. Committee membership shall consist of:

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Student Nutrition and Physical Activity

- District Food Service Coordinator
- Parent representative
- Staff member representative from each school level
- Administrative Representative
- Physical Education and Health Program Leader
- School Nurse
- Health Education Teacher
- Physical Education Teacher
- Student
- Board of Education Member

Implementation and Monitoring

The Superintendent or designee shall ensure compliance with the established district-wide school wellness policy. In each school, the Principal or designee shall ensure compliance with those policies in his or her school and shall report on the school's compliance to the school district Superintendent or designee. School food service staff members, at the school or district level, shall ensure compliance with nutrition policies within school food service areas and shall report on this matter to the Superintendent (or if done at the school level, to the school Principal). The Superintendent or designee will invite suggestions and comments concerning the implementation and improvement of the school wellness policy from the community members, including parents, students and the school board. The District Wellness Committee shall provide an annual report to the Superintendent concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy.

Policy Review

The District shall identify a strategy and schedule to help review policy compliance, assess progress and determine areas in need of improvement. As part of that process, the district shall review nutrition and physical activity policies; new research and evidence on health trends and effective programs; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The District and individual schools within the District shall, as necessary, revise the school wellness policy and develop work plans to facilitate its implementation.

Instruction

Controversial Issues

The historic principle of academic freedom grants and protects the teacher's right to raise and reasonably treat controversial issues in the carrying out of approved school system curricular policies. However, no statute or court decision has approved of teacher actions or statements which substantially interfere with the reasonable requirements of school discipline or established curriculum. The guarantees of free speech or the doctrine of academic freedom have never been recognized by the courts as vehicles to allow teachers to violate an established and reasonably well-defined curriculum or to create or modify curriculum programs according to his/her beliefs.

Amity students have the right to discuss controversial issues as an essential part of their education. Amity teachers, as beneficiaries of the legal rights established in the historic principle of academic freedom, have the right to teach students in ways that best utilize their professional knowledge, interests, and competencies. To these ends, the Board of Education recognizes the place of controversial issues in the educational experience of its students, provided that such issues are studied under competent instruction in an atmosphere free from bias and prejudice; that they are relevant to the course of study in which they are studied; that they are appropriate learning objectives for the academic level and maturity of the students; and that all sides of the issue in question are taught objectively, equitably, and accurately, as far as possible.

Legal Reference: Connecticut General Statutes

31-51q Liability of employer for discipline or discharge of employee on account of employee's exercise of certain constitutional rights.

Keyishian v. Board of Regents 395 U.S. 589, 603 (1967)

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Extra-Class Activities

The activity, club, and athletic program of the Amity Regional Schools shall be an outgrowth of class activities and/or student interests. All activities shall have a faculty advisor and shall be subject to school supervision.

All students shall be encouraged to participate in one or more activities. However, fulfilling academic responsibilities shall take precedence on the part of students engaging in activity and athletic programs.

No student who has an unexcused absence from school on the day of club meeting, activity program, athletic practice, or event shall be permitted to take part in such activity.

Legal Reference: *Westside Community Board of Education v. Mergens*

Equal Access Act, 20 U.S.C. §4071 et. seq.

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Intramural Competition

Each middle school shall conduct as extensive an intramural program as possible for all students. Together with regular physical education instruction, intramural sports shall serve as the basis for interscholastic athletics.

(cf. 6145.2 – Interscholastic Competition)

Instruction

Interscholastic Competition

Participants in interscholastic sports will be required to have regular attendance and to maintain acceptable grades and standards of conduct. Eligibility requirements shall be similar to, and in line with, those set forth by the Connecticut Interscholastic Athletic Conference.

The administration shall assure that all participants have written permission from parents to engage in interscholastic athletics and a current physical examination from a physician certifying their physical fitness to do so.

All new interscholastic programs and contests and schedules for existing programs shall be subject to prior approval by the Board of Education.

The interscholastic program shall be concerned primarily with the welfare and protection of the students in their competition. Every safeguard must be taken which will prevent excessive participation.

Sunday Play of Postponed Games

The Amity Board of Education endorses the concept of allowing Sunday play of interscholastic games under any of the following conditions:

1. The postponement of Saturday interscholastic games due to severely adverse weather conditions;
2. The postponement of previously scheduled Saturday interscholastic games which fall on religious holy days; and
3. The scheduling of interscholastic games to avoid playing on religious holy days.

No Sunday game will start before 1:30 p.m. The scheduling of Sunday games will conform to the CIAC rules.

Legal Reference: Connecticut General Statutes
 10-149 Qualifications for coaches of intramural and interscholastic athletics.
Stratton, PPA v. St. Joseph's High School, Bridgeport Superior Court, June 4, 1986 (12 CT 26)9/87.

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
 Woodbridge, Connecticut

Instruction

Interscholastic Competition

Scheduling of Athletic Contests.

Interscholastic games shall not be scheduled during the evening hours of examination weeks.

Middle School

These guidelines are written to establish the basic philosophy and framework under which the Director of Athletics and coaches are to function in the middle school interscholastic sports program. Responsibility for enforcing the guidelines rests with the Director of Athletics. However, each coach must be well aware of the responsibility that applies to each sport and seek to diligently follow them.

Although more sports are described in these guidelines than are currently permitted, they are included for a more complete guide:

1. The administration shall:
 - a. Secure written parental permission for participation in each sport prior to try-outs;
 - b. Require a current physical examination of all participants before the first schedule practice/tryout session;
 - c. Employ qualified/certified personnel to conduct the program. (It is desirable to have a certified staff member conducting the program.);
 - d. Provide adequate facilities, equipment, and the supervision of spectators;
 - e. Secure financial support by the Board of Education for athletic programs. Admission fees to games are not recommended;
 - f. Employ qualified officials;
 - g. Use age, weight, and physical maturity as well as grade and ability to establish the place of the individual in the group so that competition provided on as equal a basis as possible;
 - h. Require proper equipment for safety;

Instruction

Interscholastic Competition

Middle School (continued)

- i. Insure all participants adequately;
 - j. Schedule contests in the afternoon whenever possible;
 - k. Limit the publicity;
 - l. Present certificates of participation;
 - m. Do not encourage participation in jamborees, play-offs, or tournaments;
 - n. Limited trip length in order to minimize loss of school time;
 - o. Use fully-insured conveyance for transportation;
 - p. Restrict the practice sessions to appropriate time length;
 - q. Schedule interscholastic competition between schools of comparable size whenever possible;
 - r. End all inter-school competition two full weeks before the last day of school; and
 - s. Provide for necessary exceptions to recommended practices and guidelines at a meeting of Principals.
2. Any specific Board of Education policies and/or regulations must be followed.
 3. No games or practices will be held on Saturday or Sunday, except under certain conditions set by Board of Education policy.

Instruction

Interscholastic Competition

Middle School (continued)

General Eligibility Standards

1. Any member of the student body is eligible to participate in interscholastic athletics.
2. Students must meet the scholastic requirements of the school in order to participate in interscholastic athletics.
3. Competitors must meet the requirements of good citizenship throughout the school.
4. Girls may, at the discretion of a member school, participate with boys in sports if there is no girls team in the school.
5. Ninth-grade students are permitted to try out for high school teams with parental approval.

Legal Reference: Connecticut General Statutes
10-149 Qualifications for coaches of intramural and interscholastic athletics
Stratton, PPA v. St. Joseph's High School, Bridgeport Superior Court, June 4,
1986 (12 CT 26) 9/87.

Instruction

Status Level of Sports Program

Amity's interscholastic high school athletic program must be able to achieve its objectives on a sustained basis with an appropriate level of student participation. To this end, the process for elevating a sports program to this status must be orderly, consistent, fair, and equitable. All proposals for elevation of sports programs to varsity level status must be approved by the Board of Education upon recommendation of the Superintendent.

Legal Reference: Connecticut General Statutes

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

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Status Level of Sports Program

1. A new sports program should serve at least one year as a high school club program before it is eligible for proposal as a varsity level sport. During this year, the Director of Athletics will evaluate the level of student support and participation, the achievement of the program's objectives, and the potential of the program for sustaining itself as an interscholastic varsity sport.
2. If the evaluation is favorable, the Director of Athletics may recommend to the High School Principal that the club program be evaluated to varsity level status.
3. If approved by the High School Principal, the recommendation will be forwarded to the Superintendent for his/her action. The recommendation must contain a rationale for the proposal and all pertinent evaluative data concerning it.
4. If approved by the Superintendent, he/she will submit the proposal to the Board of Education with a recommendation for approval.

Legal Reference: Connecticut General Statutes

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

Regulation approved: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Organizations/Associations

Student Government

The Board of Education sanctions the organization of student councils in the Amity Regional Schools for the purpose of:

1. Providing a forum for student expression;
2. Bringing a closer tie between students, faculty, the administration and the community;
3. Coordinating and unifying extracurricular activities;
4. Helping solve school problems; and
5. Providing an official channel through which student opinion may be heard by the Board of Education.

Members and officers of student councils shall be elected by students under rules which provide that each student has opportunity to vote for a proportionate number of representatives, and that all students have opportunity to vote for all officers. Scholastic requirements for membership and offices may be set up by the administration.

Each student council shall have one or more faculty advisers.

Instruction

Graduation Requirements

Graduation from the Amity Regional School District public schools indicates:

1. That students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve,
2. That they have satisfactorily passed any required state approved mastery examinations and/or satisfactorily demonstrated the district's performance standards as established by the faculty and approved by the Board of Education, and
3. That they have attained the legally mandated number and distribution of credits.

Students must demonstrate proficiency in the following basic skill areas: reading, writing, mathematical problem solving, scientific problem solving, and technology. Students must demonstrate proficiency in these areas through a designated score on federal or state standardized tests or through performance-based assessments in particular courses.

