

6000 Instruction



6000 Series - INSTRUCTION

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Emergency Closings

The Board authorizes the Superintendent to determine School Cancellation, Delayed Opening or Early Release in the event of hazardous weather or other emergencies that present threats to the safety of students, school staff members, or school property. Every school will follow the procedure that the Superintendent establishes for notifying parents and staff in a timely manner.

Policy Adopted:

September 10, 1963

Amended:

September 28, 1976

Readopted:

July 25, 2000

Amended:

May 28, 2013

Procedures for No School/Delayed Opening and Early Dismissal due to inclement weather

The decision for School Cancellation/Delayed Opening or Early Dismissal due to inclement weather or emergency situations is based on information received from the Police Department, the City Department of Operations, Buildings & Grounds Department, SPS Transportation Office, the bus company, and weather forecasts. The conditions of the roads and sidewalks are considered, as well as the condition of the utilities at the schools. It is not an easy decision to make. The safety of students is the major consideration.

School Cancellation/Delayed Opening

In the event of inclement weather, the Superintendent of Schools will make a decision to cancel school or have a delayed opening early in the morning, after consulting with Transportation and Facilities personnel. Delayed openings are always two (2) hours later than the usual school opening time. Information about School Cancellation or Delayed Opening is posted to the district's web site (stamfordpublicschools.org) by 6 a.m.

Information will also be available on area radio and TV stations, delivered to families via a ParentLink, emailed to faculty and posted on social and electronic media, which parents and staff can access.

Early Dismissal

Occasionally, changing weather conditions may necessitate dismissing school early. The Superintendent of Schools may announce an early dismissal. This information will be available to the public on the district's web site (stamfordpublicschools.org), on area radio and TV stations, and delivered to families and their emergency contacts via a ParentLink message.

After School Activities (Adult Education and Meetings)

When school is closed or there is an early dismissal, all after school activities will be canceled.

Parent Responsibility

It is the parent or guardian's responsibility to monitor the latest weather forecast and announcements for possible School Cancellation/Delayed Opening or Early Dismissal.

Amended:

May 28, 2013

Effective: 2013-2014 School Year

School Calendar

Schools shall be in session in accordance with the school calendar as adopted by the Board of Education each year.

Policy Adopted:

September 10, 1963

Policy Readopted:

July 25, 2000

School Day

Daily Sessions

The time of opening and closing daily sessions shall be determined by the Board of Education and no change in the opening or dismissal of any school shall be made without the permission of the Superintendent of Schools, or his/her designee.

Policy Adopted:

September 10, 1963

Amended:

September 28, 1976

Policy Readopted:

July 25, 2000

School Day

Teachers are to be in their classrooms or at their assignments at a time designated by the principal before and after each school session in accordance with the collective bargaining agreement. Teachers shall exercise their professional judgment as to when additional time is required.

Regulation Adopted:

September 10, 1963

Amended:

July 25, 2000

Drills for Emergencies

Fire Drills

There shall be a fire drill in the Stamford Public Schools at least once each month in accordance with Connecticut General Statutes Section 10-231.

Principals shall maintain records showing dates on which fire drills were held.

Policy Adopted:

September 10, 1963

Amended:

July 25, 2000

Instruction

Ceremonies and Observations

Flag Display

A United States flag shall be displayed in every classroom and in the school auditorium.

A United States flag shall be displayed on all school buildings or school grounds on all school days and on legal holidays when the weather will permit. It shall also be displayed on the inside of the school building.

Pledge of Allegiance

Each school day shall begin with the Pledge of Allegiance. Students may choose not to recite the Pledge of Allegiance. Students who choose not to recite the Pledge of Allegiance shall not engage in any disruptive behavior during the period of time set aside for the recitation of the Pledge of Allegiance.

Holiday Observance

In recognition of our diverse school population, and to allow each student the opportunity to preserve the integrity of his or her religious training, the Board encourages holiday programs and activities that are as secular as possible, while still appreciating art, music and literature that have contributed to American culture.

Legal References:

Connecticut General Statutes Section 10-230(a) and (c), Flags in schoolrooms and schools. Policy on the reciting of the "Pledge of Allegiance

Policy Adopted:

September 10, 1963

Amended:

October 11, 1988

July 25, 2000

November 23, 2004

Instruction

Ceremonies and Observations

Holiday Observance

Education is a part of life and not just a preparation for life itself; hence, in motivating children in their learning in all areas and in providing rich living experiences which orient children to many aspects of our diversified cultures, the Board of Education approves of appropriate recognition of religious, civic and cultural holidays and events that have significance in out-of-school life.

Holidays such as Columbus Day, Veterans Day, Martin Luther King Day, and Memorial Day are addressed in the Stamford Public Schools' curriculum and in the schools. Whether school is in session or out of session on that date, observances and learning about these events in history take place on that date, around the time of the holiday, or during the course of studies.

Regulation Adopted:

September 10, 1963

Readopted

July 25, 2000

Regulation Amended:

April 29, 2014

Philosophy of the Educational Program

The Stamford Public Schools recognize the worth and dignity of each individual and his or her right to learn. They, therefore, exist to serve students in a manner which will assist their growth toward their fullest potential. More specifically, the schools function to produce constructive, competent citizens who must be able to maintain an attitude of inquiry, have the ability to make sound judgments based upon experience and research, and have the capacity both to communicate and to act upon those judgments.

It is also the responsibility of the schools to evaluate and reevaluate educational objectives, teaching methods and materials in order to meet the changing needs of the students and community. So that these needs are met more effectively, the Board of Education shall set its priorities annually.

Policy Adopted:

March 10, 1964

Amended:

September 25, 1973

February 8, 1977

July 25, 2000

Goals of the Instructional Program

The mission of the Stamford Public Schools, in partnership with the home and the community, is to educate all students to become responsible, productive citizens in our continuously changing world. The richness of our diversity, the broad array of our educational programs, our safe environment, and the quality of our staff serve to promote the academic, artistic, emotional, physical, and social development of our students.

Policy Adopted:

September 10, 1963

Amended:

September 25, 1973

February 8, 1977

July 25, 2000

Standards-Based Curriculum

The Stamford Public Schools (SPS) is committed to preparing all students for both higher education and lifelong learning and to providing high quality, rigorous curriculum and instruction across all subject areas for all students. Successful implementation of curriculum requires involvement of and continuous communication among all internal stakeholders throughout the curriculum cycle. Curriculum in SPS will be implemented, monitored, and evaluated as part of a continuous cycle of systemic improvement.

The SPS curriculum process is informed by the following guiding principles:

1. Curriculum and instruction must be based on state, national, and international standards of either the federal or state government where they exist or the professional organization of the content area (e.g., National Council of Teachers of Mathematics). Curriculum must include explicit content standards and grade level expectations (GLEs) that describe what students should know and be able to do in all subjects and at every grade level at every school across the district. Acquisition of 21 st century skills-expert thinking and problem solving; complex communication skills; team work and collaboration; creativity and innovation-- is a key element of these standards.
2. Curriculum content and instructional practices must be rigorous and designed to promote active engagement of all learners.
3. All stakeholders must hold high expectations for all students as well as a belief that achievement is based on effort, not on race, ethnicity, or socio-economic background. Curriculum and professional development must provide strategies for differentiating instruction to ensure equitable access and high performance for all students.
4. Stakeholders share responsibility to work collaboratively in all phases of the curriculum development process and accountability for implementation.
5. The curriculum process must include consistent, ongoing and high quality professional development to ensure the continuous improvement of teacher knowledge and skills for effective instruction and assessment.
6. The curriculum process must include adequate resources (including time, staff, money, and materials) to support all phases of the work - planning, implementation, and evaluation.
7. The collection and analysis of district-level data from recurring formative and summative assessments should guide curriculum development and instructional decision-making.

8. Curriculum development should be informed by relevant research, evaluative data, and documented best practices.¹

The Stamford Board of Education (BOE) expects administrators and faculty to develop curriculum according to the eight principles detailed above. The superintendent will adhere to a five-seven year curriculum renewal cycle, and will update the BOE as the district progresses through the phases of curriculum development process. The BOE also has a role to advise at the start of the curriculum development process, when current curricula are reviewed and assessed. During this phase, the superintendent will present recommendations to the board regarding the assessment of current curricula and next steps in the process, including a rationale for the revised or new curricular program, costs, and projected end results.

Policy Adopted:

February 23, 2010

1. The introduction and eight principles of curriculum development are taken from A Plan for Curriculum Management, Design, and Delivery in Stamford Public Schools, April 6, 2009.



A PLAN FOR CURRICULUM MANAGEMENT, DESIGN, AND DELIVERY IN STAMFORD PUBLIC SCHOOLS

Preamble

This curriculum document is rooted in the mission of the Stamford Public Schools (SPS)—“to prepare each and every student for higher education and success in the 21st century”—and aligned with district goals as described in the strategic plan. SPS believes that it is every child’s birthright to be educated at the highest level. SPS is committed to preparing all students for both college readiness and lifelong learning and to providing high quality, rigorous curriculum and instruction for all students. SPS believes that teachers are the critical agents in improving student learning – life-learners who must continuously improve their knowledge, craft, and skills to ensure quality instruction and high achievement for students and who must be valued and supported to do this work. Successful implementation of curriculum requires involvement of and continuous communication among all internal stakeholders throughout the curriculum cycle.

