

Series 5000 – Students

1. Elementary and Secondary

D. Welfare

4. Student Discipline

(c) Physical Exercise and Discipline of Students

The Board recognizes that a positive approach toward exercise and physical activity is important to the health and well-being of students. The Board requires that each student in elementary school shall have not less than twenty minutes daily in total devoted to physical exercise, except that a Planning and Placement Team may alter such schedule for a child requiring special education and related services. Further, the Board permits, in its elementary schools, including an additional amount of time, beyond the required twenty minutes for physical exercise, devoted to undirected play during the regular school day, subject to the approval of the building administration.

All aspects of the school experience should encourage students to have a healthy attitude toward exercise and promote the life-long enjoyment of physical activity. Therefore, when school employees impose disciplinary consequences for student misconduct during the regular day, the following restrictions shall apply:

1. **Loss of Recess as Disciplinary Consequence**

Except as provided below, school employees may NOT prevent a student from participating in the entire time devoted to physical exercise or undirected play in the regular school day ~~in recess or in other sustained opportunities for physical activity during classroom learning~~ as a form of discipline. Recess and other physically active learning opportunities may include movement-oriented learning activities in the academic environment, physical activity breaks, and regularly scheduled school-wide routines and events that engage students in physical activity.

Loss of recess or other physically active learning opportunities as a form of discipline may be permitted on a case-by-case basis if approved in writing by the building administration prior to the imposition of the discipline. Such approval may be granted for safety reasons, as a last resort before in-school suspension, or in extraordinary situations when alternative strategies to address student misconduct have been ineffective.

This restriction shall not apply to students receiving in-school suspension.

2. **Physical Activity as Punishment**

School employees may NOT require students enrolled in grades Pre-K-12 to engage in physical activity as a form of discipline during the school day.

3. Wellness Instruction

School employees shall not prevent students from participating in physical exercise or undirected play during wellness instruction as a form of discipline.

This restriction does not apply to brief periods of respite/time-outs, referrals to the building administrator, or for safety reasons.

At no time shall an entire class be prevented from participating in wellness instruction or physical exercise activity as a disciplinary consequence.

The Superintendent is authorized to develop guidelines to implement this policy.

Nothing in this policy shall prevent a school employee from acting in accordance with an Individualized Education Plan (IEP) developed by the student's Planning and Placement Team (PPT).

For the purpose of this policy, "school employee" means a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to, or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.

Any employee who fails to comply with this policy may-will be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of District students and who fails to comply with the requirements of this policy may be subject to having his/her contract for services suspended by the District.

~~(cf. 6142.10 – Health Education Program)~~

(cf. 6142.101 - Wellness)

Legal Reference: Connecticut General Statutes

10-221o Lunch periods. Recess (as amended by P.A. 12-116, An Act Concerning Educational Reform, and P.A. 13-173, An Act Concerning Childhood Obesity and Physical Exercise in Schools) and P.A. 19-173 An Act Concerning the Improvement of Child Development Through Play)

10-221u Boards to adopt policies addressing the use of physical activity as discipline. (as amended by PA 18-15)

Policy adopted: July 8, 2019

Policy revised:

SUFFIELD PUBLIC SCHOOLS
Suffield, CT

Series 5000 – Students

1. Elementary and Secondary

D. Welfare

(5) Civil & Legal Rights and Responsibilities

(i) Peer Sexual Harassment

(i) Sexual Abuse Prevention and Education Program

Definitions

Sexual violence is a multi-layered oppression that occurs at the societal and individual level and is connected to and influenced by other forms of oppression, in particular, sexism, racism and heterosexism. On the societal level, it is the preponderance of attitudes, actions, social norms that perpetuate and sustain environments and behaviors that promote a cultural tolerance, acceptance, and denial of sexual assault and abuse. On an individual level, sexual violence is a wide range of sexual acts and behaviors that are unwanted, coerced, committed without consent, or forced either by physical means or through threats.

Sexual abuse refers to coerced or forced sexual contact or activity that may be ongoing or occurs over time, often within a trusting relationship. Most victims know their perpetrators. Perpetrators are usually older than their victims and may trick or force them into gradually doing the sexual behavior. The sexual behavior may not be violent and may even be pleasurable to the child, who doesn't necessarily know it is wrong. Perpetrators of ongoing sexual abuse control the child/youth through secrecy, shame, or threats. Children cannot consent to sexual contact with adults or older youth, and sexual contact is considered abuse, regardless of whether it includes touching or not.