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

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

Under normal circumstances, the administration at Amity Regional High School requires students to complete all credits necessary to graduate through in-house courses and programs. The administration does recognize that there may be circumstances in which students wish to pursue off-campus courses, and wish to apply the credits earned through these off-campus courses towards Amity Regional High School credit for graduation. Enrollment in an off-campus course does not waive the full-time student status requirement at Amity Regional High School (refer to Student Handbook or Program of Studies for definition of full-time student status). Tuition, transportation, and all associated costs/fees for off-campus courses will be the sole responsibility of the student; the district will assume no financial responsibility. Campus courses will be the sole responsibility of the student; the district will assume no financial responsibility.

Instruction

Graduation Requirements

Off-campus courses must meet the following requirements:

1. Course must be taken at an accredited school, college, university, or on-line program
2. Course must be taught by a state or nationally certified teacher
3. Seat hours must be equivalent to Amity Regional High School courses (120 hours for 1 credit course and 60 hours for .5 credit course)
4. If the off-campus course is also offered in-house, the student must receive a passing grade (60+) on the final exam from the comparable course taught at Amity Regional High School. If the off-campus course is not offered in-house, the student may be asked to present a portfolio of completed work to the Academic Standards Committee.

Students wishing to pursue credit for off-campus courses, for which Amity Regional High School does not have an existing partnership, must request approval by a standing committee called the Academic Standards Committee. The Academic Standards Committee must approve all courses taken off-campus for Amity Regional High School credit prior to enrollment. The Academic Standards Committee will include, but not be limited to, the Amity Regional High School Director of Counseling Services, the High School Principal, and department chair(s) of the pertinent content area(s). The committee will review the merit of all requests. If a course is approved and successfully completed, the course will be recorded as follows:

1. Course will be listed on the Amity Regional High School transcript as a transfer course showing the institution awarding the credit
2. Grade will be listed as Pass/Fail Grade and quality points will not be factored into the student's GPA or Weighted GPA

(cf. 5121 - Examination/Grading/Rating)

Legal References: Connecticut General Statutes

10-14n State-wide mastery examination. Conditions for reexamination.

Limitation on use of test results. (as amended by Section 115 of PA 14-217

10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language

Instruction

Graduation Requirements

Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes and P.A. 13-247, Budget Implementer Bill.

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

P.A. 13-108, An Act Unleashing Innovation in Connecticut Schools.
Implementing Provisions of the State Budget.

Instruction

Graduation Requirements

New legislation and Connecticut state law have required adjustments to current graduation credit requirements at Amity. Due to these changes, the distribution and number of credit requirements has been adjusted. Graduation requirements have been phased in over the course time, beginning with increases for the Class of 2015 and gradually increasing in years thereafter. These adjustments have begun the process necessary to implement new state-mandated graduation credit requirements.

For the class of 2016, graduation credit requirements are 23 credits. Graduation requirements have been adjusted to 24 credits for the graduating Classes of 2017 and 2018. Graduation requirements have been adjusted to 25 credits for the graduating Class of 2019 and beyond.

In order to transition to these new requirements, graduation credit distribution and year requirements will be as follows:

Class of 2016:

English	4 Credits (4 Years)
Mathematics	3 Credits (3 Years)
Science	3 Credits (3 Years)
Social Studies	3 Credits (3 Years)
World Language	2 Credits (2 Years)
Practical and Fine Arts	1 Credit (1 Year)
Physical Education/Health	1 Credit (3 Years)
Electives	6 Credits
TOTAL	23 Credits

Students are required to carry a minimum of 6 credits in 2 of their 4 years, and 5.5 credits in 2 of the 4 years.

Class of 2017:

English	4 Credits (4 Years)
Mathematics	3 Credits (3 Years)
Science	3 Credits (3 Years)
Social Studies	3 Credits (3 Years)
World Language	2 Credits (2 Years)
Practical and Fine Arts	1 Credit (1 Year)
Physical Education/Health	1 Credit (3 Years)
Electives	7 Credits
TOTAL	24 Credits

Students are required to carry a minimum of 6 credits in each of their 4 years.

Instruction

Graduation Requirements

Class of 2018:

English	4 Credits (4 Years)
Mathematics	4 Credits (4 Years) *Increase
Science	3 Credits (3 Years)
Social Studies	3 Credits (3 Years)
World Language	2 Credits (2 Years)
Practical and Fine Arts	1 Credit (1 Year)
Physical Education/Health	1 Credit (3 Years)
Electives	6 Credits *Decrease
TOTAL	24 Credits *Decrease

Students are required to carry a minimum of 6 credits in 3 of their 4 years, and 7 credits in 1 of the 4 years.

The following distribution of credit reflects an adjustment in the number of credits awarded in science and physical education/health courses to more accurately reflect scheduled instruction time. These adjustments are made for the class of 2019 and beyond so as to not require retroactive adjustments to credit distribution.

Class of 2019 and 2020:

English	4 Credits (4 Years)
Mathematics	4 Credits (4 Years)
Science	3.5 Credits (3 Years) *Adjustment
Social Studies	3 Credits (3 Years)
World Language	2 Credits (2 Years)
Practical and Fine Arts	1 Credit (1 Year)
Physical Education/Health	1.5 Credit (3 Years) *Adjustment
Electives	6 Credits
TOTAL	25 Credits

Students are required to carry a minimum of 6 credits in 3 of their 4 years, and 7 credits in 1 of the 4 years.

Instruction

Graduation Requirements

Class of 2021 and beyond:

English	4 Credits (4 Years)
Mathematics	4 Credits (3 Years)
Science	3.5 Credits (3 Years)
Social Studies	3 Credits (3 Years)
World Language	2 Credits (2 Years)
Practical and Fine Arts	1 Credit (1 Year)
Physical Education/Health	1.5 Credit (3 Years)
Electives	5 Credits
Senior Demonstration Project or Equivalent	1 Credit *Addition, per state mandate
TOTAL	25 Credits

Students are required to carry a minimum of 6 credits in 3 of their 4 years, and 7 credits in 1 of the 4 years.

Instruction

Grading/Assessment Systems

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

Evaluation of student progress is a primary responsibility of the teacher. 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 communications vehicles helps promote a process of continuous evaluation of student performance. The curriculum contains a wide variety of courses at various levels of academic challenge. Students are allowed considerable choice and are encouraged to strive for academic excellence. A system of grade weighting recognizes the differences in student achievement. Grade weighting encourages and rewards students for selecting courses at more challenging levels of difficulty.

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

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

Instruction

Grading/Assessment Systems

For the Classes of 2019 and beyond, the following shall be used for calculation of weighted GPA (WGPA) and unweighted GPA (GPA).

Grade Point Average (GPA)

A Grade Point Average shall be implemented 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 school's parent/student handbook, of this position and the specifics of the weighted grading program.

All credit-bearing courses will be included in weighted and unweighted Grade Point Average calculations.

***Weighted and Unweighted Grade Point Average Modifications/Exclusions**

N Grades: N Grades will be counted as an F in all weighted GPA and unweighted GPA calculations.

Summer School: Summer school grades will be excluded from all weighted GPA and unweighted GPA calculations.

Pass/Fail: Pass/Fail grades will be excluded from all weighted GPA and unweighted GPA calculations.

Transfer Courses: All transfer course grades will be excluded from all weighted GPA and unweighted GPA calculations.

Instruction

Grading/Assessment Systems

Unweighted Grade Point Average (GPA)

An Unweighted Grade Point Average (GPA) will be calculated for each student. The following scale will be used to calculate an Unweighted Grade Point Average (GPA).

Unweighted GPA Scale

Letter Grade	Number Grade	Scale
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
D+	67-69	1.30
D	63-66	1.00
D-	60-62	0.70
F	0-59	0.00
N	0	0.00

Course credit value (i.e. full-credit, half-credit, quarter-credit, etc.) will be factored in Unweighted Grade Point Average calculations.

Weighted Grade Point Average (WGPA)

A Weighted Grade Point Average will be calculated for each student. Course credit value (i.e. full-credit, half-credit, quarter-credit, etc.) and level will be factored in Weighted Grade Point Average calculations.

Level Description

1. Level Honors/Advanced Placement courses are those which are most rigorous and require superior scholarship.
2. Level 1 courses require demonstrated, sound scholarship and study skills. The curriculum is comprehensive, very challenging, and provides advanced college and career preparation.
3. Level 2 courses offer a challenging and comprehensive curriculum requiring above-average academic ability.

Instruction

Grading/Assessment Systems

4. Level 3 courses provide a foundation for academic work in post-secondary schools and colleges.
5. Combined Level/Contract Level courses create a heterogeneous learning environment in which students contract, depending on the course, for Honors, Level 1, Level 2, or Level 3 work. The contracted weight determines the value of the course for Weighted Grade Point Average calculation.
6. Level Elective courses are challenging and provide a comprehensive curriculum which requires above-average academic ability. Level Elective courses are calculated as L2 in Weighted Grade Point Average Calculation.

The Weighted GPA and Grading System is applicable to grades 9-12 and is described as follows:

Weighted Grade Point Average Scale

The following scale will be used to calculate a Weighted Grade Point Average:

GPA	GPA	LH	L1	L2	L3
A+	4.3	5.6	5.16	4.73	4.3
A	4	5.3	4.86	4.43	4
A-	3.7	5	4.56	4.13	3.7
B+	3.3	4.6	4.16	3.73	3.3
B	3	4.3	3.86	3.43	3
B-	2.7	4	3.56	3.13	2.7
C+	2.3	3.6	3.16	2.73	2.3
C	2	3.3	2.86	2.43	2
C-	1.7	3	2.56	2.13	1.7
D+	1.3	2.6	2.16	1.73	1.3
D	1	2.3	1.86	1.43	1
D-	0.7	2.0	1.56	1.13	0.7
F	0	0	0	0	0

Legal Reference: Connecticut General Statutes

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

Instruction

Statewide Proficiency/Mastery Examinations

Each student enrolled in grades seven and eight inclusive and grade ten or eleven shall take a statewide mastery examination (measuring whether or not a student has mastered essential grade level skills in reading, language arts and mathematics). Each student enrolled in grade eight, ten or eleven shall annually take a state approved mastery examination in science. The mastery examination shall be provided by and administered under the supervision of the State Board of Education.