Curriculum development process

The instructional core, including challenging curriculum content, teachers’ knowledge and skills, and student engagement, is the essential component of the educational process. Designing the instructional core is critical work. This document describes a new understanding of the curriculum development process for the SPS, including the professional development and implementation required to ensure a coherent, guaranteed, well aligned, and viable curriculum for all students. Guaranteed and viable mean that the curriculum defined by the school system is assured for all students and that the content can be addressed in the time and structures available (Marzano). This document will clearly define how curriculum work in the SPS will get done and delineate the roles and responsibilities required of all stakeholders throughout all phases of the work. The four phase curriculum process outlined here is grounded in a contemporary understanding of the change process and a commitment to the SPS definition of **collaboration** and **Conditions for Success**. The SPS Conditions for Success will be addressed at every stage of the curriculum development process. Curriculum in SPS will be implemented, monitored, and evaluated as part of a continuous cycle of systemic improvement. (A typical cycle for a content area is every five to seven years.)

This curriculum process is informed by the **following guiding principles:**

1. **Curriculum and instruction** must be based on **state, national, and international standards**. Curriculum must include explicit content standards and grade level expectations (GLEs) that describe what students should know and be able to do in all subjects and at every grade level. Acquisition of 21st century skills is a key element of these standards.

2. Curriculum content and instructional practices must be **rigorous** and designed to promote **active engagement** of all learners.

3. All stakeholders must hold high expectations for **all students as well as a belief that achievement is based on effort**, not on race, ethnicity, or socio-economic background. Curriculum must provide strategies for differentiating instruction to ensure **equitable access** and high performance for all students.

4. **Stakeholders share responsibility to work collaboratively** in all phases of the curriculum development process and accountability for implementation of the agreed-upon **Conditions for Success**.

STAKEHOLDER ENGAGEMENT

PHASE of PROCESS	STUDENTS	FAMILIES	SCHOOL BOARD	TEACHERS	ADMINISTRATORS	COMMUNITY PARTNERS
1. Review and assess current curriculum	Advise	Advise	Advise and Inform	Advise and Implement	Advise and Implement	
2. Develop and design new curriculum. Pilot when recommended by C & I team			Inform	Advise and Implement	Advise and Implement	Inform
3. Put new curriculum into practice (including PD)	Inform	Inform	Inform	Advise, Implement, and Monitor	Advise, Implement, and Monitor	Inform
4. Determine success of new curriculum	Advise	Advise	Inform	Advise and Monitor	Advise, Monitor, and Evaluate	Inform

THE DEGREES OF INVOLVEMENT FOR ENGAGEMENT:

- Informed*
- Advise*
- Implement*
- Monitor*
- Evaluate*

5. The curriculum process must **include consistent, ongoing and high quality professional development** to ensure the continuous improvement of teacher knowledge and skills for effective instruction and assessment.

6. The curriculum process must include **adequate resources (including time, staff, money, and materials)** to support all phases of the work – planning, implementation, and evaluation.

7. The collection and analysis of **data from recurring formative and summative assessments should guide curriculum development** and instructional decision-making.

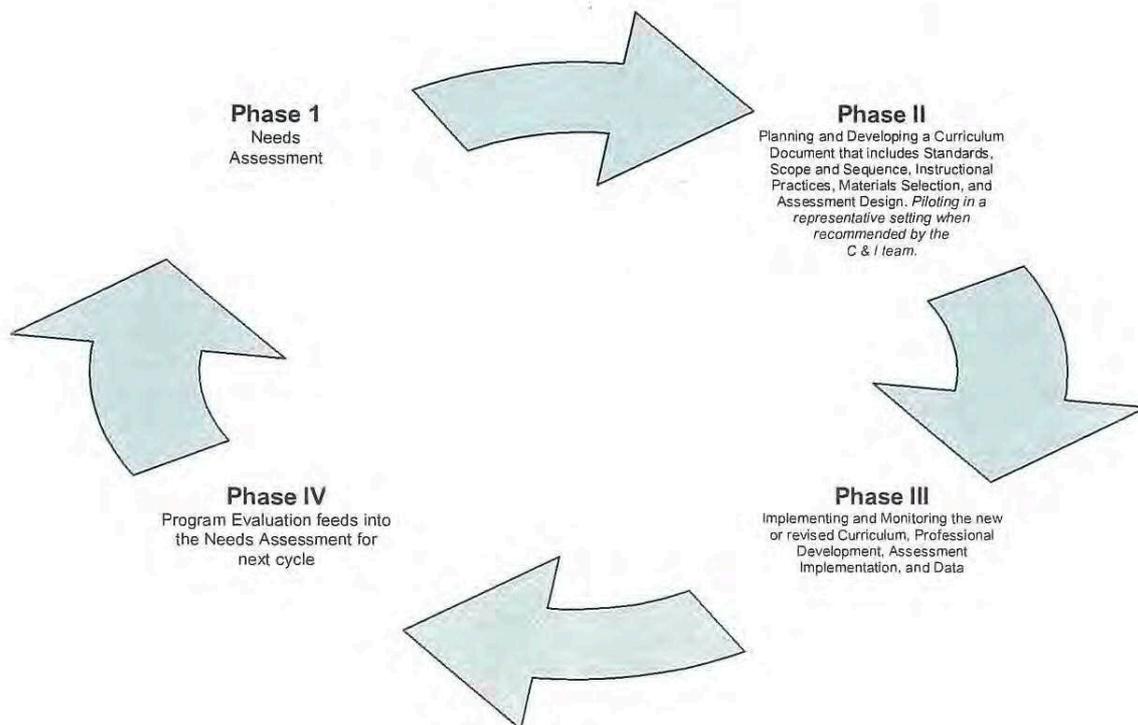
8. Curriculum development should be informed by **relevant research, evaluative data, and documented best practices.**

Purpose and Phases of the Plan

The purpose of this plan is to provide a systematic guide for managing the design, delivery, and evaluation of the written, taught, and tested curriculum in the Stamford Public Schools curriculum revision process.

There are four phases in a comprehensive curriculum development process. This process can typically be accomplished in 18-24 months. The **curriculum revision** process is separate and should be completed every 5-7 years in each content area.

The Four Phases of Curriculum Development



THE FOUR PHASES OF THE CURRICULUM DEVELOPMENT PROCESS

Phase I: Assess and Review – Background Knowledge

1. *Conduct a needs assessment, assessing strengths and weaknesses of current curriculum; analyze data.*
2. *Identify key research and trends in the content area.*

Phase II: Write and Revise – Develop a Curriculum Guide

3. *Convene a design committee.*
4. *Articulate a philosophy and program goals.*
5. *Develop and sequence grade level expectations based on standards (scope and sequence).*
6. *Develop assessments to measure student progress.*
7. *Develop a curriculum guide informed by relevant research, evaluative data, and documented best practices.*
8. *Select texts, materials, and resources (core and differentiated).*

Phase III: Implement and Monitor the New Curriculum

9. *Plan and implement professional development for teachers, administrators, and support staff on overall design, expectations, and resources.*
10. *Establish plans for monitoring the implementation.*

Phase IV: Evaluate, Reflect, and Revise – Continue the Curriculum Cycle

11. *Implement program evaluation and determine success of the program.*

Phase I: Assess and Review – Background Knowledge

1. *Conduct a needs assessment, assessing strengths and weaknesses of current curriculum; analyze data.*

- Before a curriculum development or revision cycle is launched, a structured needs assessment is required to provide a focus for the work. The program evaluation conducted in Phase IV, Step 11, is an appropriate starting point. The needs assessment should be completed by the Director responsible for the content area who should provide leadership that results in completion of the needs assessment. However, Directors may contract for an external program “audit” such as PDK International conducted for K-5 Literacy in 2008.
- The information commonly gathered during the needs assessment process through surveys, focus groups, interviews, and test data most frequently includes
 - Written statements of district vision, mission, strategic plan, and goals;
 - A detailed analysis of state and local assessment data, including disaggregated CMT and CAPT scores, SAT scores, grade-level assessment data, and course final exam results;

- Suggestions for change and improvement generated by meetings with teachers, guidance counselors, media specialists, and administrators;
- **Parent and other community members' concerns and expectations for the program obtained through surveys and invitational meetings.**

2. Identify key research and trends in the content area.

- Part of a needs assessment includes identifying key research and trends in the content area. Research begins with assembling, reading, and discussing timely, seminal, and content specific reports from curriculum associations or consultants, and examination of state, national, and international standards in the discipline. This work should be led by the Director of the content area and appropriate district staff.
- In addition, the Director and staff should become familiar with all available instructional materials that may eventually be selected to help implement the new curriculum. The Director and staff should also broaden their perspective and gather information by visiting other school systems that are recognized leaders in education. It may also be advisable for the Director to identify and work with an external consultant at this time.

Phase II: Write and Revise – Develop a Curriculum Guide

3. Convene a design committee.

- Such a committee—consisting primarily of teachers and administrators who represent various schools and grade levels, teachers of English language learners and special education and media specialists—should be selected by the Director of the content area. Applicants will be selected from a posting that follows SPS guidelines. Teacher compensation shall conform to the provisions of the collective bargaining agreements. The Director of the content area will also appoint a chairperson(s) to lead the committee. This individual must have knowledge of the curriculum development process and the content under consideration.

The Director of the content area should include in the posting for the committee an outline of the responsibilities and a general timeline for the design task so that applicants will know clearly what to expect.