Sexual assault usually refers to forced or unwanted sexual contact or activity that occurs as a single incident, as opposed to ongoing sexual abuse that may continue over time. It may also involve verbal or visual behaviors, or any type of pressure designed to coerce or force someone to join in the unwanted sexual contact or activity. The assault may involve a similar range of behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation or pressure. The offender usually takes advantage of the victim's vulnerability. Anyone can perpetrate this type of abuse - a trusted friend or family member, a stranger, a casual acquaintance, or an intimate partner.

Alternate Definition

Sexual assault can be defined as any type of sexual contact or behavior that occurs by force or without consent of the recipient of the unwanted sexual activity. This includes sexual activity such as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape. It includes sexual acts against people who are unable to consent either due to age or lack of capacity.

Program

The Suffield Public Schools shall implement the Sexual Abuse and Assault Awareness and Prevention Program identified or developed, in compliance with CGS 17a-101q, by the Department of Children and Families, in collaboration with the Department of Education and other assisting entities, with the goal of informing students and staff about child sexual abuse and assault awareness and available resources. The District's implementation of the Sexual Abuse and Assault Awareness and Prevention Program, per statute, shall be not later than October 1, 2016. The program, for students in Grades K-12, inclusive, shall include, but not be limited to:

1. Providing teachers instructional modules that may include, but not be limited to:
 - a. Training regarding the prevention and identification of, and response to, child sexual abuse and assault, and
 - b. Resources to further student, teacher and parental awareness regarding child sexual abuse and the prevention of such abuse and assault.

Alternate Language:

1. Providing mandatory training to all District staff to ensure they are fully informed on:
 - a. The warning signs of sexual abuse and sexual misconduct involving a child, including recognizing and reporting child sexual abuse,
 - b. Mandatory reporting requirements,
 - c. School District policies pertaining to sexual abuse and sexual misconduct,
 - d. Establishing and maintaining professional relationships with students,
 - e. Available resources for children affected by sexual abuse or misconduct, and
 - f. Appropriate follow-up and care for abused students as they return to the classroom setting.
2. Providing students age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to:
 - a. The skills to recognize:
 - i. Child sexual abuse and assault,
 - ii. Boundary violations and unwanted forms of touching and contact, and
 - iii. Ways offenders groom or desensitize victims.
 - b. Strategies to promote disclosure, reduce self-blame and mobilize bystanders.
 - c. Actions that child victims of sexual abuse and assault may take to obtain assistance.
 - d. Intervention and counseling options for child victims of sexual abuse and assault.

- e. Access to educational resources to enable child victims of sexual abuse and assault to succeed in school.
- f. Uniform procedures for reporting instances of child sexual abuse and assault to school staff members.

The lessons should be evidence-informed, developmentally and age appropriate and informed by the required curricula standards and performance indicators contained in the SDE Guidelines (Section Three).

[Note: Above items a, b, c, d, e, and f are required per P.A. 14-196.]

3. Implementing a child sexual abuse curriculum to provide age-appropriate information to teach students the difference between appropriate and inappropriate conduct in situations where child sexual abuse or sexual assault could occur, and to identify actions a child may take to prevent and report sexual abuse or sexual assault. Students will be:

- a. Provided with resources and referrals to handle these potentially dangerous situations.
- b. Provided access to available counseling and educational support.

The Board of Education directs the Superintendent develop administrative regulations to address the issues of students obtaining assistance, intervention and counseling options, access to educational resources and procedures for reporting instances of child sexual abuse and assault.

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

(Alternate language: A student shall be excused from participating in classroom instruction regarding sexual abuse and sexual assault upon receipt by the Principal of a written request from the student's parent or guardian.)

Any student exempted from the sexual abuse and assault awareness and prevention program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work.

Reporting Child Sexual Abuse and Assault

Students shall be encouraged to disclose abuse to a trusted adult member of the staff, including, but not limited to, teachers, administrators, nurses, coaches, and counselors. Child abuse reporting procedures will be followed for all acts of violence and sexual abuse against children as delineated in policy #5141.4, "Reporting of Suspected Child Abuse," and its accompanying regulations.

Connecticut General Statutes §17a-101, as amended, requires all school employees including the Superintendent of Schools, school teachers, substitute teachers, administrators, school guidance counselors, school paraprofessionals, licensed nurses, physicians, psychologists, social workers, coaches of intramural or interscholastic athletics, or any other person, who in the performance of

his/her duties, has regular contact with students and who provides services to District students, who have reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent risk of serious harm to report such abuse and/or neglect in compliance with applicable state statutes.

An oral report by telephone or in person shall be made as soon as possible but no later than 12 hours to the Commissioner of Children and Families and to the Superintendent of Schools or his/her designee followed within 48 hours by a written report to the Department of Children and Families.

Reporting suspected abuse and/or neglect of children, in addition to the requirements pertaining to staff training, record keeping and dissemination of this policy, shall be in accordance with the procedures established and set forth in the Administrative Regulation #5141.4.

(cf. 5131.911 - Bullying)

(cf. 5141.4 - Reporting of Suspected Child Abuse)

(cf. 5145.5 - Sexual Harassment)

Legal Reference: Connecticut General Statutes

17a-101q Statewide sexual abuse and assault awareness and prevention program (as amended by Section 415 of the June 2015 Special Session Public Act 15-5)

A Statewide K-12 Sexual Assault and Abuse Prevention and Awareness Program developed by DCF, SDE, and Connecticut Alliance (The Alliance) to End Sexual Violence.

Policy adopted:

SUFFIELD PUBLIC SCHOOLS
Suffield, Connecticut

Series 6000 – Instruction

1. Elementary and Secondary

D. Curriculum

(6) Graduation Requirements

Graduation from our public schools implies (1) that students have satisfactorily completed the prescribed courses of study for the grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, assessed in part by the statewide mastery examinations, established by the faculty and approved by the Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits.

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

Graduation shall not be held until 180 days and 900 hours of actual school work are completed. The adopted school calendar may be modified after April 1 in any school year to accommodate a graduation date in conformity with applicable statute.

The following credits are necessary:

Students graduating in years 2020-2022

In order to graduate and be granted a diploma, students must satisfactorily complete a minimum of 24 credit hours, including not fewer than:

9 Credits in Humanities:

- Four (4) credits in English
- Three (3) credits in Social Studies, including at least one (1) credit in United States\American History and one (1) credit in American Government and Civics
- One (1) credit in Vocational/Fine Arts
- One (1) credit in a Humanities elective

8 Credits in Science, Technology, Engineering and Mathematics

- Four (4) credits in Math - including Algebra I, Geometry, and either Algebra II or Statistics
- Three (3) credits in Science
- One (1) credit in Science, Technology, Engineering, and Mathematics elective

2 Credits in Career and Life Skills, including not fewer than:

- One (1) credit in Physical Education
- One-half (1/2) credit in Life Education
- One-half (1/2) credit in Personal Finance or Economics

1 Credit in World Languages

4.0 Credits in Additional Electives

Students graduating in the year 2023 and beyond

In order to graduate and be granted a diploma, students must satisfactorily complete a minimum of 25 credit hours, including not fewer than:

9 Credits in Humanities, including:

- Four (4) credits in English
- Three (3) credits in Social Studies, including one (1) credit in Civics
- One (1) credit in the Arts
- One (1) credit identified as a Humanities elective in the SHS Program of Studies

9 Credits in Science, Technology, Engineering and Mathematics, including:

- Four (4) credits in Math
- Three (3) credits in Science
- Two (2) credits identified as a STEM elective in the SHS Program of Studies

2 Credits in Career and Life Skills, including:

- One (1) credit in Physical Education
- One (1) credit in Life Education (Health)

1 Credit in World Languages

1 Credit in Mastery-Based Diploma Assessment

3 Credits in Additional Electives

~~Beginning with the class of 2023 and beyond, credits will not be awarded for any courses completed during middle school. If physical education is not taken because of medical excuse, another course may be substituted.~~

For students in the classes of 2023 and 2024, credits for high school level courses in mathematics and World Language taken during middle school will be awarded upon successful demonstration of mastery of the high school subject matter content.

Beginning with the class of 2025 and beyond, credit will be awarded for courses completed during middle school according to CSG 10-221 (a)(g). Boards of Education may award one (1) credit in mathematics and one (1) credit in World Language upon the successful demonstration of mastery of the high school subject matter content while attending middle school. For example, middle school students who demonstrate mastery following the fulfillment of high school level mathematics or World Language courses will be given the option to apply up to one (1) credit for math and one (1) credit for World Language toward meeting graduation requirements.

If physical education is not taken because of medical excuse, another course may be substituted.

In addition, also beginning with the graduating class of 2023, the Board of Education will provide adequate student support and remedial services for students beginning in grade seven (2017-2018 school year). Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed, if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through online courses; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education; (3) allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take

an alternate form of the exam; and (4) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency through success on an alternate assessment.

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

The District shall create a student success plan for each enrolled student, beginning in grade six. Such plan shall include a students' career and academic choices in grades six to 12, inclusive.

Credits

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

A credit shall consist of not less than the equivalent of a 40 minute class period for each school day of a school year, and one-half credit is given for courses that compile work in one semester, except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, (2) through online course work, or (3) for the mastery-based diploma assessment.

Only courses taken in grades nine through 12, inclusive, and that are in accordance with the statewide subject matter content standards, adopted by the State Board of Education shall satisfy the graduation requirements.

Academic Advancement Program

The Board of Education permits students in grades 11 and 12 to substitute (1) achievement of a passing score on an existing nationally recognized examination as determined, by the State Department of Education, or series of examinations approved by the State Board of Education, (2) a cumulative grade point average determined by the State Board of Education and (3) at least three letters of recommendation from school professionals (defined in 10-66dd), for the required high school graduation requirement. The State Board of Education will issue an Academic Advancement Program Certificate to any student successfully completing such program. The Academic Advancement Program Certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a Connecticut public institution of higher education.

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

Awards of High School Diplomas

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

1. Successful completion of a summer course or summer courses comparable (as determined by the principal) to the subject(s) in which the student was deficient.

2. Honorable discharge from the United States Armed Forces after a minimum of 90 days of active service during World War II, the Korean hostilities, or the Vietnam Era for individuals who withdrew from school to join the Armed Forces and did not receive a diploma as a consequence of such service.

Legal Reference: Connecticut General Statutes

10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill, P.A. 15-237, An Act Concerning High School Graduation and P.A. 16-4(SS), section 310.)

10-233(a) Promotion and graduation policies. (as amended by P.A. 01-166) P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools. P.A. 13-247 An Act Implementing Provisions of the State Budget. P.A. 15-237 An Act Concerning High School Graduation.

Policy adopted: July 9, 2002
Policy revised: February 3, 2004, July 14, 2009
July 27, 2010, August 21, 2012
August 19, 2014, June 5, 2017
July 8, 2019

SUFFIELD PUBLIC SCHOOLS
Suffield, Connecticut

Series 6000 – Instruction

1. Elementary and Secondary

D. Curriculum

(6) Graduation Requirements

(a) Grading/Assessment System

Instruction

Grading/Assessment Systems/Weighted Grades

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

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

Placement is determined each year during the course selection process but is subject to review at any time at the request of a student, parent or professional staff member. Texts, assignments and independent work will vary among levels; however, all courses are in alignment with our Core Values and Beliefs and 21st Century Learning Expectations.

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

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

Weighted Grades

The Suffield High School 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 difference in student achievement. Grade weighting encourages and rewards students for selecting courses that are more challenging and of increased difficulty.

The grade weighting/class ranking system shall be implemented for the high school and published annually in the parent/student handbook and the program of studies.

Parents and students shall be advised annually, via the parent/student handbook, of these guidelines and the specifics of the weighted program.

Rank In Class

Rank in class is used to determine the valedictorian, salutatorian, and class scholar designations. The rank in class will be determined by adding up the grades for all courses and dividing by the number of credits.

Beginning with the class of 2020, all courses are assigned to one of three levels: AP/ECE, Honors, or College Prep. A student's GPA equivalent will be multiplied by an assigned point value multiplier and then averaged to determine class rank. The Program of Studies identifies the level of difficulty for each course. Each level is assigned a quality point multiplier, as shown below:

AP/ECE.....1.2	Honors.....1.1	College Prep.....1.0
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Beginning with the class of 2020, class rank will be published as a decile system and only reported out through the annual Suffield High School Profile.

Beginning with the class of 2020, courses taken as independent study grades, on-line coursework and high school partnership grades are not calculated toward computing class rank. At the discretion of administration, approved virtual high school or online courses may be calculated in the student's GPA if they are an existing course within the program of studies and are not currently being offered or cannot be accommodated in the student's course schedule.

Beginning with the class of 2018, courses taken on a pass/fail basis, summer school grades and transfer credits are not calculated toward computing class rank. Transfer credits will be designated as a "T" on the transcript. Transfer credits are defined as courses taken at other accredited schools and are currently in the Suffield High School Program of Studies.

Legal Reference: Connecticut General Statutes

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

Policy adopted: December 5, 2000
Policy revised: June 5, 2017, December 4, 2017

SUFFIELD PUBLIC SCHOOLS
Suffield, Connecticut

Series 6000 – Instruction

1. Elementary and Secondary

G. Curriculum Extensions

(1) Special Education

(b) Preschool Special Education

The Board of Education (Board) recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. The Board shall maintain an early intervention program for preschool-aged children identified through the "Birth to Age Three" screening process under regulations imposed by the Individuals with Disabilities Act (IDEA) which identifies children with special education needs or developmental delays.

The District's program shall be based upon the "reverse mainstreaming model" which maintains a significant number of non-disabled (regular education) students who serve as role models for the students with identified special needs. The Director/Supervisor of Special Education is responsible to coordinate and evaluate the program annually to make recommendation to the Superintendent of Schools or his/her designee.

The Board authorizes the Superintendent of Schools to establish administrative practices and procedures to carry out this responsibility. Such administrative practices and procedures shall include:

1. Locating and identifying all preschool children, between the ages of three and five, with disabilities pursuant to the relevant provisions of the Individuals with Disabilities Act (IDEA). The register of children eligible to receive preschool special education services is to be maintained and revised annually by the Director/Supervisor of Special Education;
2. Ensuring that the parents of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;
3. Developing an individualized education program (IEP) for each preschool age child with a disability requiring services;
4. Appointing and training appropriately qualified personnel;
5. Providing transportation to students enrolled in the program;
6. Maintaining lists as required by the State Education Department pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served; and
7. Reporting as required to the State Education Department; and

8. Ensuring the smooth transition from infant to preschool programs.

The Planning and Placement Team's responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability. Children recommended for an educational program may enter at various points throughout the school year.

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

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

Tuition

Non-disabled (regular education) students enrolled in the "reverse mainstreaming" preschool program will be required to pay tuition for the program. Identified students or students who qualify for free or reduced lunch will not be charged for tuition. The Board will annually establish the tuition rate for the following school year. The Board, through the Superintendent or his/her designee, will establish a monthly payment plan. Failure to make such tuition payment may result in discontinuation of enrollment in the program.

Legal Reference: Connecticut General Statutes

10 76a Definitions.

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

10 76c Receipt and use of money and personal property.

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

10 76e School construction grant for cooperative regional special education facilities.

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

10 76g State aid for special education.

10 76h Special education hearing and review procedure. Mediation of disputes.

10 76i Advisory council for special education.

10 76j Five year plan for special education.

10 76k Development of experimental educational programs.

State Board of Education Regulations.

10 76m Auditing claims for special education assistance.

10 76a 1 et seq. Definitions.

10 76b 1 through 10 76b 4 Supervision and administration.

10 76d 1 through 10 76d 19 Conditions of instruction.

10 76h 1 through 10 76h 2 Due process.

10 76l 1 Program Evaluation.

10 145a 24 through 10 145a 31 Special Education (re teacher certification).
34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.
American with Disabilities Act, 42 U.S.C. §12101 et seq.
Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as
amended by P.L. 105-17.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.

Policy adopted:

SUFFIELD PUBLIC SCHOOLS
Suffield, Connecticut

Series 6000 – Instruction

1. Elementary and Secondary

G. Curriculum Extensions

(2) Program Adaptations/Alternate Programs

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

The Board of Education (Board) is dedicated to providing educational options for all students within available financial constraints. It is recognized there will be students in the District whose needs and interests are best served by participation in an alternative education program.

"Alternative education" means a school or program maintained and operated by the Board that is offered to students in a nontraditional educational setting and addresses the social, emotional, behavioral and academic needs of such students.

The Board may provide alternative education to students in accordance with the guidelines established by the State Board of Education. Such guidelines shall include, but not be limited to, a description of the purpose and expectation of alternative education, criteria for student eligibility, and criteria for how and when a student may enter or exit alternative education.

In providing alternative education to students, the Board may use space in an existing school or establish a new school. Such programs must comply with state laws pertaining to the number and length of school days in an academic year and shall be subject to all other federal and state laws governing public schools.

The Board may form a cooperative arrangement with other boards of education, to provide alternative education pursuant to C.G.S. 10-158a.

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

subject to the provisions of the general statutes applicable to teachers employed by the board of education of any town or regional school district.

A list of alternative programs will be approved by the Board annually. The Superintendent may provide for the involvement of staff, parents and the community in recommending alternative education programs for Board approval. There shall be an annual evaluation of alternative education programs.

The Board, as required, will post on its website information about any alternative education offered, including purpose, location, contact information, staff directory and enrollment criteria. In addition, the Board recognizes its responsibility to give all children in the District who receive alternative education as nearly equal advantages as may be practicable compared to other children in the District. In addition, the Board shall annually submit to the Commissioner of Education a strategic school profile report for each alternative school or program under its jurisdiction.

Alternative education programs implemented by the District are to maintain learning options that are flexible with regard to environment, structure and pedagogy. Such programs include, but are not limited to, a separate school, tutorial instruction, small group instruction, large group instruction, counseling and guidance, computer-assisted instruction, cooperative work experience, supervised community service activities and supervised independent study.

Students, upon parent request, may be placed in an alternative education program within available financial resources if the District determines that the placement serves the student's educational needs and interests and assists the student in achieving district and state academic content standards.

Alternative language to consider:

It shall be the responsibility of the Superintendent of Schools to identify alternative program opportunities to be made available to students at risk, to recommend such alternative programs to the Board for approval, and to familiarize students and parents/guardians with the availability of such alternative programs. The Superintendent shall, through cooperative efforts with other districts, schools, agencies and organizations, periodically recommend additional or modified alternative educational programs to the Board.

(cf. 6172.11 – Relations with Charter Schools)

(cf. 6172.12 – Magnet Schools)

(cf. 6172.41 – Title I Program)

(cf. 6172.6 - Virtual/Online Courses)

Legal Reference Connecticut General Statutes

10-4p(b) Implementation plan to achieve resource equity and equality of opportunity. Assessment. Reports. (as amended by PA 15-133)

10-15 Towns to maintain schools.

10-16 Length of school year.

10-158a Cooperative arrangements among towns. School building projects. Student transportation.

10-220 Duties of boards of education (as amended by PA 15-133)
10-223h(c) Commissioner's network of schools. Turnaround committees.
Operations and instructional audit. Turnaround plans. Report. (as amended by
PA 15-133)
PA 15-133 An Act Concerning Alternative Education

Policy adopted:

SUFFIELD PUBLIC SCHOOLS
Suffield, Connecticut

9000 Series - By-Laws of the Board

2. Members

B. Orientation of Board Members

The Board of Education and administrative staff shall assist each new Board member-elect to understand the Board of Education's functions, policies and procedures, as well as operation of the school district, before the member takes office. The following methods shall be employed:

1. The Superintendent shall arrange a meeting of the Board Chairperson, the Superintendent and the new member for the purpose of answering questions and acquainting the member with the district.
2. The incoming member shall be offered a copy of the Board's bylaws, policies and administrative regulations and be told where such materials are located on the district's website. In addition, the member shall receive copies of pertinent materials developed by the Connecticut Association of Boards of Education and other helpful information explaining Board roles and responsibilities.
3. The Board Chairperson may request a veteran Board member mentor a new member to increase efficiency and effectiveness of Board work and increase understanding about all aspects of Board service.
4. The incoming member may attend, at district expense, workshops for newly elected members as approved by the ~~Board of Education~~ Chair and Superintendent.

Candidates

The Superintendent, at the discretion of the Board Chair, or his/her designee ~~may~~shall invite all candidates for the office of Board of Education member to attend (1) Board meetings, excluding any executive sessions, and (2) pre-election workshops for candidates.