Note: Students in Connecticut participate in the designated state mastery assessments in English, language arts, literacy and mathematics in grades seven and eight inclusive and grade eleven. In science, students participate in the state approved assessment in grades eight and ten.

Student scores on each component of the statewide tenth or eleventh grade state assessment may be included on the permanent record and transcripts of students. Students who meet or exceed the statewide mastery goal on any component of the statewide mastery examination, shall have a certification of such mastery made on the permanent record and transcript and be provided a certificate of mastery for each such component. Each tenth or eleventh grade student who has not met the mastery goal level on each component of the mastery examination may annually take or retake each such component at its regular administration until the student scores at or above each goal level or until the student graduates or turns twenty-one (21).

The school district does 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.

Any state approved alternate assessment of students enrolled in special education, shall be available only to those students with significant cognitive disabilities. Students with significant cognitive disabilities in grades seven through eight and eleven shall be assessed with the Connecticut Alternative Assessment in English/language arts and mathematics. In science, eligible students with significant cognitive disabilities shall be assessed with the state approved alternative assessment in grades eight and ten. In compliance with federal law, out-of-level testing is not an option for students enrolled in special education.

The participation goal will be in compliance with the federal legislation standard for the total school population, as well as for each subgroup (e.g. race/ethnicity, gender, special education, bilingual/ESL, eligibility for free and reduced lunch).

Instruction

Statewide Proficiency/Mastery Examinations

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

Legal Reference: Connecticut General Statutes

10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by PA 03-174 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 200

Instruction

Grouping Policy

A fundamental component of Amity's instructional philosophy is to educate each student to the extent of his or her potential. In order for this to happen, Amity educators believe that this can best be done with an instructional design which provides opportunities to teach students in some subject areas in classes organized on the basis of their abilities, motivation/commitment and in others based upon a heterogeneous grouping pattern.

Whenever student enrollment and the curriculum permit, students will be placed in courses offered at appropriate levels of instruction.

Instruction

Field Trips

The Board of Education approves the use of field trips as part of its educational program, providing they are conducted under regulations established by the Superintendent and meet the liability provisions of its insurance coverage.

Instruction

Field Trips

To take a class on a field trip, a teacher must obtain prior approval of the trip and all arrangements from the School Principal. The request shall be made, and permission given, in writing, on a standard form provided by the school system.

All students going on field trips must have prior written permission to do so by their parents or guardians. This shall be in writing.

All trips will be under supervision of the responsible teacher. An adult/student ratio of 1:10 for middle school and 1:15 for high school will be maintained.

Field trips are meant to align with and support the curriculum.

No student will be denied participation in a curriculum-based field trip upon documented financial need.

On field trips, students shall be expected to follow all school regulations and to cooperate fully with teachers, bus drivers, and others who may be supervising the trip.

Trips Out-of-State

1. The category includes all trips beyond state boundaries and/or extending beyond one school day.
2. Permission for such trips must be secured through the Superintendent at least one month in advance.
3. Prior to discussion with students, any teacher wishing to take a group on an extended trip should first clear with the building Principal and the Superintendent and have the following available:
 - a. Tentative itinerary and timetable
 - b. Cost per student
 - c. Reliability of the agency sponsoring trip
 - d. Anticipated numbers and qualifications of chaperons
 - e. Anticipated numbers of students to go
 - f. Reason and purpose of trip
 - g. Proposed means of obtaining financing for the trip
4. If financial support for the trip is sought, this must be incorporated into the approved school budget, or be brought by the Superintendent to the Board of Education for approval.

Instruction

Field Trips (continued)

Out-of-State Trips (continued)

5. The following guidelines will be used in approving or not approving the trip and deciding upon financial support if requested:
 - a. The educational value of the trip and its relationship to the curriculum and school goals will be the major criteria for approval.
 - b. The trip is not to be taken for profit by the staff member(s) involved. (This does not preclude an agency paying travel expenses for the chaperon.)
 - c. Excessive class time should not be lost because of the trip.
 - d. Sponsors of trips, including travel agencies, should carry sufficient, as suggested by the Board's insurance agent, to be fully covered against liability or accident claims. The Board of Education shall be held save harmless by the sponsor.
 - e. The parents and students must be willing to assume all costs.
 - f. Method of raising funds by the organization and proposed budget must be approved by the Superintendent.

Instruction

Homework

The Board recognizes the benefits of homework assignments to augment the classroom learning experience and issues this policy to ensure that guidelines for assigning homework at various levels are established by the administration.

The classroom remains the primary instructional center in the system, and each program should seek to use the allotted classroom time and available school facilities to the fullest extent to achieve the curriculum objectives. Homework which is relevant to the program objectives may be -- and even should be -- assigned when it is a necessary and effective means to augment the classroom learning experience and to provide an opportunity for independent study.

The amount of required homework and the frequency of homework assignments must be reasonable. Homework assignments should not depend on essential resources other than those available in the school.

The administration is authorized to establish homework guidelines for the system which are consistent with this policy.

Legal Reference: Connecticut General Statutes

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

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Class Examinations

Mid-Year Examinations

Mid-year assessment shall be administered for all scheduled courses Grades 9-12.

Legal Reference: Connecticut General Statutes

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

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Class Examinations

Mid-Year Examinations

1. A maximum of two mid-year examinations shall be scheduled for any one day. Students shall be scheduled for mid-year examinations in the same manner as for final examinations.
2. In full-year courses, the mid-year and final examination grades shall each count one-tenth (1/10th) of the final course grade.
3. The mid-year examination grade shall be recorded on the student's report card.
4. Teachers may exempt seniors from mid-year examinations under the following conditions:

Full-Year Course

Average of B or better for marking periods 1 and 2.

Semester Course

Average of B or better for the course.

5. Seniors who are exempt from the final examination but not from the mid-year examination in full-year courses shall have the mid-year examination count one-ninth (1/9th).
6. Seniors not exempt from final examinations in a semester course shall have the examination grade count one-fifth (1/5th) of the final grade.

Return, Review, and Retention of Examinations

Students shall have tests and assignments returned and reviewed promptly. Students shall be allowed to retain tests and assignments, except for the following:

1. Subject to department chairperson approval, teachers may retain lab reports and, in rare cases, standardized or teacher-prepared tests that cannot be modified without destroying their validity and reliability. Materials which are retained shall be kept on file for parental or student review.

Instruction

Class Examinations

Return, Review, and Retention of Examinations (continued)

2. Mid-term and final exams shall reflect the curricular needs of the individual school programs. With department chairperson approval, teachers may retain finals and components of mid terms that cannot be modified without destroying their validity and reliability. Students shall have the opportunity to review all mid-terms and finals with their teachers. Materials which are retained shall be kept on file for parental or student review.

Legal Reference: Connecticut General Statutes

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

Instruction

Use of Computers in Instruction

The Board recognizes that technological advances in all areas are necessary and that microcomputers will continue to be a major part of this advance. As such, the Board's goal is to implement computer resources in each school facility to enable students to be independent, competent, responsible and confident users of information and technology. Because of the many types of application and the potential cost, the Board establishes the following policy to plan for and guide this growth both for instructional and administrative uses.

Microcomputers for instruction will be used primarily to enable students to:

1. Communicate information and ideas, conduct research, organize data and solve problems, and create original works;
2. Demonstrate responsible, legal and ethical use of information and technology;
3. Use effective and efficient strategies to explore and use a wide range of information and technology resources to gain knowledge, deepen understanding, make informed decisions and solve problems for educational, career and personal pursuits;
4. Apply information and technology competencies to learning in the content areas;
5. Locate, evaluate, interpret and synthesize information from print and non-print sources; and
6. Use technology tools to enhance learning, increase productivity and promote creativity.

All students or staff using microcomputers will be instructed in the proper use and care of the hardware and software prior to its use. For students and staff using non-Board supplied equipment, their equipment must comply with district computer security.

Data bases will be restricted to those normally generated within instructional areas.

The school Principal, or designee, will coordinate the use of microcomputers in the classrooms within his/her building.

Instruction

Auditing and Reviewing Courses

In general, students can be expected, and will be encouraged, to take courses for credit in accordance with normal procedures. Under some circumstances, however, it may be more advantageous, for the student to audit a course. When such circumstances exist, the student should be permitted and encouraged to do so.

It should be understood by students that auditing a course is a privilege, and that permission will be granted to individual applicants only after due consideration and in light of the circumstances and conditions set forth below. Students taking the course for credit shall always be given preference for placement in the course.

Purpose in Taking Course

A student may be given permission to audit a course only if the purpose of the audit is for enrichment, background, or review. Since an audited course, by definition, does not carry credit, it may not be a course in which the student needs credit to meet graduation requirements, college admission requirements, or requirements for post-high school vocational plans.

Instruction

Auditing and Reviewing Courses

Eligibility Requirements

The student will be eligible only if:

1. The student's purpose in requesting permission to audit a course is in harmony with Board of Education policy;
2. The student is in grades 9 to 12; and
3. The student is carrying a minimum of five major subjects for credit.

Additionally, a student cannot change during the year to an audit status in a course in which he/she is failing; or from an audit to a credit status after he/she has started a course.

Approval of Eligibility and Permission

All requests for course audit must be approved by a member of the guidance staff and the teacher of the course to be audited.