- Training for the design committee should be conducted by district curriculum leaders or by an external consultant.
- The following documents will be needed by the committee creating the scope and sequence (Standards and Grade Level Expectations – GLEs):
 - District vision and goals and strategic plan;
 - Data from needs assessment;
 - CMT/CAPT strands and objectives;
 - State Standards and GLEs;
 - State model curriculum, if available;
 - National and international standards;

- 21st century skills;
 - Key research and trends in the content area;
 - District data related to mandated assessments (CMT; CAPT; SAT; AP participation and 3 or higher on the AP exam; formative assessment data; course taking patterns disaggregated by race, gender, free and reduced lunch, ELL, and Special Education; emphasis on broader data points beyond SAT and high stakes testing);
 - Most recent written curriculum for content area;
 - Exemplar curriculum documents from other districts;
 - Glossary of terms used in curriculum work.
- Training for the committee members should include
 - Best practices in instruction in the content area;
 - Curriculum design;
 - Standards-based instruction and assessment;
 - Differentiation and interventions;
 - Instructional paradigm;
 - Overview of this district Plan for Curriculum Management, Design, and Delivery;
 - Use of terminology in curriculum work (alignment, articulation, standards, GLEs, objectives, cognitive domains, etc.);
 - How to create alignment of written, taught, and tested curriculum;
 - How to use any software and format that have been selected.

4. *Articulate a philosophy and program goals.*

- A K-12 program philosophy should be developed to provide a unifying framework that justifies and gives direction to discipline-based instruction, provides guiding beliefs about instruction in the content area, and defines the instructional paradigm for the content area.

5. *Develop and sequence grade level expectations based on standards (scope and sequence).*

- The scope and sequence provides the foundation for the curriculum process. It defines grade level and course objectives including clear expectations of what students should know and be able to do in order to be college ready. Objectives are referred to as the Standards and Grade Level Expectations (GLEs) and have been listed by the Connecticut State Department of Education.
- As GLEs are selected and written, they should be organized in an orderly fashion. This order can be achieved in numerous ways: by grade, by strands, in units, in sequential levels of instruction, through essential questions, or through some combination of these.

- **Design committee members should develop a template for receiving input from teachers at each grade level in their schools. Revisions to the GLEs should be made at this point before proceeding with the next steps.**

6. Develop assessments to measure student progress. *(Items 6, 7, and 8 may be developed concurrently.)*

- A comprehensive district-wide student assessment plan should be developed and maintained. The plan should include a calendar of external assessments and local formative and summative assessments, purposes of assessments, and uses of assessments.
- All local assessments should be aligned to the content GLEs selected by the curriculum committees, organized by grade, by strand, in units, and/or in sequential levels of instruction.
- Teacher committees, under the direction of the Research Director and content program staff, should review assessments currently in use. Some assessments should continue; some should be revised; some should be eliminated. Assessment gaps should be identified and new assessments developed. Items from well established item banks such as NAEP/ETS should be used in selected new assessments.
- The assessment results should be stored in the district's TetraData warehouse and made accessible to teachers and administrators through DASH. Training on DASH should be provided to all staff.
- Assessment results should be used for multiple decision-making processes including monitoring the progress of individual students and student groups; informing professional development needs; and evaluating the program to determine strengths and needs for curriculum revision.

7. Develop a curriculum guide informed by relevant research, evaluative data, and documented best practices. *(Items 6, 7, and 8 may be developed concurrently.)*

- The Director of the content area should provide the appropriate format and outline for the curriculum guide. The following components of a quality curriculum document should be included in every content area document regardless of the format used:
 - Philosophy and program goals for the content area;
 - Standards and grade level expectations (GLEs) showing horizontal and vertical alignment;
 - Units of study (following a specified format);
 - Sample lessons;
 - Linkages between objectives and district and state objectives;
 - Specific examples of how to teach key concepts using a variety of proven techniques;
 - Specific links to adopted/selected texts and resources;
 - Specific instructions on how to evaluate key objectives;
 - Clear recommendations for differentiation and intervention;
 - Interdisciplinary links;
 - Professional resources and links to mentor texts and seminal articles.

- The curriculum guide will undoubtedly be developed in stages, beginning with the philosophy, instructional paradigm, standards, GLEs, selected text books, interventions, programs (such as Everyday Math or Connected Math), or kits (such as those in elementary and middle school science), core books, and units of study (as in language arts). In each stage, professional development should be ongoing.

• **Feedback on the initial draft should be collected in grade or course-alike meetings, and during meetings with building level administrators and district staff, ensuring review by those teachers who will deliver the curriculum.**

• **Consider using external consultants to critique the process and products during the design phase.**

- Once the curriculum guide is completed and revisions have been made by the committee, the Director of the content area should retrieve all previous guides and communicate instructions to buildings regarding discontinuation of the former guides.

• **The Director of the content area should prepare brief, user-friendly brochures for parents which communicate the curriculum changes and use of new instructional materials and provide support to buildings in communicating with parents.**

8. *Select texts, materials, and resources (core and differentiated).* *(Items 6, 7, and 8 may be developed concurrently.)*

- A review committee should be selected—a subgroup representative of the design committee and others, if necessary—to ensure adequate representation. This selection task could be done at the same time as the guide is being written, after the GLEs are written.
- The committee should identify and request samples of materials and texts suitable for consideration as the main support for the curriculum referred to as the core text or resource. The identification process includes recommendations from high performing districts, content organizations (NCTM, NCTE, etc.), research studies, and international studies.
- The committee should establish review criteria and guidelines for the review committee and train the committee on following the guidelines.
- The committee should review materials, programs, and texts using the criteria. Request vendor presentations of those that best meet the criteria. Pilot materials when recommended by the C & I team, in representative settings.
- The committee should make a recommendation to the Director of the content area, based on feedback and assessment data from the pilot, who will make the final recommendation to the Superintendent for adoption.
- The committee should solicit suggestions for intervention materials or extra practice or enrichment materials; check alignment of these materials with primary materials.

Committee should then provide a list of approved supplementary and intervention materials for use by schools.

Phase III: Implement and Monitor the New Curriculum

9. *Plan and implement professional development for teachers, administrators, and support staff on overall design, expectations, and resources.*

- Annually, district departments and schools each prepare a Professional Learning and Monitoring Plan to guide the work of the following school year as related to curriculum implementation and school improvement. This document includes types of professional learning to be provided, modes of evaluation for professional learning, and monitoring types and checkpoints. **In preparation for the first year of implementation of a new curriculum, this design will be drafted by the Director of the content area and then reviewed by the design committee, which may make recommendations for revisions.**
- Three types of professional learning may be district-initiated to support the implementation of new or revised curriculum:
 - Workshop-based, content-focused professional development to introduce new/revised standards-based curriculum and instructional paradigm. This professional development may be provided by the vendor under the Director of the content area, and it is likely to occur prior to teachers being required to use the curriculum and materials in their classrooms.
 - Content-focused professional development to provide continued support for implementation of new/revised curriculum.
 - District-based learning teams for teachers of the same content area to share instructional strategies and address challenges of implementation.
 - Induction and coaching for new staff.
- Schools may dedicate school-initiated professional learning sessions to support teachers in the implementation of new curriculum as well. Such sessions may consist of the following:
 - Horizontal and vertical planning and professional development.
 - Grade-level or content-specific professional learning communities (PLCs).
- Professional development to support curriculum implementation may also include ongoing coaching and grade or course conversations, support, and guidance. Additionally, a key component of successful curriculum implementation depends on administrators' participation in professional development sessions related to the new or revised curriculum. In order for school administrators to supervise the implementation of new curriculum, they must have an awareness of the instructional strategies, structures, and components of the new or revised curriculum being implemented, as well as knowledge of the expectations for curriculum implementation by teachers. This learning will be shared in two ways:
 - participation in the professional development sessions in which teachers participate, and

- participation in professional development sessions organized specifically for administrators, as related to monitoring of new curriculum.

Such professional development sessions may be presented by the District content leader or by consultants involved in the curriculum development process.

10. Establish plans for monitoring the implementation.

- Curriculum monitoring ensures that the adopted curriculum is being taught by teachers so that all students have equal access to the curriculum.
- Monitoring also identifies strengths and weaknesses in the materials or instructional practices, clarifies problems related to student learning, and identifies issues related to time management and pacing. Identification of teacher needs and strengths and weaknesses in the materials can then be addressed in future professional learning sessions.
- Curriculum monitoring is a shared responsibility among district staff, principals, assistant principals, and teachers themselves in grade-level or department meetings and PLCs. The key leaders and participants for curriculum monitoring, however, are principals and assistant principals. Responsibilities for district staff, building administrators, and teachers are as follows:
 - District responsibilities:
 - Coordinate planning and training for curriculum monitoring, including providing lists of “what to look for,” pacing guides, and expectations for teachers and students.
 - Visit school-based team meetings (grade level teams, vertical meetings with specific curriculum topics on agendas, course-alike meetings, or department meetings).
 - Visit classrooms for first-hand understanding of implementation and support to teachers as needed.
 - Arrange logistics for grade level or clustered level meetings across schools for progress review and implementation support as needed.
 - Meet monthly with school administrators to discuss problems and issues.
 - Conduct periodic surveys regarding the new curriculum materials, or problems such as pacing, learning objectives, or assessments.
 - Collect formative assessments and student work on a periodic basis.
 - School administrator responsibilities:
 - Principals and assistant principals visit classrooms regularly and informally to become familiar with curriculum implementation and support teachers as needs are identified (once weekly).
 - Principals and assistant principals use the “what to look for” guides provided by district staff and meet monthly with district staff to discuss problems and issues.
 - Principals and assistant principals review lesson plans, student work, formative assessments, and pacing guides.
 - Teacher responsibilities:

o **Individual teachers record notes on their concerns or successes with curriculum objectives or instructional materials and provide information to the design committee, their principal, or district staff.**

- o Teachers meet in grade level teams, PLCs, or vertical curricular groups to share progress with curriculum implementation (pacing checks, materials, activities, curriculum objectives, and assessments.)
- The district office administrators coordinate planning and training for curriculum monitoring by establishing a protocol regarding curriculum monitoring that is communicated to all staff. Monitoring activities include classroom visits by district and building administrators and follow-up conversations; review of lesson plans, student work, and formative assessments (DRA2, unit tests, etc.); teachers tracking implementation in a systematic way; periodic surveys; and grade-level or department conversations. Regardless of the monitoring activities, conversations and feedback are the critical components.