Standards for Students Auditing a Course

All students who are given permission to audit a course will be expected to attend all class sessions, meet normal standards of conduct, and show reasonable progress in the audited subject. Whether a student is making satisfactory progress is a matter to be determined by the teacher concerned. Those students who do not meet behavior standards, or who impede the progress of the class, or do not make reasonable progress, will be asked to leave the class.

Student Records of Audited Course

Although there is no mark connected with a course audit, a notation of the course audited will be made in the student's cumulative folder and will be included as part of his/her high school transcript. An explanatory statement of the audit policy will accompany the transcript.

Instruction

Equipment, Books and Materials: Provision/Selection

Provision

It is a basic principle that tax-supported public education should be equally available to all students even though family circumstances and family resources vary greatly. In accordance with State law, the Amity Regional Schools shall provide free textbooks and other required learning materials for students. The administration shall set up regulations to assure that all required materials are readily available without cost to students.

Students may purchase textbooks or outside reading books from the school for their permanent possession and use. However, the teacher must ensure that such purchase is not made because of unavailability of the book, social pressure, or teacher pressure, even though unintentional.

Selection

The selection of basic textbooks will be carried on continuously in order to keep up with the great expansion of knowledge and the rapid changes going on in our world today.

Where applicable, all textbooks should present balanced views concerning the international, national, and local issues and problems of the past, present, and future. Textbooks should:

1. Provide materials to stimulate growth in factual knowledge, literary appreciation, aesthetic, and ethical values;
2. Provide materials that will help students develop abilities in critical reading and thinking;
3. Provide materials that will develop and foster an appreciation of cultural diversity and development in the United States and throughout the world;
4. Provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, sexual orientation, or physical disabilities; and
5. Allow sufficient flexibility for meeting the special needs of individual students and groups of students.

The administration will develop and review administrative rules outlining a procedure to select textbooks which meets the above criteria. This process shall include:

1. Analysis, evaluation, and recommendation by professional staff; and
2. The opportunity for interested citizens in the school community to review recommended textbooks.

Instruction

Textbook Selection and Adoption

Selection (continued)

The Board of Education, by statute, is responsible for the selection of textbooks for instruction.

The Board of Education shall not change any textbooks used in the schools except by a two-thirds vote of all the members of the Board, notice of such intended change having been previously given at a meeting of the Board held at least one week previous to the vote upon such changes.

(cf. 1312 - Public Complaints)

(cf. 4118.21 - Academic Freedom)

(cf. 5145 - Freedom of Speech/Expression)

(cf. 6144 – Controversial Issues)

Legal Reference: Connecticut General Statutes
 10-18a Contents of textbooks and other general instructional materials
 10-221 Boards of education to prescribe rules
 10-228 Free Textbooks, supplies, materials and equipment
 10-229 Change of textbooks
 President's Council, District 25 v. Community School Board No. 25, (457
 F. 2d. 289 (1972)
 Minarcini v. Strongsville City School District, [541 F. 2d. 577 (6th Cir.
 1976)]
 Academic Freedom Policy (adopted by Connecticut State Board of
 Education, 9/9/81)

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Care of Instructional Materials

Damaged and/or Lost Instructional Materials

The Board of Education may impose sanctions against students who lose or damage any educational material. The Superintendent is authorized by the Board of Education to set regulations and adopt any guidelines necessary to carry out the wishes of the Board.

Legal References: Connecticut General Statutes

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

10-222(a) Boards to have use of funds derived from repayment for school materials.

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Guidelines for Care of Instructional Materials

Damaged or Lost Instructional Materials

All students who lose, damage, or cause to have damaged, any school books, equipment or materials entrusted to their care or purview will be charged a fee. The fee shall not exceed the original cost.

1. Notification of Loss

All students will be notified of the fee being imposed for lost or damaged educational materials, e.g., books, equipment, or electronic materials as soon as possible. Reimbursement will be expected prior to the end of the school year in which the loss is sustained.

2. Record of Indebtedness

The school administration will maintain a cumulative record of the unpaid student indebtedness. This record, including date, item, and cost will be maintained in the student cumulative folder. The debt will be maintained as a part of the record until paid.

Parents will be notified, in writing, at least once a year of student indebtedness.

3. Failure to Pay Sanction

All academic records will be frozen until debt is paid.

- a. In the event of a missing or damaged library/media center material, no further library material may be signed out until payment is received.
- b. No final report cards will be released.
- c. No transcripts, verbal or written, will be issued.
- d. No graduation diploma will be given.

Legal Reference: Connecticut General Statutes
 10-221(c) Boards of education to prescribe rules, policies and procedures.
 10-222a Boards to have use of funds derived from repayment for school materials.

Regulation approved: August 13, 2007 AMITY REGIONAL SCHOOL DISTRICT NO. 5
 Woodbridge, Connecticut

Instruction

Comparability of Programs

Services being provided by state and local funds in Title I Project Schools are comparable to services being provided in each school attendance area within the district.

Annual records are maintained in the school district to document comparability.

The Board of Education ensures equivalence among schools in:

1. Teachers, administrators, and auxiliary personnel;
2. Provision of curriculum materials and instructional supplies; and
3. A district-wide salary schedule.

Legal Reference: Title I Improving the Academic Achievement of the Disadvantaged, as implemented by 34 C.F.R. part 200 of the No Child Left Behind Act of 2001

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

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Surveys of Students (Student Privacy)

In this policy, “surveys, analyses, or evaluations” refer to methods of gathering data for research purposes.

No student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analysis, or evaluation that reveals information concerning:

- A. Political affiliations or beliefs of the student or the student’s parent;
- B. Mental or psychological problems of the student or the student’s family;
- C. Sex behavior or attitudes;
- D. Illegal, anti-social, self-incriminating, or demeaning behavior;
- E. Critical appraisals of other individuals with whom respondents have close family relationships;
- F. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- G. Religious practices, affiliations, or beliefs of the student or student’s parents; or
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program without the prior written consent of the student’s parent/guardian. For the purpose of this policy, “instructional material” does not include academic tests or assessments.

All instructional materials, regardless of format, including teachers’ manuals, films, tapes or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student’s parent/guardian, or of the student, if he/she is 18 years of age or older. Academic tests and assessments are not included.

A parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent/designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents with access to surveys within a reasonable time before administration or distribution.

Instruction

Surveys of Students (Student Privacy) (continued)

The schools will notify parents of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Insofar as practicable,* schools will also directly notify parents annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Parents shall have the opportunity to opt out of such surveys, analyses, or evaluations.

**"Insofar as practicable" acknowledges that there may be circumstances in which a research request is made or is approved only after the school year has begun. When this occurs, the school unit should notify parents far enough in advance for them to access surveys and related instructional materials and to opt their children out, if desired.*

(cf. 6141.11 - Curriculum Research/Experimental Projects)

(cf. 6161 – Equipment, Books and Materials: Provision/Selection)

(cf. 6161.1 – Evaluation/Selection of Instructional Materials)

(cf. 6161.12 – Reconsideration of Materials)

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

P.L. 107-110, (HR 1-“Leave No Child Behind”) § 1061/1062 – Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors.

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

AMITY REGIONAL SCHOOL DISTRICT NO. 5 PUBLIC SCHOOLS
Woodbridge, Connecticut

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

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

Name of Student: _____

Address: _____

Grade/School Year: _____ Birthdate of Student: _____

Name of Student's Parent or Guardian: _____

Address of Parent or Guardian: _____

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

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

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

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

(Signature of Parent/Guardian)

(Date)

AMITY REGIONAL SCHOOL DISTRICT NO. 5 PUBLIC SCHOOLS
Woodbridge, Connecticut

RIGHT TO INSPECT CERTAIN INSTRUCTIONAL MATERIAL

In addition to any other rights with respect to the inspection of instructional materials, the parent or guardian of a child enrolled in a school within the Amity Regional #5 School Corporation which receives funds from the United States Department of Education either directly or indirectly, shall be entitled to inspect those instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any school program or curriculum.

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

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

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

No student shall be required without prior written consent of the student's parent or guardian, as part of any school program or curriculum which receives funds from the United States Department of Education, to submit to a survey, analysis, or evaluation which reveals information concerning:

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

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

Instruction

Use of Copying Devices and Copied Materials

The Copyright Law (Public Law 94-553) requires that all employees honor the following guidelines for classroom copying. Failure to do so could expose the employee and the school system to legal challenge.

Books and Periodicals

1. Single Copying for Teachers:

A single copy may be made of any of the following by or for a teacher at his/her individual request for his/her scholarly research or use in teaching or preparation to teach a class:

- A. A chapter from a book.
- B. An article from a periodical or newspaper.
- C. A short story, short essay or short poem, whether or not from a collective work.
- D. A chart, graph, diagram, drawing, cartoons or pictures from a book, periodical, or newspaper.

2. Multiple Copies for Classroom Use:

Multiple copies (not to exceed in any event more than one copy per student in a course) may be made by or for the teacher for classroom use or discussion, provided that:

- A. The copying meets the test of brevity and spontaneity as defined below.
- B. The copying meets the cumulative effect test as defined below.
- C. Each copy includes a notice of copyright.

3. Definitions

A. Brevity

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

Instruction

Use of Copying Devices and Copied Materials (continued)

Definitions (continued)

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

(Each item in (1) and (2) may be expanded to permit completion of an unfinished prose paragraph)

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

B. Spontaneity

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

C. Cumulative Effect

- (1) The copying of the material is for only one course in the school in which copies are made.
- (2) Not more than one short poem, article, story, essay or two excerpts may be copied from neither the same author, nor more than three from the same collective work or periodical volume during one class term.
- (3) There shall not be more than nine instances of such multiple copying for one course during one class term.

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

Instruction

Use of Copying Devices and Copied Materials (continued)

4. Prohibitions

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

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

Educational Uses of Music

1. Permissible Uses

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

Instruction**Use of Copying Devices and Copied Materials** (continued)**Educational Uses of Music** (continued)

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

- C. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
- D. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recording owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright, which may exist in the case of sound recording.)