Phase IV: Evaluate, Reflect, and Revise – Continue the Curriculum Cycle

11. Implement program evaluation and determine success of the program.

- After a new or revised curriculum has had a year of full implementation, a program implementation evaluation should be conducted by the Assistant Superintendent for Curriculum and Instruction, the Director of the content area, the Executive Director of Performance Management and Accountability, and the Director of Research to evaluate alignment of the written, taught, and tested curriculum, and identify misalignment between the program and district goals.
- The following steps provide a prototype action plan for any program evaluation:
 - Describe the purpose:
 - o What problem do you expect to solve or what questions do you expect to answer as a result of the evaluation?
 - Define the parameters of the program to be evaluated:
 - o Is it district, building, grade level, course?
 - o Delineate the components of the program to be included.
 - o If personnel will be evaluated as part of the total program evaluation, make sure the processes involved are consistent with negotiated agreements with the unions.
 - Outline a management plan:
 - o Identify personnel and ways of selecting them.
 - o Determine data to be used and methods for collecting and analysis.
 - o Identify appropriate criteria for evaluating collected data.
 - o Develop a timeline, including periodic team meetings.
 - o Identify needed resources and allocate funds.
 - o Assign responsibilities.
 - Plan how the results will be used:
 - o Develop appropriate reporting format for results.
 - o Determine who will see the results and how results will be shared.
 - o Decide in advance the range of follow-up actions.

- termination of status quo
- no action
- development of action plan to modify or improve plan

Orange highlighted and bold text denotes stakeholder involvement.

To be added:

Glossary

Conditions for Success

21st Century Skills

SPS Definition of Collaboration

Professional Learning Plan

Assessment Plan

Instruction

Career Education

Career education in the Stamford Public Schools is understood as meaning a continuing process which prepares students for, and sensitizes them to the varying dimensions of human productivity.

As such, career education is designed to fuse key concepts of career development and preparation into existing disciplines and educational experiences in order that students may acquire self-knowledge of the world of work and ability to make decisions. Necessary to this acquisition is an ongoing exchange between the educational system and all centers of productivity within the community.

The end product of career education is the successful application of skills learned in school to further learning in both vocational and avocational pursuits.

Policy Adopted:

June 28, 1977

Readopted:

July 25, 2000

Instruction

Online Courses

The Stamford Public Schools (SPS) is committed to expanding instructional opportunities for students that extend beyond the walls of Stamford classrooms. Students enrolled in online courses will participate in asynchronous/synchronous online discussions, online group projects, and teamwork while learning rigorous course content independently or with a teacher. Enrollment to online courses will be available to SPS students in need of recovering credits in order to graduate in a timely manner as well as to students who wish to enrich or accelerate their learning.

SPS students will only be given credit for successfully completing online courses that are offered by an accredited educational institution and approved in advance by the Stamford Public School district. Successful completion of online courses will count toward high school credit in SPS. Grades given in district-approved online courses shall be included in a student's GPA and class rank.

For purposes of this policy, an online course shall mean a course offered via the Internet, wherein the source of the information and the learner are separated by time and distance, or both.

For purposes of this policy, credit recovery shall mean passing and receiving credit for a course in which a student was previously unsuccessful in earning academic credit toward graduation. The goals of credit recovery programs typically focus on helping students stay in school and graduate on time. For purposes of this policy, an accredited educational institution shall mean an institution that has met quality assurance standards used by an external body to evaluate educational programs. Accrediting associations for online courses may include the New England Association of Schools and Colleges (NEASC), the North Central Association Commission on Accreditation and School Improvement (NCA), the Middle States Association of Schools and Colleges (MSA), the Southern Association of Schools and Colleges (SACS), and the Western Association of Schools and Colleges (WASC).

In the event a pandemic, epidemic, and/or state of emergency is declared, whether same is national, local, or otherwise (collectively referred to as an “emergency” or “emergency situation”), students who enroll in district-approved online courses may also earn credit for high school graduation by participating successfully in distance learning offered by the Board during emergency, or other long-term school closure related to a community-wide emergency. Credit will be determined per BOE Policy #6146.

Legal References Connecticut General Statutes § 10-221a.

Adopted:

March 23, 2010

Amended:

February 23, 2021

Instruction

Online Courses

1. Online courses may be taken by SPS students if: the course is not offered or available in SPS, the student wishes to meet graduation requirements or graduate early or the student wishes to accelerate his/her learning. Online courses for credit recovery may be taken by students in SPS if: the course can serve as a supplement to extend homebound instruction, the course can serve as a supplement to high school courses offered, the student has failed the course, lost credit, or the student has been expelled from the regular school setting, but educational services are to be continued.
2. SPS students will only be given credit for successfully completing online courses that are offered by an accredited educational institution and approved by the Stamford Public School district. Schools will be responsible to confirm online course acceptability by the NCAA.
3. Permission for students to enroll in online courses will require approval by the principal or designee(s). Requests to appeal decisions will be considered by the Superintendent or the Superintendent's designee.
4. Online courses may be taken in school, as well as at home during the school year, and in the summer.
5. Successful completion of online courses will count toward high school credit in SPS. Grades given in online courses shall be included in a student's GPA and class rank.
6. The school online course coordinators will be the liaison between students and their content teachers. The school online course coordinator will enroll students, monitor student progress, keep parents informed of the work done by the students, and arrange for grading and administration of tests.
7. Enrollment in online courses will require signature by the student, parent/guardian, and school in a contract detailing roles and responsibilities.

8. For students who are seeking to accelerate learning through enrichment courses, online course costs will be the responsibility of the student's family. If the student's family is eligible for a fee waiver, all costs will be paid by the BOE.

Requirements for Online Coursework

1. The workload required by the online course is substantially equivalent to that of a similar course taught in a traditional classroom setting;
2. The content of the online course is rigorous and aligned with the curriculum guidelines approved by the State Board of Education, where appropriate;
3. The course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in online demonstrations, discussion boards or virtual labs;
4. The program of instruction for such online coursework is planned, ongoing and systematic;
5. The courses are: a. Taught or supported by teachers who are certified in Connecticut or another state and have received training on teaching in an online environment, or b. offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or regionally accredited; and
6. The principal or designee has determined, in his or her professional judgment, that, given the student's academic and disciplinary history, the student is appropriately suited to engage in online coursework.

Additional Requirements: Students are eligible to receive credit toward high school graduation by taking district approved online courses. Students who have been pre-approved shall receive such credit upon completing the online course and obtaining a passing grade. Any expense incurred for taking an online course identified by the student and/or parent shall be the responsibility of the student/parent and shall not be the responsibility of the Board unless the student's family is eligible for a fee waiver. Distance learning provided to students during a pandemic, epidemic, and/or state of emergency shall be provided at Board expense.

Regulation Adopted:

July 7, 2011

Amended:

February 23, 2021

Instruction

Graduation Requirements

In order to ensure that all students in the Stamford Public Schools fulfill the Graduation Requirements, the Board of Education has established these guidelines.

I. Credit Requirements:

For classes graduating from 2020 to 2022 inclusive, in order to graduate from the Stamford Public Schools, a student must have satisfactorily completed a minimum of twenty credits and meet the following distribution requirements:

<u>Subject Area</u>	<u>Credits</u>
English	4
Mathematics	3
Science	2
Social Studies	3
Fine Arts/Unified	1
Health	1
Physical Education	1
Electives	5
Total	20

Commencing with the graduating class of 2023, in order to graduate from the Stamford Public Schools, a student must satisfactorily complete a minimum of twenty-five credits and meet the following requirements:

<u>Subject Area</u>	<u>Credits</u>
Humanities (9 credits)	
English	4
Social Studies (.5 credits in Civics)	3
Arts	1
Humanities elective	1
Science, Technology, Engineering, and Mathematics (9 credits)	
Mathematics*	3
Science	3
Science, Technology, Engineering, and Mathematics elective	3
Physical Education and Wellness	1
Health and Safety Education	1
World Language	1
Mastery-based Learning Assessment	
Electives	1
	3
Total	25

**Students must complete Algebra 1 and Geometry to fulfill graduation requirements*

Graduation Requirements

Credit earned in any course requires a final course grade of D- (60) or greater. Specific course requirements are indicated in the High School Program of Studies.

II. High School Courses Taken in Middle School

Students will earn high school credit and fulfill course requirements for high school level courses taken in middle school, including Algebra 1, Geometry, World Language and Virtual High School(VHS) courses, provided that students have earned a final grade of 'C' or better. The district strongly recommends that students who fulfill these credits in middle school continue to enroll in World Language and Math courses in high school.

III. Special Populations

English Learner (EL) students must meet the Graduation Requirements on the same terms and conditions as all students. Students who qualify for special education services may have indicated in their Individual Education Program (IEP) alternative Graduation Requirements.