2. Prohibitions

- A. Copying to create or replace or substitute for anthologies, compilations, or collective works.
- B. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises standardized tests and answer sheets and similar material.
- C. Copying for the performance, except as in 1.A. above.
- D. Copying for the purpose of substituting for the purchase of music, except as in 1.A. and 1.B. above.
- E. Copying without inclusion of the copyright notices which appears on the printed copy.

Instruction

Use of Copying Devices and Copied Materials (continued)

Reproduction by Libraries

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

1. The reproduction or distribution is made without any purpose of direct or indirect commercial advantage.
2. The reproduction or distribution of the work includes a notice of copyright.

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

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

Off-Air Recording of Broadcast Programming

In the absence of special licensing agreement, the following guidelines for videotaping broadcast programming apply.

1. Commercial Broadcast Programming

Broadcast programs are television programs transmitted by television stations for reception by the general public without charge.

- A. A broadcast program may be recorded off-air simultaneously with its transmission (including simultaneous cable retransmission) and retained for a period not to exceed the first 45 consecutive calendar days after the date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately.

Instruction

Use of Copying Devices and Copied Materials (continued)

Commercial Broadcast Programming (continued)

- B. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and other instruction spaces. This use must occur within the first 10 consecutive school days in the 45 calendar day retention period. "School days" are school session days-not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions.
- C. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests.
- D. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
- E. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy is subject to all of the provisions governing the original recording.
- F. After the first 10 consecutive school days, off-air recordings may be used up to the end of the 45-calendar day retention period only for teacher evaluation purposes.
- G. Off-air recording need not be used in their entirety but may not be altered from their original content. They may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
- H. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

2. Public Broadcast Programming

Video tape recorders may be used under the following conditions:

- A. School rerecordings may be made only by students, teachers and faculty or staff members.
- B. School rerecordings will be used solely for classroom, auditorium or laboratory exhibition in the course of classroom instruction or related educational activities.

Instruction

Use of Copying Devices and Copied Materials (continued)

Public Broadcast Programming (continued)

- C. School rerecordings will be used only in the educational institution for which made, and will not be given away, loaned, or otherwise made available outside the school.
- D. School rerecordings will be used only during the seven-day period of local Educational Television TV and other educational broadcast licensed by the distribution agency, and will be erased or destroyed immediately at the end of that seven-day period except to the extent specifically authorized in writing in advance by the distribution agency.

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

Showing Audiovisual Works in Non-Profit Institutions

1. Permissible uses

- A. They must be shown as part of the instructional program.
- B. They must be shown by students, instructors, or guest lecturers.
- C. They must be shown either in a classroom or other school location devoted to instruction such as a studio workshop, library, gymnasium, or auditorium if that space is used for instruction.
- D. They must be shown either in a face-to-face setting or where students and teacher(s) are in the same building or general area.
- E. They must be shown only to students and educators.
- F. They must be shown using a legitimate (that is, not illegally reproduced) copy with the copyright notice included.

Instruction

Use of Copying Devices and Copied Materials (continued)

Showing Audiovisual Works in Non-Profit Institutions (continued)

2. Prohibited use

- A. The works are used for entertainment, recreation, or even for cultural or intellectual value but are unrelated to teaching activity.
- B. They are shown in an auditorium or stadium before an audience not confined to students, such as a sporting event, graduation ceremony, or community lecture or arts series.
- C. They involve an illegally acquired or duplicated copy of the work.

(Guidelines from Section 110(1) and 110(4) of Copyrights Act and House Report)

Copyrighted Computer Software

1. Copying computer software

Because, of the complexity of computer software licensure, the user is advised to read and abide by the license agreement, which accompanies the software.

The owner of a copy of a computer program may make or authorize the making of another copy or adaptation of the program provided:

- A. That such new copy or adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other manner.

or
- B. That such new copy or adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful. (United States Code, Section 117, Title 17 paraphrased)
- C. It is illegal to make duplicate copies of a computer program for distribution to and use by anyone other than the owner of the master copy. Archival copies should be stored in a secure location with appropriate heat and humidity controls.
- D. Archival copies should be stored in a secure location with appropriate heat and humidity controls.

Instruction

Use of Copying Devices and Copied Materials (continued)

Copyrighted Computer Software (continued)

2. Using Computer Software (copyrighted and shareware)

- A. In the absence of special licensure, computer programs purchased as single-machine versions may not be downloaded into multiple computers simultaneously either physically (sequential booting) or electronically (on a network).
- B. District computers may not be used to make illegal copies of copyrighted computer software.
- C. In public areas, which have computers capable of copying software, this warning should be displayed: Many computer programs are protected by copyright. Unauthorized copying may be prohibited by law.
- D. Users wishing to use a disk (program or data disks) brought from outside of the building must check the disk(s) for viruses prior to using the disk(s) in school computers.
- E. Users may not load software onto the district's computer hard drives or networks without prior approval.
- F. Users must abide by policies, regulations, and guidelines for using networks. A network is any means by which computers, computer services, and related technologies are linked. It includes, but is not limited to, local, wide-area, commercial, and the Internet networks.

3. Computer Licenses

- A. The Director of Finance and Administration, is responsible for negotiating and signing licensing agreements for computer software, hardware, or networks. Individuals and individual schools shall refrain from entering into licensing agreements.

Instruction

Use of Copying Devices and Copied Materials (continued)

Computer Licenses (continued)

Downloadable Programming

Current guidelines for the educational use of electronic transmissions from off-site technology are not well defined. The following recommendations preserve the intent and spirit of copyright law and fair use guidelines.

- A. Technology should not be used to capture licensed programming illegally.
- B. Captured, off-site transmissions should be used for face-to-face instruction, not entertainment.
- C. When programming requires special licensing, the terms of the license must be observed, including taping and duplication rights.

Educational Multimedia

Introduction

Under the Copyright Act of 1976, copyright owners have the exclusive right to reproduce, prepare derivative works, distribute, perform, display, transfer ownership, rent or lend their creations. Under the same Act, the "fair use" exemption places a limit on these exclusive rights to promote free speech, learning, scholarly research and open discussion. Accordingly, under the Act, educators may use portions of copyrighted material if the purpose and character of the use is educational in nature, previously published, not a substantial part of the entire work and if the marketability of the work is not impaired by the use.

Many technological developments have occurred since 1976. The fair use exemption contained in the Copyright Act must again be interpreted by copyright owners and the educational community to allow educators to apply the Act in light of these new technologies.

The following guidelines do not represent a legal document, nor are they legally binding. They do represent an agreed upon interpretation of the fair use provisions of the Copyright Act by the overwhelming majority of institutions and organization affected by educational multimedia.

Instruction

Use of Copying Devices and Copied Materials (continued)

Educational Multimedia (continued)

Definitions

These guidelines apply to the use, without permission, of portions of lawfully acquired copyrighted works in educational multimedia projects which are created by educators or students as part of a systematic learning activity by nonprofit educational institutions. **Educational multimedia projects** created under these guidelines incorporate students' or educators' original material, such as course notes or commentary, together with various copyrighted media formats including but not limited to, motion media, music, text material, graphics, illustrations, photographs and digital software which are combined into an integrated presentation. **Educational institutions** are defined as nonprofit organizations whose primary focus is supporting research and instructional activities of educators and students for noncommercial purposes.

For the purposes of the guidelines, educators include faculty, teachers, instructors, and others who engage in scholarly research and instructional activities for educational institutions. The copyrighted works used under these guidelines are **lawfully acquired** if obtained by the institution or individual through lawful means such as purchase, gift or license agreement but not pirated copies. Educational multimedia projects which incorporate portions of copyrighted works under these guidelines may be used only for **educational purposes** in systematic learning activities including use in connection with non-commercial curriculum-based learning and teaching activities by educators to students enrolled in courses at nonprofit educational institutions or otherwise permitted under Section 3. While these guidelines refer to the creation and use of educational multimedia projects, readers are advised that in some instances other fair use guidelines such as those for off-air taping may be relevant.

1. **Preparation of Educational Multimedia Projects using Portions of Copyrighted Works.**

These uses are subject to the Portion Limitations listed in Section 3. They should include proper attribution and citation as defined in Section 5.B.

A. **By Students:**

Students may incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia projects for a specific course.

B. **By Educators for Curriculum-Based Instruction:**

Educators may incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia programs for their own teaching tools in support of curriculum-based instructional activities at educational institutions.

Instruction

Use of Copying Devices and Copied Materials (continued)

Educational Multimedia (continued)

2. Permitted uses of Educational Multimedia Programs Created under these guidelines

Uses of educational multimedia projects created under these guidelines are subject to the Time, Portion, Copying, and Distribution Limitations listed in Section 3.

A. Student Use:

Students may perform and display their own educational multimedia projects created under Section I of these guidelines for educational uses in the course for which they were created and may use them in their own portfolios as examples of their academic work for later personal uses such as job and graduate school interviews.

B. Educator use for Curriculum-Based Instruction:

Educators may perform and display their own educational multimedia projects created under Section I for curriculum-based instruction to students in the following situations:

1. for face-to-face instruction,
2. assigned to students for directed self-study,
3. for remote instruction to students enrolled in curriculum-based courses and located at remote sites, provided over the educational institution's secure electronic network in real-time, or for after class review or directed self-study, provided there are technological limitations on access to the network and educational multimedia project (such as a password or PIN) and provided further that the technology prevents the making of copies of copyrighted material.

If the educational institution's network or technology used to access the educational multimedia project created under Section I of these guidelines cannot prevent duplication of copyrighted material, students or educators may use the multimedia educational projects over an otherwise secure network for a period of only 15 days after its initial real-time remote use in the course of instruction or 15 days after its assignment for directed self-study. After that period, one of the two use copies of the educational multimedia project may be placed on reserve in a learning resource center, library or similar facility for on-site use by students enrolled in the course. Students shall be advised that they be not permitted to make their own copies of the multimedia project.

Instruction

Use of Copying Devices and Copied Materials (continued)

Educational Multimedia (continued)

C. Educator Use for Peer Conferences:

Educators may perform or display their own multimedia projects created under Section I of these guidelines in presentations to their peers, for example, at workshops and conferences.

D. Educator Use for Professional Portfolio:

Educators may retain educational multimedia projects created under Section I of these guidelines in their personal portfolios for later personal uses such as tenure review job interviews.

3. Limitations - Time, Portion, Copying and Distribution

The preparation of educational multimedia projects incorporating copyrighted works under Section 1, and the use of such projects under Section 2, are subject to the limitations noted below.

A. Time Limitations:

Educators may use their educational multimedia projects created for educational purposes under Section I of these guidelines for teaching courses, for a period of up to two years after the first instructional use with a class. Use beyond that time period, even for educational purposes, requires permission for each copyrighted portion incorporated in the production. Students may use their educational multimedia projects as noted in Section 2.A.

B. Portion Limitations:

Portion limitations mean the amount of a copyrighted work that can reasonably be used in educational multimedia projects under these guidelines regardless of the original medium from which the copyrighted works are taken. In the aggregate means the total amount of copyrighted material from a single copyrighted work that is permitted to be used in an educational multimedia project without permission under these guidelines. These limits apply cumulatively to each educator or student's multimedia project(s) for the same academic semester, cycle or term.

Instruction

Use of Copying Devices and Copied Materials (continued)

Educational Multimedia (continued)

All students should be instructed about the reasons for copyright protection and the need to follow these guidelines. It is understood, however, that students in kindergarten through grade six may not be able to adhere rigidly to the portion limitations in this section in their independent development of educational multimedia projects. In any event, each such project retained under Section 3.A and 4.C should comply with the portion limitations in this section.

1. Motion Media

Up to 10% or 3 minutes, whichever is less, in the aggregate of a copyrighted motion media work may be reproduced or otherwise incorporated as part of a multimedia project created under Section 2 of these guidelines.

2. Text Material

Up to 10% or 1000 words, whichever is less, in the aggregate of a copyrighted work consisting of text material may be reproduced or otherwise incorporated as part of a multimedia project created under Section 2 of these guidelines. An entire poem of less than 250 words may be used, but no more than three poems by one poet, or five poems by different poets from any anthology may be used. For poems of greater length, 250 words may be used but no more than three excerpts by a poet or five excerpts by different poets from a single anthology may be used.

3. Music, Lyrics, and Music Video

Up to 10%, but in no event more than 30 seconds, of the music and lyrics from an individual musical work (or in the aggregate of extracts from an individual work), whether the musical work is embodied in copies, or audio or audiovisual works, may be reproduced or otherwise incorporated as a part of a multimedia project created under Section 1. Any alterations to a musical work shall not change the basic melody or the fundamental character of the work.

Instruction

Use of Copying Devices and Copied Materials (continued)

Educational Multimedia (continued)

4. Illustrations and Photographs

The reproduction or incorporation of photographs and illustrations is more difficult to define with regard to fair use because usually precludes the use of an entire work. Under these guidelines a photograph or illustration may be used in its entirety but no more than 5 images by an artist or photographer may be reproduced or otherwise incorporated as part of an educational multimedia project created under Section 1. When using photographs and illustrations from a published collective work, not more than 10% or 15 images, whichever is less, may be reproduced or otherwise incorporated as part of an educational multimedia project created under Section 1.

5. Numerical Data Sets

Up to 10% or 2500 fields or cell entries, whichever is less, from a copyrighted database or data table may be reproduced or otherwise incorporated as part of an educational multimedia project created under Section I of these guidelines. A field entry is defined as a specific item of information, such as a name or Social Security number, in a record of a database file. A cell entry is defined as the intersection where a row and a column meet on a spreadsheet.

C. Copying and Distribution Limitations

Only a limited number of copies, including the original, may be made of an educator's educational multimedia project. For all of the uses permitted by Section 2, there may be no more than two use copies only one of, which may be placed on reserved as described in Section 2.B.3.

An additional copy may be made for preservation purposes but may only be used or copied to replace a use copy that has been lost, stolen, or damaged. In the case of a jointly created educational multimedia project, each principal creator may retain one copy but only for the purposes described in Sections 2.C and 2.D for educators and Section 2.A for students.

Instruction

Use of Copying Devices and Copied Materials (continued)

Educational Multimedia (continued)

4. Examples of When Permission Is Required

A. Using Multimedia Projects for Non-Educational or Commercial Purposes

Educators and students must seek individual permissions (licenses) before using copyrighted works in educational multimedia projects for commercial reproduction and distribution.

B. Duplication of Multimedia Projects Beyond Limitations Listed in These Guidelines

Even for educational uses, educators and students must seek individual permissions for all copyrighted works incorporated in their personally created educational multimedia projects before replicating or distribution beyond the limitations listed in Section 3.C.

C. Distribution of Multimedia Projects Beyond Limitations Listed in These Guidelines

Educators and students may not use their personally created educational multimedia projects over electronic networks, except for uses as described in Section 2.B.3, without obtaining permissions for all copyrighted works incorporated in the program.

5. Important Reminders

A. Caution in Downloading Material from the Internet

Educators and students are advised to exercise caution in using digital material downloaded from the Internet in producing their own educational multimedia projects, because there is a mix of works protected by copyright and works in the public domain on the network. Access to works on the Internet does not automatically mean that these can be reproduced and reused without permission or royalty payment and, furthermore, some copyrighted works may have been posted to the Internet without authorization of the copyright holder.

Instruction

Use of Copying Devices and Copied Materials (continued)

Educational Multimedia (continued)

B. Attribution and Acknowledgment

Educators and students are reminded to credit the sources and display the copyright notice "C" and copyright ownership information if this is shown in the original source, for all works incorporated as part of the educational multimedia projects prepared by educators and students, including those prepared under fair use. Crediting the source must adequately identify the source of work, giving a full bibliographic description where available (including author, title, publisher, and place and date of publication). The copyright ownership information includes the copyright notice "C", year of first publication and name of the copyright holder).

The credit and copyright notice information may be combined and shown in a separate section of the educational multimedia project (e.g. credit section) except for images incorporated into the project for the uses described in Section 2.B.3. In such cases, the copyright notice and the name of the creator of the image must be incorporated into the image when, and to the extent, such information is reasonably available; credit and copyright notice information is considered "incorporated" if it is attached to the image file and appears on the screen when the image is viewed. In those cases when displaying source credits and copyrights ownership information on the screen with the image would be mutually exclusive with an instructional objective (e.g. during examinations in which the source credits and/or copyright information being simultaneously displayed on the screen. In such cases, this information should be linked to the image in a manner compatible with such instructional objectives.

C. Notice of Use Restrictions

Educators and students are advised that they must include on the opening screen of their multimedia program and any accompanying print material a notice that certain materials are included under the fair use exemption of the U.S. Copyright Law and have been prepared according to the multimedia fair use guidelines and are restricted from further use.

Instruction

Use of Copying Devices and Copied Materials (continued)

Educational Multimedia (continued)

D. Future Uses Beyond Fair Use

Educators and students are advised to note that if there is a possibility that their own educational multimedia project incorporating copyrighted works under fair use could later result in broader dissemination, whether or not as commercial product, it is strongly recommended that they take steps to obtain permissions during the development process for all copyrighted portions rather than waiting until after completion of the project.

E. Integrity of Copyrighted Works: Alterations

Educators and students may make alterations in the portions of the copyrighted works they incorporate as part of an educational multimedia project only if the alterations support specific instructional objectives. Educators and students are advised to note that alterations have been made.

F. Reproduction or Recompilation of Copyrighted Computer Programs

Educators and students should be aware that reproduction or recompilation of copyrighted computer programs and portions thereof, for example the transfer of underlying code or control mechanisms, even for educational uses, are outside the scope of these guidelines.

G. Licenses and Contracts

Educators and students should determine whether specific copyrighted works, or other data or information is subject to a license or contract. Fair use and these guidelines shall not preempt or supersede licenses and contractual obligations.

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

House Report 94-1476, Congressional Record, September 11, 1976
(Copyright Law **Revision**)

Regulation approved: August 13, 2007 AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

COPYRIGHT LAW AND FAIR USE DOCTRINE

Copyright Law:

“Congress shall have the power to promote the progress of science and the useful arts by securing to authors and inventors for limited times the exclusive right to their writings and inventions.” (Article I., Section 8, U.S. Constitution)

The following exclusive rights are enumerated in the law:

1. to reproduce the copyrighted work;
2. to prepare derivative works based upon the copyrighted work;
3. to distribute copies of the copyrighted work to the public by sale or other transfer or ownership, or by rental, lease or lending;
4. ...to perform the copyrighted work publicly; and
5. ...to display the copyrighted work publicly (17USC106)

Fair Use Doctrine:

In describing the purposes of “fair use”, Congress specifically mentions education and permits certain uses of copyrighted material without the copyright holder’s permission provided that four criteria are used to consider when determining if the classroom use is “fair.” These four criteria are:

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work (17USC107).

The exclusive rights and fair use doctrine are the same for computer software and copyrighted television programs as is for other copyrighted works.

Instruction

Instructional Resources for Students

Teachers may issue lists of suggested readings without considering availability of the books through the schools. However, the reading of such books is to have no direct bearing on academic requirements or students' grades in a course.

Required reading, whether in a textbook or other printed materials, may be assigned only when the reading material is available without cost to the students. This regulation also pertains to required summer reading. Each teacher will be responsible for lesson planning consistent with this rule.

Such approval will also be necessary for lists issued to students making suggestions for summertime reading. Summer reading may be required for specific courses.