IV. Alternatives to Not Meeting Graduation Requirements

Students, including Special Populations, who do not meet the Graduation Requirements, may select one of the following options:

1. Remain at the high school level and meet the Graduation Requirements.
2. Enroll in summer school, a class offered at a constituent unit of the state system of higher education, or an approved online course and meet the Graduation Requirements.
3. Enroll in courses at Stamford Adult and Continuing Education and meet the Graduation Requirements.
4. Enroll in alternate or remedial courses designed to help master the performance standards.

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.

V. Connection Time Based upon the recommendation of our health professionals, we are suspending Connection Time for the 2021-2022 year.

High School Connection Time is a graduation requirement for all students. Students must pass 3 out of 4 quarters of Connection Time (i.e., 3 PAs for Participation, not more than 1 NPA for Non-participation) per year to meet the graduation requirement. The rubric for participation or non-participation in Connection Time will be shared with all students and parents or guardians at the beginning of each school year. Participation or non-participation in Connection Time will be reported to parents quarterly via report cards. Students who do not meet this graduation requirement will need to complete alternatives at the conclusion of each school year including Connection Time make up work or community service as authorized by the building principal.

Connection Time Rubric for Participation and Non-Participation

This rubric is intended for use in recording student performance during Connection Time. The rubric should help simplify the rating of students and ensure consistency. Participation (PA) or Non-participation (NPA) shall be rated holistically (one global holistic rating of a student's performance) based on the five descriptors below.

Participation (PA):

The student almost always or usually:

- Arrives to class on time and regularly attends classes
- Contributes by offering ideas and asking questions
- Listens to, shares with, and supports the efforts of others
- Participates in activities
- Displays appropriate behavior

Non-Participation (NPA):

The student rarely or never:

- Arrives to class on time and attends classes
- Contributes by offering ideas and asking questions
- Listens to, shares with, and supports the efforts of others
- Participates in activities
- Displays appropriate behavior

These Graduation Requirements will be reexamined yearly.

(cf. 6146.2 - Statewide Proficiency/Mastery Examinations)
6146 – High School Graduation Requirements

Legal References:

Connecticut general Statutes Section 10-223a

10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)

10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)

10-16(l) Graduation exercises. (as amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)

10-221a High school graduation requirements. (As amended by P.A. 00-156, An Act Requiring a Civics Course for High School Graduation, 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. 13-122, 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.

P.A. 13-247, An Act Implementing Provisions of the State Budget.

Policy Revised:

September 1, 2020 (effective immediately under suspension of the rules)

September 24, 2021

Instruction

Graduation Requirements

Mastery-Based Learning Assessment

(1 credit must be earned while enrolled in high school to meet graduation requirements)

Successful demonstration of subject matter content mastery achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning.

These pathways include:

SAT Score College and Career Readiness Benchmark for Evidence-Based Reading and Writing: 480

SAT Score College and Career Readiness Benchmark for Math: 530

ACT Score of English 18, Math 22, Reading 22, Science 23, ELA 20

Recognition as an Advanced Placement (AP) Scholar (receives a score of 3 or more on 3 AP exams)

Capstone Project*

Internship (120 hours)*

Volunteer/Service Experience (120 hours)*

Work Study Experience (120 hours)*

Independent Study*

Award of Seal of Biliteracy

Recognition of achievement in a state or national competitions in the areas of debate, literary, STEM, visual or performing arts

FCIAC Recognition

For EL students who have lived in Connecticut for fewer than five years, a score of proficiency or above on the LAS Links assessment

Student Self-Designed Project*(prior approval required)

* A Mastery-Based Learning Assessment Committee composed of a teacher, school counselor, building administrator, and central office administrator will review submissions and award credit based upon attainment of established criteria.

Mastery-Based Learning Assessment Awarding Process:

1. Students obtain the Mastery-Based Learning Assessment Form through their high school website. This can occur in grades 9 - 12.
2. Students must complete and submit their Mastery-Based Learning Assessment Form and supporting documentation to their School Counselor by March 1st of senior year.
3. The Mastery-Based Learning Assessment credit will be awarded as pass/fail and will be included on students' final transcript.
4. The Mastery-Based Learning Assessment Committee will meet in March to determine pass/fail for student assessments that require review.
5. Students will be awarded one credit for passing their Mastery-Based Learning Assessment.

Policy Revised:

September 1, 2020 (effective immediately under the suspension of the rules)

November 23, 2021

Instruction

Grading and Weighting of Grades

Students shall be graded on their work at all levels. For grades 9 through 12, students shall receive grades ranging as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F. Students who receive an F will not earn credit for a course.

All AP, IB, ECE, and ECS at Norwalk Community College courses shall be weighted by using a factor of +.070 and all Honors classes shall be weighted by using a factor of .05. Such weighting of grades in AP/IB/ECE classes shall occur only for students who take the AP/IB/ECE examination. If the student cannot afford to pay related test fees, upon verification of such circumstances, the District will pay such fees.

All ungrouped and other level courses (i.e. 1,2,3) shall be given equal weight.

Two sets of class rankings shall be established: weighted and non-weighted. Plus and minus grades shall be included in the computation of grades in accordance with administrative regulation.

The Student Handbook in each school that offers honors courses, Advanced Placement(AP), International Baccalaureate(IB), Early College Experience(ECE) and Early College Studies (ECS) courses shall include this policy and the related Regulations 6146.3R

Adopted:

March 26, 1985

Amended:

June 11, 1996

July 25, 2000

December 5, 2000

March 27, 2001 287982 v.01

August 2019

Instruction

Weighting of Grades/Calculation of GPA

Students will receive two class rankings based on weighted and unweighted grades.

Either or both may be used as appropriate except that:

- (1) Student transcripts will include both GPAs and class rankings.
- (2) The list of students to be recognized at graduation for their high level of scholarship shall include the top five (5) percent of students from the weighted and unweighted grade point averages.

The method of calculating the GP A shall be:

1. Calculate GPA

A = 4.0, A- = 3.75, B+ = 3.50, B = 3.0, B- = 2.75, C+ = 2.50, C = 2.0,
C- = 1.75, D+ = 1.50, D = 1.0, D- = .75, F = 0

2. Add +.05 for each Honors Course

3. Add +.070 for each AP, IB, ECE, and ECS at Norwalk Community College course. Such weighting of grades in AP/IB/ECE classes shall occur only for students who take the AP/IB/ECE examination. A student/parent/guardian may request a waiver of fees associated with AP/IB/ECE and ECS courses, including, but not limited to, course and test enrollment fees. To make such a request the parent/guardian will complete a "Consent to Share Free/Reduced Lunch Status" form provided by the District. Upon verification of eligibility for a waiver of fees, the District will pay for such fees.

Regulation Adopted:

July 15, 1990

Amended:

June 11, 1996

July 25, 2000

December 5, 2000

March 27, 2001 (287982 v.OI)

August 23, 2019

Instruction

Assignment of Students for Instructional Purposes

Pupils in the Stamford Public Schools are placed in classes on the basis of their needs and previous experiences. The specific criteria applied may be included in administrative guidelines. Placement may also take into consideration the professional judgment of the school staff.

Final accountability for placement and any changes thereof shall be that of the school principal.

Policy Adopted:

September 10, 1963

Amended:

May 11, 1976

July 25, 2000

Instruction

Field Trips

1. TRIPS OF UP TO ONE DAY DURATION

School sponsored off-campus trips serve the instructional program by using resources of the community and region which cannot be brought into the classrooms. They must contain educational value; consistent with the aims of the school programs and with the age level of the students involved. Principals and teachers should exert every effort to make off-campus trips as free from hazards as possible.

a. Permission

The teacher initiating the trip must secure written permission from the Principal to organize an off-campus trip.

A signed parent consent form must be received in advance of the trip for each student who plans to attend an off-campus trip. For day trips, a signed parent consent form must be received at least one day in advance. Approval forms are available in the office of the Principal. Students in attendance on the day of the trip who have not submitted a signed parent consent form will remain in a class assigned by the Principal. The permission slip must include a contact phone number that a parent or guardian may use in the event of substantial delay or change of plans. This phone number must be available after hours if the trip warrants it.

b. Chaperonage

The determination of what constitutes adequate chaperonage varies depending upon the purpose and nature of the trip, age of the students, distances traveled and other pertinent factors. Consequently, the Principal is delegated the responsibility to make the determination, subject to the condition that there will be one chaperone for approximately every fifteen (15) students.

c. Insurance

The Board of Education and the City of Stamford will indemnify and hold harmless the teachers, employees of the Board of Education and/or other designated chaperones acting under the approval of a certified administrator of the Board of Education involved in approved field trips from all liability which may arise out of the field trip activity, as provided in Connecticut General Statute 10-235 excluding, however, liability which accrues as a result of grossly negligent or wanton behavior on the part of the above individuals.

d. Transportation

Transportation shall be arranged by the teacher and Principal. The current student transportation contractor or other available services may be contracted to provide bus service

for off-campus trips as determined by the Principal. *The current student transportation contractor or other transportation provider is the only authorized provider of transportation services for off-campus field trips for students under the age of seven and/or weighing less' than sixty pounds. The personal automobiles of parents and/or volunteers shall not be used to transport students under the age of seven and/or weighing less than sixty pounds.*

Parent and/or volunteer automobiles may be used to transport students over the age of seven and weighing sixty pounds or more to and from off-campus field trips, provided that each and every parent and/or volunteer returns to the Principal a completed, signed Driver's Affidavit and further provided that each and every parent and/or volunteer is approved to transport school children by the Principal. These affidavits shall include such information as the Principal may require, including, without limitation, proof that all drivers have a proper license (including a copy of the valid, current license) and automobile insurance for the transportation of school children, and shall be kept on file in the school. These affidavits shall also include the Driver's attestation that s/he will abide by and obey the traffic laws of the state in which she is transporting school children. The board of Education and the City of Stamford will save harmless each parent and volunteer, in accordance with Connecticut General Statute 10-235.

e. Medical

Provisions for a student medical information sheet and medical emergencies must be a part of the proposal submitted.

2. TRIPS OF LONGER THAN ONE DAY DURATION

School sponsored off-campus trips may extend beyond one-day duration period.

Included here are those trips related to the school programs to destinations in the United States and/or throughout the world. In these situations, the regulations for the one-day trip are to be observed, plus the following:

a. Approval

In addition to the prior approval of the Principal, approval is also required by the Superintendent of Schools. Approval of the Board of Education is required for field trips out of the country. A written proposal is to be submitted to the Superintendent of Schools at least ninety (90) days prior to the departure date for any trip out of the country. Approval is not automatically renewed from one year to the next for these trips.

b. Objectives and Plans

The objectives and plans for these trips are to be submitted in advance to the Principal and are to include the rationale for taking the trip, the objectives to be achieved from taking it, and specific procedures to be followed as outlined previously in these regulations. This information shall be shared with parents.

c. Attendance

For regularly scheduled, curriculum related trips which include a class or several classes, no student should be denied the opportunity to participate because of an inability to pay. Consequently, fund raising activities for said trip should take this into account. It is understood that trips of a recreational and/or cultural nature which involve the voluntary participation of a limited number of students are dependent on student funding.

d. Permission Procedures

Overnight trips require a signed parent consent form three (3) days in advance of the trip; trips of two or more nights require a signed parent consent form seven (7) days in advance of the trip. Students who have not submitted a signed parent consent form will remain at SCh901 during the days of the trip in a class assigned by the Principal.

e. Costs

The costs for such trips are the responsibility of the group planning the trip. Fund raising activities are recognized and accepted. Other forms of approved funding would-be the assessment of students, contributions by the PTO's, clubs, student government or parents' organizations.

f. Chaperonage

To a large degree the number of Chaperones needed is related to the nature of the trip. Certainly, overnight trips require more chaperones and more supervision than day trips. To assure effective supervision, it is required that plans relating to same be submitted in advance to the Principal, and that the plan be approved by the Principal prior to the submission of the written proposal to the Superintendent. There will be a minimum of one chaperone for every ten (10) students for overnight trips.

g. Medical

Provisions for a student medical information sheet and medical emergencies must be a part of the proposal submitted.

h. Pupil Behavior

Guidelines for pupil behavior and provisions tor contacting parents must be included in the trip proposal submitted. Copies of these forms should be kept available in the office for the duration of the trip.

Regulation Adopted:

October 7, 1991

Regulation Amended:

December 3, 2002

November 22, 2005

126446 v.02

SCHOOL TRIP PERMISSION SLIP

School _____

Departure Date _____

Return Date _____

Mode of Transportation _____

Person in Charge _____

Contact Person at School _____ **Phone Number** _____

Return this form to the teacher.

Keep the second copy for your information.

School _____

I HEREBY GIVE PERMISSION FOR MY SON, DAUGHTER, WARD _____

TO PARTICIPATE IN THE _____

Parent/Guardian Signature

Home Phone _____

Work Phone _____

**PLEASE INDICATE ANY PARTICULAR MEDICAL PROBLEMS SUCH AS
MEDICATIONS BEING TAKEN, ALLERGIES, ETC. IN ORDER THAT THE PERSON
IN CHARGE AND/OR ANY ATTENDING MEDICAL PERSON SHOULD BE AWARE
OF:**

**I give my permission for any medical treatment that may be necessary in case of an
emergency.**

Signature

STAMFORD PUBLIC SCHOOLS
STAMFORD, CONNECTICUT

DRIVER'S AFFIDAVIT FOR SCHOOL TRIPS

*****PART I – DRIVER INFORMATION*****

Driver's Name _____ Home Phone _____

Driver's License Number _____ State of _____

Driver's Insurance Company _____ Policy No. _____

Vehicle Identification No. _____

REGISTRATION INFORMATION: State Registered: _____
Expiration Date: _____
License Plate No. _____

DRIVER'S CERTIFICATION:

I certify that vehicle is currently registered with current insurance required, that the vehicle has a seat belt for each passenger, and is in safe operating order.

Furthermore, I certify that I am a licensed driver *possessing a valid, current Driver's License issued by the State of* _____.

I understand and agree that I am responsible for the safe transport of the school children traveling in my automobile. I agree to obey and abide by the traffic laws of the State of Connecticut and/or the state in which I am transporting school children (if other than Connecticut).

Driver's Signature: _____ Date: _____

Instruction

Homework Policy

Stamford Public Schools' Board of Education believes that teachers and families must work together to motivate and support all students to develop responsibility and study habits that will enable them to become life-long learners. The Stamford Public Schools staff assigns relevant and challenging homework assignments that reinforce classroom learning objectives.

The general purposes of homework are to: reinforce classroom instruction; develop specific skills through practice; prepare for future lessons; foster the habits of consistent independent study and time management; and provide an opportunity for student learning outside the classroom. Homework can also preview new learning and ready students for their class experience. Homework assignments should never be used punitively. Homework assignments **shall be** modified based on students' individual needs (i.e., IEP, 504 Plans, other interventions, and extenuating circumstances). Feedback for homework should be formative in nature, given in a timely fashion, and count for a maximum of 10% of the student's grade.

Additionally, no assignments shall be due, or assessments given, on the day immediately following major religious holidays that are also school holidays (i.e., Good Friday, eve and day of Yom Kippur and Rosh Hashanah). When such a major holiday falls on a weekend no assignments shall be due, or assessments given, on the day immediately following that weekend. Students observing religious holidays, that are not school holidays, shall not have homework due on that day if a student or a family requests an extension, as described above.

Policy Adopted:

September 10, 1963

Amended:

February 8, 1977

September 9, 1986

Readopted:

July 25, 2000

Amended:

September 24, 2013

Computers: Web Sites, Pages

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

Materials displayed on web sites are published on the Internet. Therefore, the content should be professional quality and consistent with the education mission of the school system. Web sites created and maintained under the authority of the Stamford Public Schools shall adhere to ethical and professional standards applicable to information and technology as determined by the Board, acting through its Administration. The Board retains the right to control all content of any web site subject to this policy for legitimate pedagogical reasons. Pages shall reflect an understanding that both internal and external audiences will be viewing the information.

Therefore, any pages or links representing the school district shall follow guidelines and responsibilities pertaining to content standards, student records, copyright, and technical standards that are contained in the administrative regulations that accompany this policy. Publishing privileges are provided to students and staff through the web producer authorized by the Public Affairs Officer.

Policy Adopted:

July 22, 1999

Amended:

June 25, 2002

Computers: Web Sites, Pages

Subject Matter

All subject matter on the school district web pages and their links must relate to curriculum and instruction, school-authorized activities, or information about the District or-its mission. Staff or student work may be published only as it relates to a class projects, courses, or other school-related activity. Students, staff, or other individuals may not use the district's web pages to provide access to their personal pages on other servers or online services.

Quality and Pre Approval

All work must be free of any spelling or grammatical errors. Documents may not contain objectionable material or point directly to objectionable material. Prior to submission to the Public Affairs Officer, all building level material must have pre-approval of the appropriate building principal. All district level material must have pre-approval of the appropriate district administrator, for example, Director of Curriculum for curriculum materials. Determination regarding whether material is objectionable shall be made on a case by case basis by either the appropriate building principal for building level materials or by the appropriate district coordinator for district level materials.

Privacy and Student Safety Issues

- Documents shall not include any personally identifiable information regarding students, other than information that has been designated "directory information" by the Board through its Student Records policy (policy #5115), unless prior written consent has been obtained from the parent or guardian or eligible student (18 or older). Published e-mail addresses shall be restricted to those of staff members.
- Student photographs are defined as directory information and may be published on district web site(s) unless student's parent or guardian or eligible student him/herself has objected in writing in accordance with policy #5115 to the use of the student's photograph(s) in a school publication.
- Student work shall not be published without prior written consent of the student and his/her parent or guardian, and a member of the central staff administration.

Technical Standards:

Each school web page shall contain a disclaimer statement similar to the following: "We have made every reasonable attempt to insure that our web pages are educationally sound and do not contain links to any questionable material or anything that can be determined in violation of the Acceptable Use Policy." All pages should adhere to the following:

- Conventional length is three standard screens length unless content is suitable for longer.
- Links to commercial sites are prohibited.

- E-mail links are for professional use only.
- All copyright laws must be adhered to. Authors and sources should always be cited.
- Pages should be submitted on a Windows formatted disk, in one folder, and also in hard copy, with the signed pre-approval form included.
- The folder should be entitled: schoolinitials.html (i.e. shs.html)
- The folder for school content pages should be entitled: schoolinitials.content.html
- The folder for school graphics should be entitled: schoolinitialsgraphics.html

Links:

The districts' web sites contain links to other sites on the web, The inclusion of such links is governed by the following criteria:

1. Links may be provided to other libraries and municipal web sites for the City of Stamford.
2. Links may be provided to other public educational institutions' sites.
3. Links may be provided to state and federal agencies' sites.
4. Links will not be provided to commercial sites or private individuals.

The Board of Education maintains the sole discretion to select sites for inclusion on the district's web sites, and to remove such links from the district's web sites.

The Board of Education recognizes that link sites may lead individuals to materials that does not further the educational mission of the Stamford Public Schools, and may not be appropriate for all users. While particular sites will be reviewed at the time of inclusion to determine the appropriateness of such inclusion, it is impossible for the Board to monitor and/or control the content of such linked sites. Accordingly, the Board takes no responsibility for materials posted on other sites, even if such materials could be accessed through a link with the Stamford Public Schools' web sites.

Copyright Issues:

The Internet has grown to a worldwide computer network with many different types of users with many different purposes for their presence. Copyright issues are often brushed aside or completely ignored. As an educational institution, we should be aware of the necessity of conforming to all laws, regardless of how they may be perceived on the Internet. The guidelines stated herein are for our own protection and for teaching by example those principles we wish to instill within our students.

Policy Adopted:

July 22, 1999

Amended:

June 25, 2002

Instruction**Damaged or Lost Instructional Materials**

The Principal, or his/her designee, shall enforce the Board's policy on Damaged or Lost Instructional Materials by the following procedures:

1. A student shall be charged for the replacement of lost or destroyed instructional material or textbook at the current price.
2. Reimbursement for lost or damaged books:
 1. Textbooks -- lost or destroyed during:
 - First year of use -- full current replacement cost.
 - Second year of use -- seventy-five percent current replacement cost.
 - Third year of use -- fifty percent current replacement cost.
 - Fourth year of use -- twenty-five percent current replacement cost.
 - Beyond fourth year -- flat fee determined by the Principal.
 2. Paperbacks -- lost or destroyed during:
 - First year of use -- full current replacement cost.
 - Second year of use -- fifty percent of current replacement cost.
 - Third year and beyond -- flat fee determined by the Principal.
 3. Library Books
 - A. Bound Materials -- lost or destroyed during:
 - (1) First through sixth year of circulation -- full current replacement cost.
 - (2) Beyond seventh year of circulation -- fifty percent of current replacement cost.
 - B. Paperbacks -- lost or destroyed during:
 - (1) First year of use -- full current replacement cost.
 - (2) Beyond second year of use -- fifty percent current replacement cost.
3. Money collected will be recorded in a ledger, kept for that purpose, and deposited in the school special account.
4. Books or instructional material and equipment will be purchased annually from money in that account to replace books, instructional material and equipment.
5. The Superintendent, or his/her designee, will be notified in June of money collected and expended during that school year and any remaining balance will be returned to the Finance Department before June 30-h

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 material

Policy Adopted:

December 5, 2006

Instruction

Selection of Instructional Materials Other Than Textbooks

The Board of Education delegates to the professional personnel of the Stamford Public Schools authority for selection of learning resources. All types of materials for school use shall be recommended for purchases by the professional personnel of the schools. Consultation shall take place with the administration, consultative staff, faculty, and when appropriate with students.

All instructional materials selected shall support stated objectives of school media programs, be consistent with stated Principles for Selection and meet stated specific selection criteria. Gifts to the schools may be accepted only with the understanding that the disposition of such gifts becomes the prerogative of the professional staff.

PRINCIPLES OF SELECTION FOR INSTRUCTIONAL MATERIALS OTHER THAN TEXTBOOKS

The Stamford Board of Education and its professional staff endorse and accept the principles incorporated in the School Library Bill of Rights of the American Association of School Libraries which asserts the following responsibilities:

1. to provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning patterns and maturity levels of the pupils served
2. to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. to provide a background of information which will enable pupils to make intelligent judgments in their daily life
4. to provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical analysis of all media
5. to provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage
6. to place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for users

Given the responsibility for the well-being of all students, however the Board of Education and the Administration reserve the right to limit access or remove identified materials from the school libraries or other repositories when there is a legitimate pedagogical reason for doing so.

Policy Adopted:

May 14, 1974

Amended:

July 25, 2000

Instruction**Selection of Instructional Materials Other Than Textbooks****Race, Religion, Sex, National Origin**

Instructional material should be free of any adverse reflection on the dignity of the individual because of race, religion, Sex, or national origin.

Propaganda

Material that is clearly in the nature of propaganda for any political organization or special interest group should be identified clearly in an appropriate manner by the professional staff. It may be used, at the discretion of the classroom teacher, in classes that study propaganda analysis, or to refute the arguments of groups antagonistic to American ideals.

Gifts

Many schools receive as gifts various kinds of instructional material from individuals and organizations. These gifts should be accepted for use only if, upon examination by the professional staff, they meet the standards described in policy under "Principles of Selection . . .

Advertising Matter

It is desirable that the initiative for obtaining such material come from the school. However, the material, whether acquired by solicitation or not, must be examined in light of the Principles of Selection. Although such material containing advertising may meet the standards of selection, the advertising feature should not be blatant.

Adult Books for Young People

A large body of literature, classical and current, fiction and non-fiction, is intended for adult readings. Much of this can be used to advantage in middle and high schools. It should measure up to the "Principles of Selection ...

Family Living and Health Education

While pupils should have free access to materials in the area of sex and health education these should be chosen with care.

Appeals

Should a parent, student or other interested party request review of instructional materials other than textbooks, he/she shall address such request to the building principal. Should the party requesting review not be satisfied with the response of the building principal or his/her designee, the requesting party may appeal to the Superintendent. The decision of the Superintendent or his/her designee shall be final.

Policy Adopted:

May 14, 1974

Amended:

July 25, 2000

Instruction**Alternatives to Dissection**

Dissection is one of many instructional methods used in life science courses.

Students may request alternatives to dissection. Alternatives include such materials as videos, computer programs, films, filmstrips, models, transparencies, charts, diagrams, dissecting microscopes and textbook overlays.

If alternatives to dissection are requested, teacher assistance will be available at all times, and no grades may be adversely affected because alternatives are requested.

Policy Adopted:

April 21, 1992

Amended:

July 25, 2000

Instruction

Alternatives to Dissection

- 1) A copy of the POLICY ON ALTERNATIVES TO DISSECTION will be posted in every middle and high school science room.
- 2) High School Department chairpersons and Middle School Principals will review the POLICY ON ALTERNATIVES TO DISSECTION annually, at the start of each school year, with teachers of science.
- 3) The POLICY ON ALTERNATIVES TO DISSECTION will appear in the "Program of Studies" in the Science Program section.
- 4) The absolute right of the student to request and receive permission to pursue an alternative to dissection is affirmed, but it is the intent of the Board of Education that the alternative method chosen be equal in rigor and evaluation to regular classroom dissection.

Regulation Adopted:

June 16, 1992

Readopted:

July 25, 2000

Instruction

Physical Education

All pupils shall participate in the required Physical Education program unless a valid medical excuse is presented to the school nurse.

Temporary excuses must be approved by the nurse and the principal.

Permanent excuses must be approved by the school medical advisor.

Policy Adopted:

September 10, 1963

Amended

February 8, 1977

July 25, 2000

Instruction

Health

The school medical advisor shall take action as necessary for safeguarding the health of pupils, teachers, and other personnel of the schools.

The school medical advisor shall on request confer with principals, teachers, or other health agencies concerning special health programs.

Policy Adopted:

September 10, 1963

Amended

July 25, 2000

Instruction**Youth Suicide Prevention and Intervention**

The Stamford Public Schools are concerned about youth suicide. In response to that concern, and in accordance with state law, it shall be the policy of the Stamford Public Schools to establish programs and procedures regarding youth-suicide prevention and intervention for schoolteachers, administrators, pupil personnel staff, and students. The purpose of the programs will be to heighten the awareness of staff and students about the signs of suicide contemplation, the risk factors associated with suicide attempts, and the community resources that are available for student referral. The Board recognizes, however, that suicide is a complex problem, and that the programs established are neither expected nor intended to develop staff expertise in clinical assessment or providing in-depth suicide prevention counseling.

Policy Adopted:

September 14, 1993

Readopted:

July 25, 2000

Instruction

Procedures for Suicide Prevention and Intervention

Prevention:

1. The Stamford Public Schools, through its administration, will identify social service agencies, mental health clinics, and other community resources that have expertise in youth suicide prevention, for the purpose of developing education and referral sources.
2. In-service program will be developed for teachers, administrators, and pupil personnel staff to enhance their ability to recognize those students who may be contemplating suicide. Training will include: information about factors that increase a student's risk for suicide; recognition of the behavioral signs that indicate suicidal tendencies; information on community resources available for students who may need assistance; and information regarding school procedures for handling a suicidal student.
3. Pupil personnel staff resources are available both for students at risk of suicide themselves, and for all students subsequent to a suicide attempt by one of their peers.

Intervention:

If any member of the teaching, pupil personnel, or administrative staff is confronted by a student who exhibits suicidal tendencies or who makes a statement of suicidal intention, the following procedures must be followed:

1. The principal or designee must be advised immediately. The principal or designee will notify the school nurse and the pupil personnel staff (a counselor, school psychologist, or school social worker), who will immediately meet with the student.
2. The student will be brought to the school nurse's office, pupil personnel staff or the school office. Under no circumstances is the student to be left alone.
3. The student's parent(s)/guardian(s) will be notified.
4. The student's parent (s)/guardian(s) will be referred to a local physician or community agency for emergency intervention and counseling.
5. The parent (s)/guardian(s) will be asked to pick the student up from school. The student will not be allowed to go home alone.
6. The principal or designee will be responsible for following up with the student's parent(s)/guardian(s) to ensure that professional intervention has occurred.

7. The student will be monitored by pupil personnel staff to assess whether or not the threat of suicide continues. Appropriate personnel will maintain contact with the outside agency that is treating the student to support the treatment program.
8. If school staff has reason to believe that the student continues to have suicidal tendencies and no follow-up treatment has been secured by the student's parent(s)/guardian(s), the principal or pupil personnel staff designee will inform the parent (s) /guardian (s) that their failure to secure professional intervention may constitute emotional neglect, and a referral will be made to the Department of Children and Youth Services.
9. In the event any employee becomes aware that a student has attempted suicide and may be in imminent danger, the principal or designee and school nurse are to be notified immediately.
10. If the principal or designee and school nurse determine that the student's medical or emotional condition (with pupil personnel staff consultation as appropriate) requires hospitalization as a result of the suicide attempt, the parent(s)/guardian(s) will be contacted and the student will be transported immediately to an area hospital for medical treatment.
11. The student and his/her parent(s)/guardian(s) will be referred to a local physician or community agency for ongoing counseling.

Response To A Suicidal Event

1. Each school will establish a crisis team, composed of administrators, teachers, and pupil personnel staff, to deal with an instance of student suicide. Procedures to provide counseling services for all students wishing such support are to be established in the school.
2. The director of pupil personnel or his/her designee will coordinate the assignment of staff counselors to schools as necessary and arrange for the presence of community-based personnel as required.
3. Phone numbers of school or agency suicide-prevention resources to use in non-school hours should be made available to all students who need or request them.

Regulation Adopted:

September 14, 1993

Amended:

July 25, 2000

Instruction**Comprehensive School Counseling**

The District shall provide and maintain a comprehensive school counseling framework that is systematic, equitable, responsive, and purposeful in assisting students with ~~in~~ acquiring skills needed to meet academic standards; promoting social-emotional development and preparing every graduate to make informed decisions when choosing from an array of post-secondary options. The school counseling framework is a data-driven, scaffolded, student-centered system of programs and services delivered by school counselors in collaboration with the school community.

The District shall not discriminate in the methods, practices, and materials used for counseling students on the basis of gender, sexual orientation, gender identity or expression, race, color, national origin, religion, ancestry, or disability. This does not, however, prohibit the use of special counseling materials or techniques to meet the individualized needs of students.

Legal References:

Connecticut General Statutes

Connecticut Comprehensive K-12 School Counseling Framework Guide, 2020, Connecticut State Department of Education

Family Educational Rights and Privacy Act (FERPA) 20 U.S.C.

Public Act 19-63

Policy adopted:

November 23, 2021

Instruction**Family Living, Sex Education, and Personal Safety**

The Board supports a program of family living, sex education, and personal safety at each grade level and encourages active parental involvement in this effort. The school system seeks to support parents to help their children develop good decision-making skills. A primary goal is to help students develop a positive self-image that will lead to social and sexual behavior which is self-respecting and non-exploitative. This policy respects parental choice. Parents may request that students be excused from participation in accordance with state law.

Policy Adopted:

January 13, 1967

Readopted:

July 25, 2000

Instruction**Parent-Teacher Communication**

The Board of Education believes that parents should be knowledgeable about the education that the school district provides to enrolled students. This Board believes that parents are most knowledgeable when they have regular communication with teachers. Therefore, it is the policy of the Board of Education to encourage parent-teacher communication. The Superintendent or his/her designee shall be responsible for developing procedures in furtherance of this policy.

Policy Adopted:

July 25, 2000

Instruction**Instruction on Acquired Inunune Deficiency Syndrome (AIDS)**

In accordance with the provisions of Section IO-19(b) of the Connecticut General Statutes, it is the policy of the Board of Education to provide, during the regular school day, planned, ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS). The Superintendent of Schools shall develop procedures concerning the exemption of pupils from such instruction upon the written request of the pupil's parent or guardian.

Policy Adopted:

July 25, 2000

266923 v.OI

Instruction

Sunday Interscholastic Sports

Sunday play of postponed regular season games is permitted in accordance with the following:

1. The postponement must be due to severely adverse weather conditions.
2. The two competing schools must agree to Sunday play of a postponed game.
3. No Sunday game may start before 1:30 p.m.

Policy Adopted:

January 13, 1967

Readopted:

July 25, 2000

Superintendent's Reasonable Interpretation Online Courses

Provision One:

Enrollment to online courses will be available to SPS students in need of recovering credits in order to graduate in a timely manner.

Superintendent's Reasonable Interpretation:

- Schools must establish procedures for students who would like to recover credits.
- The district must assist in the process and ensure procedures are consistent with district policy and/or regulations and/or legal considerations.
- There must be extensive communication on procedures so that teachers and student support services staff know their roles.
- There must be extensive communication on procedures so that students and families know how and when to use it.
- Training of staff must be conducted to ensure compliance with district policy and/or regulations and/or legal considerations.
- There must be training of staff on technology integration and distance learning.
- There must be support to students to become independent learners.

Evidence of Compliance:

- Artifacts related to the existence of procedures for enrollment into online courses to recover credit
- Artifacts related to communication
- Professional development reports

Provision Two:

Enrollment to online courses will be available to SPS students who wish to enrich or accelerate their learning.

Superintendent's Reasonable Interpretation:

- Schools must establish procedures for students who would like to enrich or accelerate their learning.
- The district must assist in the process and ensure procedures are consistent with district policy and/or regulations and/or legal considerations.

- There must be extensive communication on procedures so that teachers and student support services staff know their roles
- There must be extensive communication on procedures so that students and families know how and when to use it.
- Training of staff must be conducted to ensure compliance with district policy and/or regulations and/or legal considerations.
- There must be training of staff on technology integration and distance learning.
- There must be support to students to become independent learners.

Evidence of Compliance:

- Artifacts related to the existence of procedures for enrollment into online courses to enrich or accelerate learning
- Artifacts related to communication
- Professional development reports

Provision Three:

SPS students will only be given credit for successfully completing online courses that are offered by an accredited educational institution and approved by the Stamford Public School District.

Superintendent's Reasonable Interpretation:

- District must establish a mechanism for schools to identify and approve accredited educational institutions that offer online courses.
- The district must assist in the process and ensure that school procedures are consistent with district policy and/or regulations and/or legal considerations.
- Training of staff must be conducted regularly to ensure compliance with district policy and/or regulations and/or legal considerations.

Evidence of Compliance:

- Artifacts related to the existence of procedures for reviewing and verifying accredited educational institutions that offer online courses
- Artifacts related to communication

- Completion of virtual high school course application forms

Provision Four:

Successful completion of online courses will count toward high school credit in SPS for middle school or high school students. Grades given in online courses will not be included in a student's GPA or class rank.

Superintendent's Reasonable Interpretation:

- District must establish a mechanism for schools to review and verify successful completion of online courses.
- Schools must establish a mechanism for schools to award credit for successful completion of online courses.
- The district must assist in the process and ensure that school procedures are consistent with district policy and/or regulations and/or legal considerations.
- Training of staff must be conducted regularly to ensure compliance with district policy and/or regulations and/or legal considerations.

Evidence of Compliance:

- Artifacts related to the existence of procedures for reviewing and verifying successful completion
- Artifacts related to communication
- Completion of virtual high school course application forms

Superintendent's Reasonable Interpretation

High School Credit for High School Level Courses Taken by Middle School Students

Provision One:

The Stamford Public Schools (SPS) is committed to expanding the opportunities for middle school students who demonstrate the ability to do high school level coursework.

Superintendent's Reasonable Interpretation:

Schools must establish procedures for students who would like to do high school level courses.

The district must assist in the process and ensure procedures are consistent with district policy and/or regulations and/or legal considerations.

There must be extensive communication on procedures so that parents, teachers, guidance counselors and students know how to access high school level courses.

Evidence of Compliance:

- Artifacts related to the existence of procedures for enrollment into high school level courses in middle schools
- Artifacts related to communication

Provision Two:

This policy is consistent with the district goals of SPS to increase academic achievement of all students.

Superintendent's Reasonable Interpretation:

Schools must establish procedures for students who would like to do high school level courses.

The district must assist in the process and ensure procedures are consistent with district policy and/or regulations and/or legal considerations.

There must be extensive communication on procedures so that parents, teachers, guidance counselors and students know how to access high school level courses.

Evidence of Compliance:

- Artifacts related to the existence of procedures for enrollment into high school level courses in middle schools
- Artifacts related to communication

Provision Three:

This policy establishes criteria for awarding high school credit to middle school students who have demonstrated competency in high school level courses.

Superintendent's Reasonable Interpretation:

Schools must establish procedures so students who earn a final grade of at least "B" for a high school level course are given the option to receive high school credit for that course.

Schools must establish procedures so students who are eligible for high school credit must make their decision and complete a High School Credit Request Form, including a guardian's signature, no later than June 15th of their grade 8 school year.

The district must assist in the process and ensure procedures are consistent with district policy and/or regulations and/or legal considerations.

Evidence of Compliance:

- Artifacts related to procedures for students to receive high school credits.
- Artifacts related to communication
- Record of completed High School Credit Request Forms

Provision Four:

Middle school students who are enrolled in high school level courses have the option to obtain high school credit for their coursework upon completion of the course requirements.

Superintendent's Reasonable Interpretation:

Schools must establish procedures so high school credits can be awarded to middle school students. These credits will not be included in the determination of student high school grade point average or class rank.

The district must assist in the process and ensure that school procedures are consistent with district policy and/or regulations and/or legal considerations.

Evidence of Compliance:

- Artifacts related to procedures for students to receive high school credits.
- Artifacts related to communication
- Record of completed High School Credit Request Forms