Legal Reference	Connecticut General Statutes 10-76y Assistive devices. 10-221 Boards of Education to prescribe rules. 10-222a Boards to have use of funds derived from repayment for school materials. 10-228 Free textbooks, supplies, materials and equipment. 10-229 Change of textbooks.
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Instruction

Live Animals in the Classroom

The presence of an animal room enables science students to observe living examples of animal species which are being studied in the classroom. It provides an opportunity for students to study the characteristic behaviors, feeding habits, communication techniques and breeding habits of various animal species. It encourages them to initiate independent projects to study a particular animal characteristic in depth. It helps students to develop respect for animals and an understanding of the value of diversity of animal species in nature. It encourages them to investigate career options in zoology, veterinary medicine, and animal husbandry.

1. Responsibility for Animals

- a. All animals purchased by the Amity Science Department or offspring of such animals are the property of the Amity Science Department.
- b. Supervision must be by a teacher who is knowledgeable about biology, the care and husbandry of the species being studied, and research methods.
- c. The teacher is responsible for planning and conducting demonstrations involving live animals and must closely supervise student projects involving live animals.
- d. The teacher must ensure that only authorized persons have contact with the animals or access to their care facilities.

2. Acquisition and Disbursement of Animals

- a. All animals owned by the Amity Science Department will be obtained from reputable animal supply houses.
- b. Students may, with the permission of the supervising teacher, bring in a pet animal which they own for the purposes of a special project. The time period which the pet may remain at Amity is for the duration of the project. All applicable regulations regarding responsibility, care and treatment, health, handling, and student projects are in effect for student-owned animals. The supervising teacher may set any additional guidelines deemed necessary for student-owned animals.
- c. Animals owned by the Amity Science Department will be donated to a reputable animal supply house when they are no long used in the science program.

Instruction

Live Animals in the Classroom (continued)

3. Care and Treatment of Animals

- a. Animal must be treated in a humane fashion.
- b. The supervising teacher must acquire the knowledge of care appropriate to the species being used. This includes housing, food, and exercise. Printed material describing the care of each species must be kept on file.
- c. Animal quarters must be spacious and avoid overcrowding.
- d. The animal care facilities must be kept clean and sanitary. Animal waste must be removed from the cages according to a prescribed schedule, and gloves must be worn when cleaning the cages. Food and water containers must be cleaned according to a prescribed schedule.
- e. Food must be appropriate to the animal's normal diet and of sufficient quantity and balance to maintain a good standard of nutrition at all times. Clean drinking water always shall be available.
- f. Adequate provision for care shall be made at all times, including vacations.
- g. Written instructions for the care and feeding of each species of animal must be available for the animals' caretakers, and animal caretakers must be trained before they assume their responsibilities.
- h. Written permission must be given by parents/guardians before a student may take home an animal deemed appropriate for care over weekends/holidays/vacations.

4. Health

- a. The teacher must insure that living animals brought into the school and used in the classroom are healthy and free from transmittable disease or other problems that may endanger human health.
 - (1) For animals purchased by the Amity Science Department, a certificate documenting the animal's inoculations and examination by a veterinarian will be supplied at the time of purchase, when appropriate.
 - (2) For a pet brought in by a student, the student must supply proof of the animal's inoculations and examination by a veterinarian, when appropriate.

Instruction

Live Animals in the Classroom

4. Health (continued)

- b. Persons infected with any disease microorganisms must not come in contact with the animals.
- c. Any animal suspected of being ill must be isolated from the other animals and from the students and must receive treatment from a veterinarian.
- d. Persons must wear gloves when handling animals and must wash their hands after handling animals.
 - (1) Heavy work gloves or leather gloves should be worn when handling animals with teeth, fangs, or beaks.
 - (2) Latex rubber gloves should be worn in all other situations.
- e. In most circumstances, plants will not be kept in the room where the animals are housed. Any plants which are housed with the animals will not have pesticides applied to them.

5. Handling of Animals

- a. Students must be instructed in the proper method for handling a given species of animal before being allowed contact with the animal.
- b. Students will handle animals only under the direct supervision of the teacher.
- c. Gloves always should be worn when handling animals, as described in section 4d.

6. Student Studies and Projects Involving Animals

- a. Student studies/projects will be of a noninvasive nature and will be restricted to measuring and studying normal physiological functions, such as normal growth, activity cycles, metabolism, blood circulation, learning processes, normal behavior, reproduction, or communication.
- b. No study will be undertaken that may cause the animal pain, suffering or discomfort, or otherwise interfere with its normal health.

Instruction

Live Animals in the Classroom

6. Student Studies and Projects Involving Animals (continued)

- c. Palatable food shall be provided in sufficient quantity to maintain normal growth. Diets deficient in essential foods are prohibited. Food should not be withheld for more than 12 hours. Clean drinking water shall be available at all times (and shall not be replaced by alcohol or drugs).
- d. Animal behavior studies should use only reward (such as providing food) and not punishment in training programs.
- e. The teacher must approve all student projects/studies before they are started.
- f. The teacher must directly supervise the project/study, oversee all experimental procedures, be responsible for their non-hazardous nature and shall personally inspect experimental animals during the course of the study to ensure that their health and comfort are fully sustained.
- g. No animal studies shall be conducted at home other than observations of normal behavior of pet animals or of animals in their nature habitat.

Instruction

Drugs, Tobacco, Alcohol

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

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

It is desired that the administration make use of in-service training sessions for both certified and non-certified staff to achieve the goals of this policy, and that full cooperation with community agencies be given wherever such cooperation can work to the advantage of our student in this area.

(cf. 5131.6 - Drugs, Tobacco, Alcohol)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

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

10-19a Superintendent to designate substance abuse prevention team.

10-19b Advisory councils on drug abuse prevention.

10-220 Duties of boards of education.

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

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Acquired Immune Deficiency Syndrome (AIDS)

Amity Regional District No. 5 will provide planned, on-going, and systematic instruction on acquired immune deficiency syndrome (AIDS). The curriculum for the instruction about AIDS shall be based upon a written philosophy and contain goals and objectives which address the students' developmental needs. Instruction must be offered over the course of the Grade 7-8 sequence and the Grade 9-12 sequence.

Any student will be excused from such instruction upon the written request of his/her parent or guardian. Such request will be addressed to the school Principal and placed in the student's program file.

Legal Reference: Connecticut General Statutes
 10-19b AIDS education

Instruction

Program Adaptations/Alternative Programs

Physical Education

Adjustments will be made on an individual basis for those students unable to participate in the physical education program if a certificate from their physician is presented and approved by the School Nurse.

Instruction

Talented/Gifted Program

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

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

Though early discovery of the gifted and talented is important, it is essential that the identification of these students be recognized as a continuing process in that special abilities and skills appear at different times in the lives of many children.

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.

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Home Schooling

Home Instruction

The Board of Education recognizes the right of parents to educate their children at home. Parents must follow state regulations regarding home school instruction. Parents must file with the Superintendent of Schools, a Notice of Intent form which provides basic information about the program to be provided for their child. A Notice of Intent must be filed annually.

The Board believes that formal education in public schools is highly beneficial both for the child and for society.

Children educated at home are considered to be non-public school students and are not part of the system's educational responsibility and are not part of the school system.

Legal Reference: Connecticut General Statutes

10-184 Duties of the parents.

10-220 Duties of the boards of education.

Policy adopted: August 13, 2007

Instruction

Equivalent Education Under Parental Direction

Procedures for Home Instruction

The State Board of Education acknowledges the right of parents to instruct their children at home as an alternative to public school attendance; and advises local and regional boards of education, where such child would otherwise be attending public school, to acknowledge home instruction when the parent or person having control of a child between the ages of 7 and 16 is able to show that the child is receiving instruction in the studies taught in the public schools.

It is recommended that the local board of education observe the following procedures:

- A. Parents must file with the Superintendent of Schools in the town in which they reside a State Department of Education developed notice of intent form which provides basic information about the program to be provided to their child. A notice of intent will be effective for up to one school year (see attached).
- B. Filing must occur within ten days of the start of the home instruction program.
- C. The school district will receive the notice of intent, check it for completeness and keep it as part of the district's permanent record. A complete form will be one which provides basic program information, including name of teacher, subjects to be taught, days of instruction, and the teacher's method of assessment.
- D. A parent, by filing a notice of intent, acknowledges full responsibility for the education of their child in accordance with the requirements of state law. Receipt of a notice of intent in no way constitutes approval by a school district of the content or effectiveness of a program of home instruction.
- E. If a parent fails to file a notice of intent or files an incomplete form, then a certified letter shall be sent to the parent requesting compliance within ten days.
- F. An annual portfolio review may be held with the parents and school officials to determine if instruction in the required course has been given.
- G. Any continued refusal by the parent to comply with the reasonable request of the school for completion and filing of the notice of intent may cause the child to be considered truant.
- H. A school district should not accept nor require a notice of intent for any child younger than seven years or older than sixteen years.

Instruction

Equivalent Education Under Parental Direction

Legal Reference: Connecticut General Statutes

10-184 Duties of parents

10-184a Special education programs not required for children in home or private schools

10-220 Duties of Board of Education

AMITY REGIONAL SCHOOL DISTRICT NO. 5 PUBLIC SCHOOLS
Woodbridge, Connecticut

NOTICE OF INTENT INSTRUCTION OF STUDENT AT HOME

Name of Student: _____

Date of Birth: _____

Address: _____

Telephone Number: _____

Name of Teacher: _____

Address: _____

Telephone Number: _____

The subjects to be taught are:

	YES	NO
(Required) Reading		
Writing		
Spelling		
English Grammar		
Geography		
Mathematics		
US History		
Citizenship (Including a study of Town, State, and Federal Governments)		
(Recommended) Science		
Other		

Total number of days scheduled for instruction: _____

Teacher's methods of assessment of student progress: _____

I acknowledge and accept full responsibility for the education of my child in accordance with the requirements of State law.

Parent Signature

Date

I only acknowledge receipt of this form and render no opinion as to the appropriateness of the planned program.

Superintendent

Date

Instruction

Homebound Instruction

The Board of Education shall provide homebound and hospitalization instruction to residents of the Bethany-Orange-Woodbridge area upon the recommendation of the school administration or its designee (guidance counselor/school nurse (RN)). In cases where a student placed on homebound instruction is clearly in need of special education programming, a recommendation must come from the school's Planning and Placement Team, and an Individual Education Program must be developed.

Legal Reference: State Board of Education Regulations

10-76d-15 Homebound and Hospitalized Instruction

10-233 et sec. Exclusion.

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Summer School

The Amity summer school program shall be supported by student fees and shall be planned to give students an opportunity for enrichment and for study along a particular interest line, and for remedial work. Summer school courses may be taken for credit.

Legal Reference: Connecticut General Statutes

10-74a Summer courses.

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Summer School

Make-Up Opportunities

Students who have failed courses during the school year may obtain credit for these courses by either summer school study or formal tutoring.

1. Summer School

Students attending a summer school program must obtain written approval (in duplicate) from the Amity classroom teacher, Guidance Counselor, and Assistant Principal prior to the start of the summer school course. In addition, the student will be required to take an Amity examination on either of two scheduled dates in August.

2. Tutoring

Students who wish to be formally tutored rather than participate in a summer school program must obtain written approval (in duplicate) from the Amity classroom teacher, Guidance Counselor, and Assistant Principal prior to the start of the formal tutoring. Students must be tutored a minimum of thirty (30) hours per course. In addition, the student will be required to take an Amity examination on either of two scheduled dates in August.

Effect on student grade: Upon completion of a summer school course or formal tutoring, the student must take and pass an Amity examination. At the time of the examination, the student must present documentation of either completion of a summer school program or thirty (30) hours of formal tutoring. A passing grade on the Amity examination will result in a passing grade of D- in the course and full credit restored.

The above regulations are intended in no way to discourage summer school study taken for enrichment or cultivation of special interests and abilities. When courses of this nature are taken, official notation of the successful completion of such courses will be made and will become a part of the official school record. It is felt that the taking of such courses would be a favorable factor in the student's plans for further education.

The above make-up opportunities do not apply to students who lose credit due to non-attendance.

(cf. 5113 - Attendance and Excuses re "Loss of Credit")

(cf. 4134 - Tutoring)

Legal Reference: Connecticut General Statutes
10-742 Summer courses

Regulation approved: August 13, 2007 AMITY REGIONAL SCHOOL DISTRICT NO. 5

Woodbridge, Connecticut

Instruction

Applied Education

The goal of Amity's Applied Education Program is to prepare its students for personal and occupational success in our rapidly changing technological society. To this end, this program will develop in each student:

1. The technological skills and knowledge necessary to make wise decisions about, and to achieve competence in, future occupational areas;
2. The communication skills and literacy required for them to speak out confidently on their own behalf, to ask for help when they need it, to negotiate their differences, to comprehend complex technical material, to communicate and effectively in writing and to solve complex mathematical problems.
3. The personal skills and attitudes which are important to success in both life and work.

In designing and implementing programs to achieve these goals, all personnel involved must meet the requirements of local State, and Federal laws, Students must also be taught their rights and responsibilities under the laws.

Legal Reference: Connecticut General Statutes

10-221 Board of education to prescribe rules

10-265a Definitions

10-265b State grants for vocational educational equipment

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Applied Education

Graphic Arts Program

Following are guidelines for classroom educational experiences in the Graphic Arts Program:

1. To ensure consistent service responses, the following priority order has been established:
 - a. Central Office request;
 - b. Individual school request;
 - c. Outside community work. (This particular work may be done in order to permit instruction in different aspects of design, layout, and printing.)
2. All printing/graphic requests must be approved by the responsible Building Administrator and teacher.
3. All orders must have at least three weeks to be completed.
4. Items of a political nature will not be approved.
5. Accurate records of job requests, costs, and final production are to be kept by the Graphic Arts Teacher.

Following are guidelines for outside of school hours production:

1. Should the occasion arise for work to be done after school hours, approval must be obtained from the Superintendent's office, in addition to approval by responsible Building Administrator and teacher.
2. Prior to approval, the following items must be developed in writing for the job request:
 - a. Production and preparation time;
 - b. Material cost;
 - c. Labor hours needed; and
 - d. Agreement between all parties concerned.

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

Regulation approved: August 13, 2007 AMITY REGIONAL SCHOOL DISTRICT NO. 5
 Woodbridge, Connecticut

Instruction

Evaluation of the Instructional Program

Constant analysis and evaluation of Amity's instructional program and educational services are necessary to ensure that these vital instructional processes are kept up to date and are consistent with sound curriculum management and proven educational theory.

Instructional programs and educational services shall be analyzed and evaluated on a continuing, systematic basis. The Superintendent, Principals, and others who hold key positions of leadership in the development of curriculum and administration of education services have essential responsibility for, and will play key roles in, the processes of analysis and evaluation.

Legal References: 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 USC 1681 et seq.

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Instruction

Evaluation of the Instructional Program

District Program Assessment Council Bylaws

Mission

The District Steering Committee is charged with the responsibility of evaluating all instructional programs in this school district on a regular basis and making recommendations to the Superintendent for their improvement.

Organization

The Council is composed of the following members:

Chairperson: Director of Curriculum and Staff Development

Members: Director of Pupil Personnel Services
Director of High School Education
Associate Principal: Amity Junior High School – Bethany Campus
Associate Principal: Amity Junior High School – Orange Campus
Teacher representative from each school chosen by the building administrator (2 year term – can be reappointed)
District Chairperson of the Media Department

Assessment Schedule

1. Each instructional program will be evaluated at least once every five years on a rotating basis.
2. An assessment schedule will be developed which will ensure that no more than two major instructional programs are evaluated in the same year. It will be designed so as to show the year of assessment for each program.

Evaluation Process

1. At the beginning of each school year, the Chairperson of the District Assessment Council shall:
 - a. Establish the year's assessment calendar; and
 - b. Send curriculum evaluation materials to leaders of instructional areas to be assessed that year and the dates for that assessment.

Instruction

Evaluation of the Instructional Program

Evaluation Process (continued)

2. Prior to each assessment by the Council, the program leader or Department Chairperson will conduct an in-depth self-evaluation. The self-assessment data will be furnished to the Program Assessment Council Chairperson on the forms provided no later than the submission date indicated on the assessment announcement. (This date will, in most cases, be at least 15 school days prior to the assessment.) The Council Chairperson will immediately distribute copies of the self-assessment instrument to all committee members.
3. On the day of the assessment, the Department Chairperson or program leader will make a formal presentation to the Council (not to exceed one hour). This presentation will highlight the programs strengths, areas in need of improvement, and operational problems in the program operation. Teachers involved in the program are invited to attend.
4. Following the presentation, the Council will prepare a draft of the report to be sent to the Superintendent. The Chairperson will distribute finished copies of the report to Committee members for its final approval.
5. The approved report will be sent to the program leader or department Chairperson. They may take one of three actions on the report:
 - a. Approve the report as written;
 - b. Send a written response to the report or any part of it to the Council Chairperson for consideration of the Committee.
 - c. Request to appear before the Council to discuss the report prior to its submission to the Superintendent.
6. The Superintendent will consider the recommendations of the Council report and respond to each of them. His/her written response and recommendation will be sent to the program leader and Chairperson with a request for their implementation.
7. The Council Chairperson will follow up on the Superintendent's recommendations to ensure their implementation. Department Chairpersons and instructional leaders must be sure to budget for recommended actions which have cost implications.

Legal Reference: Connecticut General Statutes
 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.

Regulation approved: August 13, 2007 AMITY REGIONAL SCHOOL DISTRICT NO. 5
 Woodbridge, Connecticut

Instruction

Adult Continuing Education

The Board recognizes that education is a lifelong process. Therefore, the Board of Education shall establish and maintain a program of adult education classes. The education program shall be open to all residents on an age appropriate basis as determined by the instructor. The program shall offer a variety of subjects to serve civic, cultural, vocational, and avocational needs of the community. Course offerings shall be determined by response to courses previously given and by newly arising needs and interests, subject to limitations of the plant, personnel and equipment.

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

The District shall grant an adult education diploma to those adult education program participants who have satisfactorily completed a minimum of twenty (20) adult education credits, of which not fewer than four shall be in English; not fewer than three in mathematics; not fewer than three in social studies, including one in American history; not fewer than two in science; and not fewer than one in the arts or vocational education. On or after July 1, 2004, the requirements for an adult education diploma shall consist of satisfactory completion of a minimum of twenty adult education credits, of which not fewer than four shall be in English; not fewer than three in mathematics; not fewer than three in social studies, including one in American History and at least one-half credit course in civics and American government; not fewer than two in science; and not fewer than one in the arts or vocational education.

Adults in Day Secondary School Programs

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

(cf. 5134 - Married/Pregnant Students)

Instruction

Adult Continuing Education

Legal Reference: Connecticut General Statutes

10-67 Adult education-definitions (as amended by P.A. 03-100)

10-69 (as amended by P.A. 03-100) and 10-73a Adult education.

10-71 (as amended by P.A. 03-100) and 10-71a State grants for adult education programs.

10-73b Grants for adult education services of programs conforming to state plan.

10-73c Basic adult education programs.

P.A. 96-244 An Act Concerning Technical Revision to the Education Statutes.

P.A. 97-290 An Act Enhancing Choices and Opportunities

P.A. 03-102 An Act Concerning Adult Education and Workforce Development

Policy adopted: August 13, 2007

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut