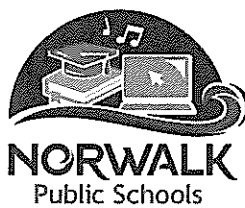


Book	Policy Manual
Section	6000 - Instruction
Title	Concept and Roles in Instruction
Code	6000
Status	Retired
Adopted	September 10, 1985
Last Revised	February 2, 1999
Retired	June 14, 2022

CONCEPT AND ROLES IN INSTRUCTION

The Board of Education sees a major responsibility to provide equipment, materials of instruction and such other facilitating action as may be required to best meet the needs of the professional staff and thus the community's goals.

The Board of Education supports a continuing program of in-service education involving both the certified and non-certified staff, as well as members of the community at large, to keep them abreast of current needs of the students.



Book	Policy Manual
Section	6000 - Instruction
Title	Technology Policy
Code	6001
Status	Retired
Adopted	March 16, 1999
Retired	June 14, 2022

TECHNOLOGY POLICY

The Information Technology Policy is intended to publish guidelines that:

1. reflect and safeguard the considerable value in both capital and educational terms of the Norwalk Public Schools (NPS) Information Systems;
2. indicate that the NPS may exercise control over the Information Systems to ensure the efficiency of the Information Systems to ensure the efficiency of the Information Systems; and
3. clarify the expectation of users of the Information Systems.

Definitions

"Information Systems" is defined broadly to include computer hardware, software, telephones and all communications and information communicated thereby, including e-mail and voice mail. Users which includes all certified and non-certified staff, temporary users and consultants using the information Systems are advised to safeguard access to and confidentiality of student and NPS information.

Users are reminded that communications sent, received and stored as part of the Information Systems are not private and advised that the NPS may exercise considerable control over the Information System to ensure secure operation at optimum design standards.

It is the expectation of the NPS that certain usage standards will be followed. The NPS intends to promote and support the use of the Information Systems for instructional and NPS business support purposes, including innovative or off-site usage as technology changes the practice of public education delivery in 1999 and beyond. While the NPS intends to support users' use of technology, financially and otherwise, the NPS Chief Information Officer (CIO) in consultation with the Software Integrator will review requests for "non-traditional" support on a case-by-case basis taking anticipated benefits, costs and available resources into account.

Scope

The NPS Information Systems are valuable NPS assets which require policies and guidelines regarding their use to:

1. protect student and user record and business confidences,
2. safeguard the systems from unauthorized access or damage from outside intentional or inadvertent causes and
3. exercise control over the systems to ensure that they operate at optimum design standards

All of NPS electronic Information Systems are the property of the NPS. The term Information Systems includes, but is not limited to, computer hardware, software, and peripherals, telephone voice mail, facsimile machines, copy machines, and all communications and information transmitted by, received from, entered into, or stored in these systems. It is the policy of NPS to restrict the use of

all Information Systems to appropriate job-related or other approved business purposes and occasional use which does not result in added costs to the NPS or in any way impair operations of the systems.

Expectations Regarding Use of Information Systems

The appropriate and regular use of the Information Systems are considered an important part of every users responsibility. Users, for the purposes of this Policy Statement, include the NPS students, full- and part-time users, temporary users, consultants and volunteers.

Every user is expected to exercise good judgment in the use of the Information Systems, and specifically requested not to use NPS equipment to play computer games unless such activity is specifically into the curricula.

Software License and the Law

NPS users will be specifically compliant with all laws related to the loading and licensing of software on NPS equipment. The NPS will not hold harmless any user found violating the law (see attachment I) All software used on NPS equipment must first be approved by the Software Integrator and subsequently be installed by a NPS technician under the direction of the CIO.

Privacy and Access to Information Systems

Users should understand that they have no expectation of privacy in connection with the use of any Information Systems, including stored e-mail messages. All messages created, sent, received or stored in the system are and remain the property of the NPS.

The NPS reserves the right to retrieve and review any message composed, sent, or received using the Information Systems; therefore, ultimate privacy of messages cannot be ensured.

All pass codes, passwords, IDs and encrypted information are the property of the NPS. No user may use a password, ID or method of encryption that has not been issued to that user or that is not made known in advance to the NPS. No user shall permit another person to use the user's pass code, password, ID or method of encryption.

The NPS obligations to its users require that we take all reasonable steps to safeguard confidences and communications. No user shall permit or cause any access to NPS Information Systems by any person who is not a user of the NPS except in those cases where access to the Information Systems is related to NPS business and approved in writing by the CIO.

Every NPS user should be sensitive to confidentiality issues involving school system matters, in accordance with the ethical obligations imposed upon by law (see attachment II).

To safeguard and protect the proprietary, confidential, and business-sensitive information of the NPS and to ensure that the use of the Information Systems is consistent with the NPS legitimate business interests, authorized representatives of the NPS may monitor the use of the Information Systems from time to time, which may include inspecting, printing or reading messages, files, list servers or equipment.

Prohibited Use

Users should also understand that the Information Systems should not be used in a method that is discourteous, unprofessional, deceptive, disruptive or offensive to others. For example, using the Information Systems to make or communicate discriminatory or harassing statements, vulgarities, obscenities or disparaging comments is strictly prohibited. Users are encourage to be professional in their use of Information Systems communications and considerate of others (avoid the use of imprecise distribution lists communications to those having no legitimate business need to receive them).

Users are not permitted to use the Information Systems to communicate copyrights material without proper authorization.

The Information Systems may not be used for personal gain. Users are responsible for all related costs associated with unauthorized use of the Information Systems.

Management of Information System

The NPS strongly discourages the storage of large numbers of e-mail messages and may limit the amount of space allocated for the storage of such messages. Because e-mail messages can contain confidential information, it is desirable to limit the number, distribution and availability of such messages. If a message does not require specific action or response on your part, it should be deleted promptly after reading.

The NPS will not support non-NPS supplied software. Users of NPS technology equipment are responsible for the costs of replacing or repairing NPS equipment damaged by the inappropriate personal use of the Information Systems.

Enforcement

It is the responsibility of each user of the Information Systems to adhere to specific security guidelines and procedures issued periodically by representatives of the NPS. Users who violate these policies may be subject to disciplinary action, which may include discharge from employment.

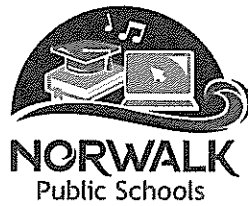
Users learning of any misuse of the Information Systems or other violations of these policies should notify the CIO who will initiate an investigation.

Questions

Questions regarding these policies should be directed in writing to the CIO. The NPS reserves the right to modify these policies from time to time. No exception from these policies shall be granted unless it is in writing and signed or sent under the direction of the Technology Policy Committee.

Communications

To ensure that this policy is communicated to all users in the NPS it will be presented through new user orientation, included in NPS training programs as appropriate, and a printed copy will be made available in the front office of all schools as well as in Central Office.



Book	Policy Manual
Section	6000 - Instruction
Title	Use of Social Media Platforms for Communications with Students
Code	6010
Status	Retired
Retired	June 14, 2022

USE OF SOCIAL MEDIA PLATFORMS FOR COMMUNICATIONS WITH STUDENTS

The Norwalk Board of Education recognizes that social media sites serve a dual purpose for employees. In their private capacities, employees (which includes certified and non-certified staff, coaches and extracurricular advisors) use these sites to communicate with friends and family, and to exercise their right to engage in free and public discussions. In their professional capacities, employees use social media sites to facilitate communication among groups of students or members of the school community to further the instructional program and the interests of approved programs and extracurricular activities.

As used in this Policy, the term "social media" shall mean and refer to any web-based, so-called "cloud" based or other electronic forum in which individuals (whether by invitation, use of a specified log-in protocol or otherwise open to the public) can communicate with other (whether directly or through posting to a message board, blog or other forum), and shall include (but not be limited to) Facebook, Twitter, Instagram, Pinterest and similar websites.

Employees of the Norwalk Public Schools who engage in any public communication, including social media, should be aware that any use which interferes with the educational mission of the District, breaches confidentiality obligations of District employees, insults or demeans students or other employees, or harms the goodwill and reputation of the District in the community is prohibited.

An employee may not use any District-sponsored social media communications in a manner that misrepresents personal views as those of the Board of Education, individual school or school district, or in a manner that could be construed as such.

Social media sites may be used to facilitate communication among groups of students or members of the school community to further the instructional program. Employees are expected to conduct all social media communications in accordance with the following guidelines and as they would in any professional situation:

A. Use of Social Media in Classrooms, by Athletic Teams and by Extracurricular Advisors

1. Information about the use of any social media should be included in the classroom syllabus, team rules or extracurricular information, and department supervisors and school administration should be aware of what social media tools are being used.
2. Teachers and staff, as well as all employees, must ensure that the social media tools they are using are appropriate and comport with professional standards for the students with whom they are interacting.
3. Teachers and staff should establish clear rules and expectations and a code of conduct for all network participants. Just as in the classroom setting, online rules should be established to foster an atmosphere of respect, trust, and clear professional boundaries.
4. Parents should be informed of the social media tools being used, how their children are being contacted online, and the expectations for appropriate behavior.
5. Teacher should treat social media as an extension of the classroom, and should weigh every posting for how it affects their effectiveness as teachers.

B. General Guidelines and Privacy Issues

1. Employees should be aware that they will be identified as working for and representing the school in what they do and say online.
2. Employees should not discuss students or coworkers publicly.
3. Teachers and employees must keep all student information private.
4. Users must pay close attention to the site's security setting and allow only approved participants access to the site.
5. If an employee learns of information on a social networking site that falls under the mandatory reporting guidelines, or that suggests that potential for violence or self-harm by a student, that employee must report that information as required by law and District policy.

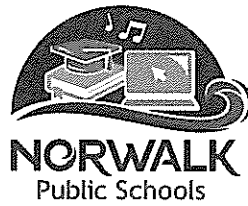
C. Communications with Students

1. Communications with students should be professional and appropriate within the context of the teacher/student, advisor/advisee or coach/athlete relationship. It shall be deemed inappropriate for a teacher or administrator to "friend" a student on social networking sites such as "Facebook" or otherwise "follow" a student on sites such as Twitter.
2. The use of individualized text messaging, or other means of communication directly with an individual student utilizing SMS or MMS services is deemed inappropriate. However, so-called "broadcast" text messages to all members of a class, club, team or other extracurricular activity, provided those communications comport with this policy and the appropriate professional standards of conduct, are not prohibited. This provision is subject to the following exceptions: (a) communication with relatives and (b) if an emergency situation requires one-on-one communication with a student, provided that the District employee notifies his/her supervisor as soon as possible so that the parent can be informed about the one-on-one contact and the reason for the exception.

Legal

Children's Internet Protection Act ("CIPA"), Pub.L. No. 106-554

24 CFR Section 54.520 (certifications required for internet safety compliance) Policy Enacted:
9/3/13



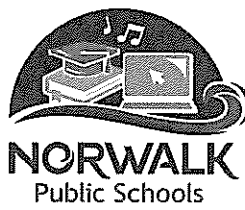
Book	Policy Manual
Section	6000 - Instruction
Title	School Calendar
Code	6111
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

SCHOOL CALENDAR

The school calendar shall show the beginning and ending of school dates, legal and local holidays, orientation meeting days, number of teaching days, vacation periods and other pertinent dates.

The Superintendent shall recommend to the Board of Education a school calendar that will meet the requirements of the law as well as the needs of the community, students and personnel.

Legal 1-4 Days designated as legal holidays 10-15 Towns to maintains schools
10-29 Certain days to be proclaimed by governor. Distribution and number of proclamations



Book	Policy Manual
Section	6000 - Instruction
Title	School Days
Code	6112
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022
Prior Revised Dates	01/20/1987;

SCHOOL DAYS

Number of School Days

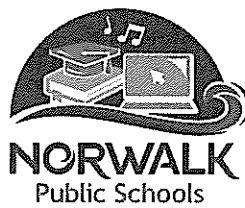
This district must by law provide in each school year no less than 180 days of actual school sessions for kindergarten through grade 12, and 900 hours of actual school work for grades 1 through 12.

Length of School Day: Special Education

Unless otherwise specified in a child's individualized education program, the minimum day and year for children requiring special education and related services shall be the same as that for children in the regular education program.

Total travel time shall not exceed one hour each way to and from a special education facility. Exceptions shall be as provided by law.

Legal	<u>10-16 Length of school day (amended by P.A. 85-37) State Board of Education Regulations</u>
	<u>10-76d-19 Transportation</u>
	<u>10-76d-11 Individualized education program</u>
	<u>10-76d-3 Length of school day and year</u>



Book	Policy Manual
Section	6000 - Instruction
Title	Release Time
Code	6113
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

RELEASE TIME

Students are to be excused from school upon the principal's approval of a written request from parent or guardian. Students will be given the right to make up tests within a reasonable time period.

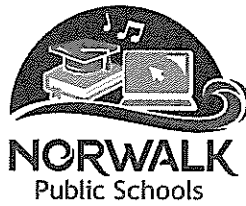
Vacations taken on school days are normally considered unexcused absences.

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

Extracurricular Activities Concerning Religious Commitments

Students who participate in extracurricular activities will not be required to practice or compete if the activity conflicts with religious functions. Further, participants will not be penalized when they choose to attend the religious function.

Cross References	6145 <u>5113 - Attendance Policy</u>
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Book	Policy Manual
Section	6000 - Instruction
Title	Emergencies and Disaster Preparedness
Code	6114
Status	Retired
Last Revised	June 16, 1998
Retired	June 14, 2022

EMERGENCIES AND DISASTER PREPAREDNESS

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

The administration shall require the building principal to maintain working regulations and procedures for fire, bomb threats, civil defense, and other emergencies.

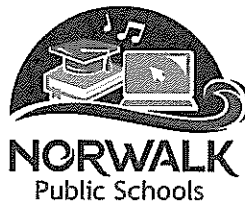
Every effort shall be made to maintain the fire alarm system, regular and emergency exits, fire prevention measures, and a knowledge among students and employees of the importance of smooth working emergency procedures.

First Aid

The administration is to be responsible for seeing that at least one person at each school site is trained in first aid.

Legal 10-231 Fire Drills

10-527b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render



Book	Policy Manual
Section	6000 - Instruction
Title	Fire Emergency and Prevention
Code	6114.01
Status	Retired
Adopted	September 10, 1985
Last Revised	August 22, 2000
Last Reviewed	June 17, 1998
Retired	June 14, 2022

FIRE EMERGENCY AND PREVENTION

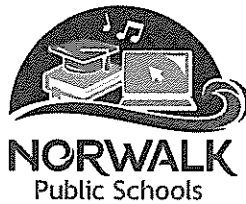
In the event that fire is discovered in the school plant, the fire department shall be called immediately following the signal to evacuate the building.

The administration shall hold at least two fire drills during the first two weeks of school and eight additional fire exit drills during the year, in which all students, teachers and other employees shall leave the school building. Where weather is severe during winter months, at least six drills shall be permitted to be held at the beginning of the school term and four drills held after the winter months to complete the ten required drills. Once every three months a crisis response drill may be substituted for a fire drill.

1. Students must leave the building in an orderly and rapid manner and teachers are required to check to ascertain that no student remains in the building.
2. Real emergencies often call for alternatives to be used. Teachers must be prepared to select and direct their classes to these alternative exits in the event the designated escape route is blocked. This demands close control of students.
3. A record shall be kept in the administrative offices of each fire drill conducted with a copy submitted to the Central Office Facilities Department.

The administration and teachers shall provide supervision so that there is safe exit and no panic.

Legal [10-231 Fire Drills](#)



Book	Policy Manual
Section	6000 - Instruction
Title	Fire Emergency and Prevention Regulation
Code	6114.01-R
Status	Retired
Retired	June 14, 2022

FIRE EMERGENCY AND PREVENTION REGULATION

INFORMATION FROM NORWALK FIRE DEPARTMENT

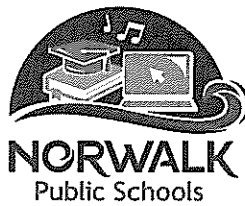
Fire Alarm Drills in Public Schools

1. The school shall contact the fire department and indicate the approximate time of the fire drill, the name of the school, and the location.
2. The fire department shall be notified when the drill is completed and the fire alarm system restored to normal use.
3. The Fire Department dispatcher shall then notify the monitoring company that the test is completed and the system restored back to normal use.

Interior Wall Decorations

1. Corridors – It is the state fire marshal's interpretation that only 20% of the corridor wall shall be covered with educational papers, posters, etc. and that the papers and posters shall be properly fastened.

Legal	Letter from Asst. Chief James W. Verda Norwalk Fire Department
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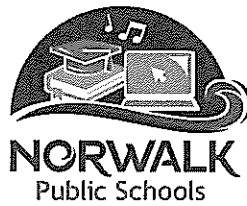


Book	Policy Manual
Section	6000 - Instruction
Title	Bomb Threats
Code	6114.03
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

BOMB THREATS

A bomb threat constitutes a danger to public safety. If a school receives a bomb threat, the established administrative procedures will be followed to:

1. safeguard the lives of the people in the building, and
2. make up, insofar as feasible, the educational and other losses suffered from the threat.



Book	Policy Manual
Section	6000 - Instruction
Title	Bomb Threats Regulation
Code	6114.03-R
Status	Retired
Adopted	December 23, 1988
Last Revised	April 25, 1989
Last Reviewed	June 17, 1998
Retired	June 14, 2022

BOMB THREAT REGULATION

In the event of a bomb threat, the following steps will be taken:

A. Notification

1. The principal is to notify the Superintendent or his designee of each bomb threat received.
2. A record of each incident is to be maintained by the principal.

B. Evacuation

1. If the bomb threat is received by the school, the principal or designee will assess the circumstances surrounding the threat and will discuss with the Superintendent or his designee, if appropriate, and then decide if evacuation is warranted. If evacuation is warranted, then the principal will notify the Superintendent's office and the fire and police departments.
2. If the bomb threat is received by the fire or police departments they will notify the school that units have been dispatched to the school. The same procedure as #1 above will apply.
3. The evacuation of a school will be conducted by the building principal or designee with assistance from the police department if necessary.

C. Attendance

1. Staff will take attendance when notified of a bomb threat and again when returning to the building. No student is to leave school grounds.

D. Search

1. It shall be the responsibility of the police department to organize and carry out the search with the cooperation of the building principal and designee.

E. Re-entry

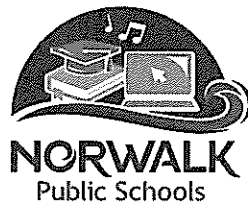
1. In the event of an evacuation, the re-entry to a school building will be at the discretion of the building principal or designee.

POLICE DEPARTMENT

The Police Department will dispatch a unit to the school receiving the bomb threat. The Police Department will assist the building principal, if necessary, with the evacuation of the school building. The Police Department becomes a support unit to the Fire Department at the time of the fire or explosion. The primary purpose for the Police Department response to the bomb threat is to organize and carry out the search of the building with the cooperation of the building Principal or designee.

FIRE DEPARTMENT

The Fire Department is a support unit to the Police Department at the time for notification of a bomb threat. The Fire Department will dispatch a unit to the school receiving the bomb threat. The fire unit will locate at the nearest hydrant at or farther than 300 feet from the school building. The primary purpose for the Fire Department response to a bomb threat is readiness to extinguish fires and control of emergencies such as rescue of persons injured, trapped or involved at the scene of a bomb explosion.



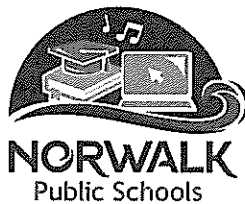
Book	Policy Manual
Section	6000 - Instruction
Title	Inclement Weather
Code	6114.06
Status	Retired
Adopted	September 10, 1985
Last Reviewed	June 17, 1998
Retired	June 14, 2022

INCLEMENT WEATHER

"No School" Notices

If weather conditions are, in the opinion of the Superintendent or designee, unsafe for traffic and walking, school sessions may be delayed, shortened or canceled.

Legal	<u>10-15 Towns to maintain schools</u>
	<u>10-16 Length of school day</u>



Book	Policy Manual
Section	6000 - Instruction
Title	Emergencies and Disaster Preparedness Pandemic/Epidemic Emergencies
Code	6114.81
Status	Retired
Adopted	July 25, 2020
Retired	June 14, 2022

EMERGENCIES AND DISASTER PREPAREDNESS PANDEMIC/EPIDEMIC EMERGENCIES

Emergency Suspension of Policy During Pandemic

The Board of Education (Board) is authorized by statute to govern the District, including the adoption, revision, and suspension of Board policies.

The Board, through this policy, acknowledges school closures in response to a pandemic/epidemic and designates the Superintendent of Schools or his/her designee to act as a liaison for the District to ensure the health and safety of students, staff, and the community.

The World Health Organization on March 11, 2020 characterized COVID-19 as a pandemic. Governor Lamont declared a state of emergency and directed implementation of appropriate plans and procedures in response to the novel coronavirus (COVID-19). This action included closure of all Connecticut public schools. President Trump declared a national state of emergency.

The Connecticut State Department of Education (CSDE) has authority to waive instructional hours and school days, to interpret graduation requirements, and to oversee the allocation of resources for nutrition, transportation, and other crucial aspects of public education and is providing written guidance to school districts on issues related to COVID -19, including but not limited to student attendance, distance/online learning, high school credit, meal distribution, and other issues.

Temporary Powers Granted to Superintendent of Schools

The Board grants to the Superintendent the following temporary powers to address the COVID- 19 pandemic emergency:

1. Authority to temporarily waive such Board policies or provisions of Board policies as the Superintendent shall deem necessary to comply with guidance from appropriate health or governmental authorities or necessary for other effective response.
2. Authority to take any lawful actions necessary to ensure the continuation of public education, to provide for the health and safety of students and employees, or to respond to direction from appropriate health and government authorities. Such action may include, but are not limited to, adjustments to the curriculum and the provision of alternate educational program options; modifications to the school calendar; adjustments to the delivery of school-provided meals; limitations on access to District property; applying to any governmental body for financial or other aid as may be available; and applying to any governmental body for waiver of regulations or requirements, compliance with which is affected by the COVID-19 pandemic emergency.

Instruction

Pandemic/Epidemic Emergencies

Emergency Suspension of Policy During Pandemic

Legal

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

10-207 Duties of medical advisors

10-209 Records not to be public.

10-210 Notice of disease to be given parent or guardian.

10-221 Boards of education to prescribe rules.

19a-221 Quarantine of certain persons.

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20
U.S.C. 1232g, 45 C.F.R. 99.

Cross References

6114.8; 6146; 6159/6171; 6172.6;

1120 - Public Participation at Board of Education Meetings

2210 - Administrative Leeway in Absence of Board of Education Policy

3323 - Soliciting Price (Bids – Quotations)

3542.01 - Purposes and Facilities: Food Service

3542.31 - Free and Reduced Price Breakfast and Lunches

5113 - Attendance Policy

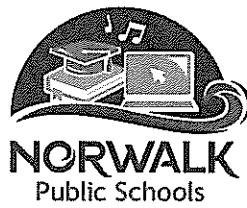
5118.01 - Homeless Students

6111 - School Calendar

6114 - Emergencies and Disaster Preparedness

6114.06 - Inclement Weather

9325 - Meeting Conduct



Book	Policy Manual
Section	6000 - Instruction
Title	Ceremonies and Observance
Code	6115
Status	Retired
Adopted	September 10, 1985
Last Revised	October 1, 2002
Last Reviewed	June 17, 1998
Retired	June 14, 2022

CEREMONIES AND OBSERVANCE

Study of Religious Holidays

The Board of Education supports the study and appreciation of the artistic and cultural aspects of holidays of a religious nature. When such events are planned, including choral and orchestral music, they should be implemented in accordance with the following provisions:

1. There shall be no attempt to exhort, persuade or involve students in an event which they or their parents construe as a religious observance.
2. Teachers shall emphasize the artistic and cultural aspect of the holiday being studied and be sensitive to the feelings of students and parents who may not celebrate that holiday.
3. When the study of religious holidays is appropriate to the instructional program, teachers should attempt to include for instructional purposes the significant religious holidays of major faiths in the United States and the world, and/or those represented in the class. Respect for the belief of others shall be primary instructional goal.
4. No students or teachers shall be required to participate in any such event if it is contrary to their conviction.

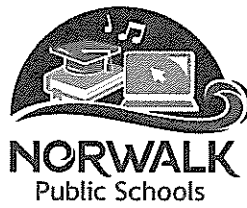
Opening Exercise

The Norwalk Public Schools shall provide time for appropriate opening exercises including the Pledge of Allegiance for all students at the beginning of each school day. A delineation of appropriate exercises and procedures is spelled out in administrative regulations.

Observances of Holidays

The significance of holidays observed in the schools shall be incorporated into the curriculum

Legal	<u>10-29a Certain days to be proclaimed by governor. Distribution and number of proclamation</u> <u>P.A. Act 02-119, An Act Concerning Bullying Behavior in Schools and Concerning the Pledge of Allegiance</u>
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Book	Policy Manual
Section	6000 - Instruction
Title	Ceremonies and Observances
Code	6115-R
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

CEREMONIES AND OBSERVANCES

In accordance with Board of Education policy, the following may be included in the school program:

1. One or more periods of silent meditation
2. Readings from speeches of great Americans and other documents of American heritage
3. Presentation of music, oratory and art which may have had their inspiration in religion, but which are educational for other reasons
4. Presentation of courses about religion as a cultural force
5. Presentation of courses in the history of religion
6. Presentation of courses of comparative religion

Prohibitions

Neither the reading the Bible nor the recitation of the Lord's prayers, or any other prayer, as part of a formal religious exercise is permitted.

Devotional exercise of any kind, including opening and closing exercises, grace before meals and prayers at school assemblies during school day are religious exercises. They fall directly within the prohibition of the Supreme Court's decision on religious exercises.

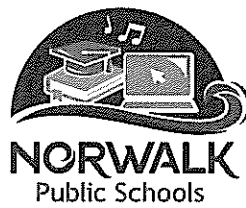
1. The National Anthem and/or other music depicting the values and traditions of America shall be played in all classrooms through the intercom system. The particular song used and the method or rendition, e.g., vocal, instrumental, etc., shall be at the discretion of the principal.
2. The Pledge of Allegiance to the flag shall be part of the opening exercises. This shall be done through the intercom system except in elementary schools where it may be directed by the teacher within the classroom. However, it is part of this regulation that all students are exposed to this opportunity to respect and honor the flag.

Rights and Responsibilities

The exercises outlined in these regulations are mandatory as a procedure to be followed by the school system. However, nothing stated herein shall be interpreted as violating the rights of individuals as provided in the Constitution of the United States of America, the State of Connecticut, and as prescribed by law. It is further understood that no individual shall be forced to engage in any activity which is in conflict with religious or other beliefs.

Any student not participating in such exercises shall, in no way, detract from the solemnity of said exercises.

Legal 10-29a Certain days to be proclaimed by governor. Distribution and number of proclamations
 10-230 Flags for schoolrooms and schools
 Supreme Court of the United States Decisions [Engel decision of state-adopted prayer (1962
 [Schempp decision on Bible reading (1965)]



Book	Policy Manual
Section	6000 - Instruction
Title	Non-Discrimination
Code	6121
Status	Retired
Adopted	September 10, 1985
Last Revised	June 2, 2009
Last Reviewed	June 17, 1998
Retired	June 14, 2022

NON-DISCRIMINATION

Equal Educational Opportunity

It is the policy of the Norwalk Board of Education to ensure educational opportunity for all students and to prohibit unlawful discrimination against any person or group, of persons on the grounds of race, color, religious creed, age, marital status, civil union status, national origin, ancestry, gender, sexual preference, or physical and mental disability in the school district's educational program and activities.

The school system pledges itself to avoid discriminatory actions, and instead seeks to foster good human and educational relations which will help to attain

- a. equal rights and opportunities for students in the school community.
- b. equal opportunity for all students to participate in the total program of the schools.
- c. continual study and development of curricula to include and improve human relations, and understanding and appreciating racial and cultural differences.
- d. training opportunities for improving staff ability and responsiveness to education and social needs that emerge from creating and maintaining racial and cultural diversity and inclusion.
- e. opportunities in educational programs which are broadly available to students with access not solely based upon race, color, religious creed, age, marital status, national origin, gender, age or physical disability.

The Norwalk Public Schools will continually examine its educational programs and activities to be certain that they do not purposely or inadvertently operate to the detriment of any person on the grounds of race, color, religious creed, age, marital status, civil union status, national origin, ancestry, sexual preference, or physical and mental disability.

Section 504

It is the policy of the Norwalk Board of Education to identify and evaluate students, who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services or programs in order that such students may receive the required free appropriate education.

For this policy, student who may need special services or programs within the intent of Section 504 is one who:

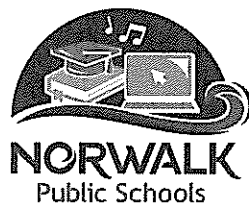
- a. Has a physical or mental impairment that substantially limits one or more
- b. Major life activities, including learning; or
- c. Has a record of such impairment; or Is regarded as having such impairment

Students may be eligible for services under the provisions of Section 504 even though they do not require services pursuant to the Education of the Handicapped Act, P.L. 94-142 (EHA/IDEA). Student who are identified as individuals with exceptional needs, according to EHA/IDEA criteria, are not addressed under this policy.

The Superintendent shall designate a Section 504 Coordinator for the Norwalk Public Schools and will annually notify all students, parents, staff and administrators of this policy, as well as the contact information for the 504 Coordinator. The Superintendent shall require that a grievance procedure is established for the processing of any complaint under Section 504 about discrimination in facilities or services within the Norwalk Public Schools and shall further ensure that notice regarding this procedure is provided annually to students, parents, staff and administrators.

The Board designates the Human Relations Officer ("the HRO") as the compliance officer responsible for the implementation of this policy. The HRO will, at least annually, notify all students, parents, staff and administrators of this policy, as well as the name and contact information for the HRO and the procedure for processing complaints of alleged unlawful discrimination.

Legal	<u>Section 504; Education of the Handicapped Act</u> <u>P.L. 94-142 (EHA/IDEA)</u> <u>10-15 Towns to maintain schools</u> <u>10-15c Discrimination of public schools prohibited</u> <u>10-226a Pupils of racial minorities</u> <u>Title IX of the Education Amendments of 1972 Title VI (Civil Rights Act of 1964)</u> <u>Section 504, U.S. Rehabilitation Act, 1973</u> <u>P.L. 94-142 (EHA/IDEA)</u>
Cross References	<u>0521 - Equal Opportunity Policy</u>



Book	Policy Manual
Section	6000 - Instruction
Title	Administrative Procedures Section 504 Of The Rehabilitation Act of 1973
Code	6121-R
Status	Retired
Adopted	June 2, 2009
Retired	June 14, 2022

ADMINISTRATIVE PROCEDURES SECTION 504 OF THE REHABILITATION ACT OF 1973

A. IDENTIFICATION AND REFERRAL PROCEDURES:

Any student with a disability who needs or is believed to need accommodations, modifications, or services not available through existing programs in order to receive a free appropriate public education may be referred by a parent, teacher, or other certified school employee to the 504 Team for identification and evaluation of the student's individual education needs.

The 504 Team will be composed of persons knowledgeable about the student, the student's school history, the student's individual needs, the meaning of evaluation data, and the placement options. The 504 Coordinator will monitor the composition of the 504 Team to ensure that qualified personnel participate.

The 504 Team will consider the referral and, based upon a review of the student's existing records, including academic, social, and behavioral records, make a decision as to whether an evaluation is required and will inform the parents or guardian of this decision and of their procedural rights.

B. EVALUATION:

1. If a child needs or is believed to need special education, related services, and/or supplemental aids under Section 504 of the Rehabilitation Act of 1973, the school district must evaluate the child.
2. Notification, not consent, of the parent/legal guardian is required for Section 504 evaluation or re-evaluation. The person responsible for the Section 504 referral should communicate in- person or by telephone with the parent/legal guardian in addition to sending the Receipt of Section 504 Referral Notice, the Parent/Student Rights in Identification, Evaluation, Accommodation and Placement and a copy of the Referral for Section 504 Services.

Note: Written consent from the parent/legal guardian is required if psychological testing is to be part of the Section 504 evaluation process.

3. The Section 504 evaluation

- should be based on information from a variety of sources: e.g. teacher(s), other school staff members, parent/legal guardian, physician, nurse, other professionals, or persons in the community;
- should document and consider all available pertinent information: e.g. records, assessment data, medical reports related to the suspected physical or mental impairment which may be substantially limiting a major life activity;
- should be conducted by a team or group of persons including those who are knowledgeable about the child, the suspected handicapping condition, evaluation procedures, the meaning of evaluative data, and accommodation/placement options;
- should utilize assessment materials, tests, and/or evaluation procedures which are tailored to assess specific areas of educational need, are not racially or culturally discriminatory, and are validated for the specific

purpose for which they are used.

4. Section 504 evaluation procedures may include:

- review of school records,
- interviews with persons knowledgeable about the child's functioning,
- observations in the school, home or community environments,
- administration of educational, and/or
- psychological measures appropriate for assessing the presenting concern.

5. The parent/legal guardian must be invited to participate in the Section 504 Evaluation Meeting where the results of the evaluation, the determination of handicap, and possible accommodation/services will be discussed. Every effort should be made to hold this meeting at a time when the parent/legal guardian is able to attend.

6. In order to determine Section 504 eligibility during the evaluation meeting, the team should consider the following steps:

- Discuss evaluation material {which may include the following}:
 - statements and information from teachers and other schools staff members
 - social and cultural background information
 - assessment and/or testing information (e.g. behavioral observations, adaptive behavior, academic achievement, cognitive functioning)
 - statements and information from physicians or other professionals
 - statements and information from parent/legal guardian and/or persons in the community
 - school attendance information
- Determine whether a physical or mental impairment can be identified
- Does the student currently have a mental and/or physical impairment that can be verified by reference to documentation by a physician or other professional?
- A record of an impairment of condition or being regarded as having an impairment (when in fact the student does not currently have an impairment) are important for purposes of ensuring that the school does not discriminate against the student on that basis, but would not lead to the creation of an accommodation plan for the student.
- Determine whether the impairment or condition substantially limits one or more major life activities.
- "Substantial" relates to the limitation of major life activity, not the condition or handicap {e.g. a substantial limitation to learning}.
- "Substantial" is not defined, but has been interpreted to have the ordinary, dictionary meaning of the word. As compared to the average person in the general population, is the student substantially limited in the major life activity identified as impacted by the disability?

Identify the major life activity that is affected by the student's impairment: For example, Learning, breathing, speaking, seeing, hearing, walking, eating, caring for oneself, working, performing manual tasks, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating. This list is exemplary and not exhaustive. A major life activity also includes the operation of a major bodily function, including but not limited to functions of the immune, system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies and equipment, prosthetics, hearing aids or cochlear implants, mobility devices, assistive technology, reasonable accommodations, auxiliary aids and services, learned behavior or adaptive neurological modifications. Mitigating effects of ordinary eyeglasses or contact lenses may be considered in determining whether there exists a substantial limitation.

An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability.

Close calls concerning whether a student has a disability or a substantial impairment should be resolved in favor of finding that the student has a disability and determining whether any accommodations are needed in the school setting as a result of that condition.

Ask the question: "Is the student afforded an equal opportunity to participate and/or benefit from education when compared to non-disabled, age-appropriate peers?"

- Determine whether the student qualifies as disabled under Section 504:
 - the student has a physical or mental impairment;
 - the impairment substantially limits one or more major life activities for that person
7. If the student is determined to be disabled under Section 504 and requires accommodations, modifications, or services to be provided with an equal educational opportunity, the 504 Team must develop a written Section 504 Education Plan which documents the regular education accommodations and/or services that will be provided in order to meet the educational needs of the disabled student.
8. Periodic reevaluation is required by Section 504 regulations. Reevaluation of the Section 504 Education Plan is recommended once per year or upon significant change in school placement or program, as well as change from one building to another, from one grade level to another.

C. ACCOMMODATION PLAN

The parents or guardian shall be invited to participate in a 504 Team meeting where accommodations, modifications and/or services for the student will be determined, and the parents shall be given an opportunity to examine all relevant records concerning the student.

The 504 Team will develop a written plan describing the disability and the accommodations and modifications needed to provide the student with an educational opportunity equal to that provided to on-disabled students. The 504 Team should ask the question, "What reasonable accommodations, modifications and/or services are needed to ensure that the student with a qualifying disability to non-disabled students?" The plan will specify how the accommodations and modifications or services to be provided and by whom. In developing the plan, the 504 Team shall consider all available relevant information, drawing upon a variety of sources, including, but not limited to, comprehensive assessments conducted by the District's professional staff.

The team may also determine that no accommodations and modifications, or services are appropriate. If so, the record of the 504 Team proceedings will reflect the identification of the student as an individual with a disability and will state basis for the decision that no accommodations, modifications or services are presently needed.

A student with a disability shall be placed in the regular education environment of the District with the use of the supplementary aids and services, unless the District demonstrates that such placement cannot be achieved satisfactorily. The student with a disability shall be educated with those who are not handicapped to the maximum extent appropriate to the individual needs of the student.

The 504 Team shall notify the parents or guardian in writing of its final decision concerning the accommodations and modifications or services to be provided and the parents shall be notified of the safeguards available to them, including the right to an impartial hearing.

If a plan providing accommodations, modifications, or services is developed, all school personnel who work with the student shall be informed of the plan and a case manager will be assigned to monitor student process.

D. REVIEW OF THE STUDENT'S PROGRESS

The 504 Team will monitor the progress of the student with a disability and the effectiveness of the student's education plan at least once every year to determine whether accommodations, modifications, or services are appropriate and necessary, and that the disabled student's needs are being met as adequately as the needs of non-disabled students.

Any student who needs or is believed to need additional services beyond the scope of the Section 504 Student Accommodation Plan should be referred to the Planning and Placement Team for consideration of additional evaluation(s), and/or eligibility for special education services.

E. PROCEDURAL SAFEGUARDS

The parents or guardian shall be notified that they may examine relevant educational records concerning their child.

The parents or guardian shall have the right to an impartial hearing (Section 504 due-process hearing) with opportunity for participation by the parents or guardian and their right to file for an impartial hearing.

Upon receipt of a parent's request for Section 504 due-process hearing, the school district shall appoint an impartial hearing officer and schedule a due process hearing within 10 days. Decisions will be rendered in accordance with Section 4-180 of the Connecticut General Statutes.

The request shall be made in writing to the Section 504 Coordinator designated by the Superintendent.

The Section 504 Coordinator may suggest that the grievance procedure be exhausted prior to a Section 504 due process hearing being held.

Hearing and Appeals Process

1. The parent/student may file a request for review of the decisions of the Section 504 Committee with the Section 504 Coordinator. An impartial hearing officer appointed by the district will meet with the complainant and other parties involved as appropriate to hear evidence/facts regarding 504 decisions rendered.
2. An alleged complaint must be filed in writing within ten (10) school days with the Section 504 Coordinator. The complaint must fully set out the circumstances, specifically the complaint and how the student is adversely affected by the decision.
3. A hearing will be conducted by an impartial hearing officer. The hearing officer will be appointed and a hearing conducted within a reasonable amount of time following receipt of the written request.
4. The hearing officer will give the parent/student and the District reasonable advance notice of the date, time, and place of the hearing.
5. An individual who does not have a direct interest in the outcome of the hearing and is knowledgeable about Section 504 will conduct the hearing.
6. The hearing officer will give the parent/student and the District a full and fair opportunity to present evidence relevant to the issue raised. The parent/student may, at their own expense, be assisted or represented by an attorney.
7. The hearing officer will make a decision in writing and present it to the District and the complainant within fifteen days after the hearing. Such decision shall include findings of fact and order, if necessary, which will be binding on all parties. The dated decision shall be sent by mail to the complainant and the District and shall contain notice of the right to appeal the decision.
8. The decision of the hearing officer shall be based solely on the evidence presented at the hearing and the applicable law and shall include a summary of the evidence and the reason for the decision.
9. The decision shall be implemented no later than twenty (20) days following the date of the decision, unless either party seeks review.
10. A petition to review (appeal) the decision of a hearing officer may be made by either the complainant or the District. The request for appeal must be filed in writing to the Section 504 Coordinator, with a copy to the opposing party if applicable, and must contain specific objections to the findings of fact and/or conclusions of law believed to be erroneous. The request for appeal must be filed within fifteen (15) days of receipt of the hearing officer's decision.
11. Upon filing of a petition to review the hearing officer's decision, an impartial Review Committee will be appointed by the District, consisting of three (3) individuals who do not have a direct interest in the outcome of the decision and who are knowledgeable about Section 504. The impartial review committee shall not hear additional evidence except in the case of a showing of extraordinary circumstances necessitating an additional hearing, but shall review the evidence and the record of the hearing conducted by the impartial hearing officer and the objections of the appealing party and any responses thereto, and shall render a decision within fifteen (15) days following the review as to whether the impartial hearing officer's decision shall stand or shall be overturned. If a hearing and/or argument are necessary to the Review Committee in order to conduct its review of the proceedings, the Review Committee shall give reasonable notice to both parties of the date and time and location of the hearing. The parent/student may be represented by counsel at any proceedings required by the Review Committee, at the expense of the parent/student. The written decision of the Review Committee shall be based solely on the evidence presented and the applicable law, and shall contain reasons for the decision. If the decision of the Review Committee is not unanimous, two (2) votes shall be needed to sustain or overturn the impartial hearing officer's decision.

F. DESIGNATION OF 504 COORDINATOR

The Superintendent shall designate a Coordinator to coordinate the District's efforts to comply with Section 504.

G. GRIEVANCE PROCEDURE

Complaints about facilities or services offered by the Norwalk Public Schools may be filed with the Section 504 Coordinator. A form is provided for this purpose.

The following information is required when completing a complaint.

- Name(s) of person(s) or group making the complaint.
- Whether the person(s) represents an individual group.
- Whether the person(s) making the complaint has discussed the problem with the site administrator.
- A summary of the complaint and suggested solution(s).

Processing of the Complaint:

Level 1: The complaint shall be presented in writing, with a suggested solution, to the Section 504 Coordinator. The Section 504 Coordinator will have TEN (10) school days to mail a reply to the Complaint.

Level 2: If the Complainant is not satisfied with the response received from the Section 504 Coordinator, or if no response is mailed by the 504 Coordinator within ten (10) business days, the Complainant may request an impartial due process hearing to review the Complaint, under the section (E) above.

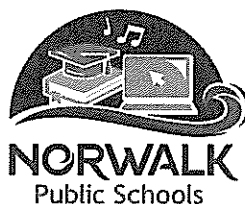
If the issues in the complaint relate to provision of a free and appropriate public education for an individual student, the student may be referred to a Section 504 Team or Planning and Placement Team at any point during the processing of the complaint.

8. PUBLIC NOTICE

The Norwalk Public Schools shall provide continuing notice to the public, and the staff and students that it does not discriminate on the basis of disability with regard to admission or access to, or treatment or employment in programs and activities of the Norwalk Public Schools. Continuing notification may include the posting of notices, publication in local newspapers, placement of notices in school district publications and student/parent handbooks and distribution of memoranda or other written communication.

NOTICE OF NON DISCRIMINATION

Applicant for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Norwalk Board of Education are hereby notified that this District does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning the Norwalk Board of Education compliance with the regulations implementing Section 504 is directed to contact the Section 504 Coordinator who has been designated to coordinate the District's efforts to comply with the regulations implementing Section 504.



Book	Policy Manual
Section	6000 - Instruction
Title	Curriculum
Code	6140
Status	Retired
Adopted	September 10, 1985
Last Revised	January 6, 2004
Last Reviewed	June 17, 1998
Retired	June 14, 2022
Prior Revised Dates	12/16/2003;

CURRICULUM

Norwalk Public Schools is committed to a comprehensive process of curriculum planning and assessment to foster the continuous improvement of student achievement.

The curricula of the Norwalk Public Schools shall be in harmony with the Board of Education's vision, mission, adopted goals, instructional plan, and legal requirements.

Curriculum development by the certificated staff shall be guided by such factors as the following:

1. Actual studies and information concerning the needs of students in this school system
2. The range of abilities, aptitudes and interests of our students
3. The expectation of the residents of the community
4. Research-based information on teaching and learning
5. Avoidance of discrimination
6. Inclusion of multi-cultural content

The Board of Education works with the administration in an ongoing cycle of evaluation/review, revision/development, including recommendation for the adoption of new textbooks and/or materials, and implementation. The time to complete a full cycle, as well as the appropriate curriculum format to use will vary based on district priorities and needs, state expectations, and level appropriateness. The essential nature of this undertaking requires a significant financial investment in terms of purchase of materials and texts, adequate time for teacher involvement in the process of development, and support for staff development necessary for the effective implementation of new curricula.

The Board's role will include the periodic review of a long-range plan for curriculum work, the formal adoption of completed curriculum, approval of new courses, and the adoption of textbooks. In addition, the Board will have the opportunity in the early stages of curriculum development, to raise any issues and share concerns it wishes to have considered as part of the review process.

The Board will receive regular updates to the curriculum review and development process at predetermined intervals; at the end of evaluation, and periodically during development and implementation. Once curricula are adopted by the Board, teachers are expected to teach the approved courses of Study.

Legal

10-220a In-service training

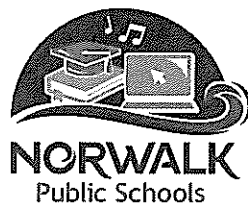
10-15 Towns to maintain schools

10-16b Prescribed courses of study

10-18 Courses in United States History, government, and duties and responsibilities of citizenship

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

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



Book	Policy Manual
Section	6000 - Instruction
Title	Curriculum Review Regulation
Code	6140-R
Status	Retired
Adopted	April 4, 1989
Last Revised	March 18, 2003
Retired	June 14, 2022
Prior Revised Dates	06/17/1998;

CURRICULUM REVIEW REGULATION

The Board will review the Curriculum Revision Schedule annually (see Appendix 1).

Although the length and depth of curriculum reviews will vary based on need and available resources, curriculum development shall consist of three stages:

Stage 1: Evaluation/Review

Stage 2: Curriculum Development

Stage 3: Adoption of textbooks, staff development

Stage1: Evaluation/Review

The evaluation phase is designed to assess whether the program is meeting its goals and to identify the strengths and weaknesses of the program. Specific questions that will be posed include:

1. Is the curriculum being implemented consistently within buildings and throughout the district?
2. Have students mastered the objectives of the curriculum?
3. How do our students and specific subgroups perform on standardized tests and other assessments over time?
4. How does student performance compare with others in our ERG? State?
5. Are parents, teachers, and students satisfied with the quality and rigor of the curriculum?
6. Is the curriculum aligned with state standards?
7. Are all students being challenged?
8. Are all students given equal access to program opportunities?
9. What opportunities are available to accommodate individual needs?
10. Does the curriculum reflect vertical and horizontal articulation?
11. Does the curriculum reflect "best practices?"
12. Are instructional materials adequate?
13. Is the time allocation for this content area appropriate?
14. Has appropriate staff development been provided?
15. Are specific curriculum assessments appropriate and adequate?
16. What specific issues unique to this curriculum need to be addressed?

In seeking to answer these questions, multiple data sources should be studied. These sources may include quantitative measures, such as surveys, rating scales, check lists, tests, standardized tests, performance assessments, portfolio assessments and other quantitative data. Qualitative information should also be gathered through structured interviews, focused group interviews, school

self-studies and visiting team reports, observations, and other documents, records and materials.

Data should be gathered from the following sources:

1. Staff involved with the program
2. Available student achievement data and additional data to be collected
3. Current instructional materials
4. Views of those affected by the program
5. Comparison of the actual program with its design
6. Evaluation of the program in relation to the program's original goals
7. Review of the program by colleagues
8. Review of the program by authorities
9. Comparison of the program with similar programs in others schools/districts
10. Review of other disciplines for alignment purposes

Stage 2: Curriculum Development

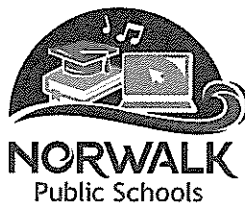
Curriculum development will be done by teachers, led by Instructional Specialists and Supervisors. Curriculum for each subject area will use the following format:

1. Philosophy (based on research, consistent with district philosophy)
2. Goals (based on state content standards, research)
3. Learning Outcomes/Performance Outcomes (based on Connecticut Trace Maps, teacher input, research)
 - By grade should include:
 - Concepts (Enduring Understandings, Essential Questions) Content
 - Skills
 - This section should reference state standards/trace maps, CMT and CAPT objectives
4. Descriptive Examples
5. Assessment
6. Materials
 - Textbooks Technology Other

Stage 3: Adoption of Textbooks/Staff Development

Based on review of a variety of textbooks and criteria for selection, Instructional Specialists/Supervisors will recommend the adoption of textbook(s) to the Board for its approval

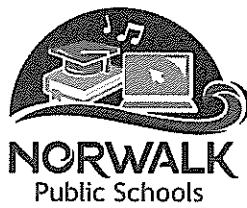
In the first year of implementation of new curriculum, the district will plan for and insure opportunities for teacher and administrative staff development.



Book	Policy Manual
Section	6000 - Instruction
Title	Experiment/Innovative Programs
Code	6141.01
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

EXPERIMENT/INNOVATIVE PROGRAM

It is recognized that improvement of instruction requires continual review and change where warranted by research, experience and needs of the system. In order to provide for change while, at the same time, maintaining effective supervision of control, the Board of Education encourages the implementation of pilot programs to test the validity of new and different curriculum. The Board of Education must approve, in advance, pilot programs which may lead to major changes in the curriculum.



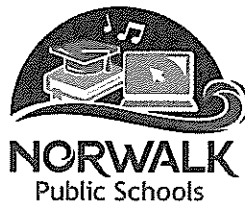
Book	Policy Manual
Section	6000 - Instruction
Title	Experimental / Innovative Programs Regulation
Code	6141.01-R
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

EXPERIMENTAL/INNOVATIVE PROGRAMS REGULATION

Pilot programs which may lead to major changes in the school program shall be reviewed and approved in advance by the Board of Education.

Prior to the city-wide implementation of a pilot program, the staff will submit an evaluation of the program to the Board of Education. City-wide expansion of a major pilot program shall not take place until 1.) there is sufficient evidence for the staff to justify the program as standing operating procedure; 2.) there is an action plan for district wide dissemination; 3.) the Board has voted approval.

New teaching methods which are not a major departure, minor improvements in the program such as those involving instructional material, and improvements which are of limited applicability do not require prior Board approval. However, Board members are to be informed prior to full implementation, if they are to be adopted on a city-wide basis.



Book	Policy Manual
Section	6000 - Instruction
Title	Bilingual-Bicultural Education
Code	6141.31
Status	Retired
Adopted	February 16, 1999
Retired	June 14, 2022

BILINGUAL-BICULTURAL EDUCATION

The Superintendent of Schools, or his/her designee, shall ascertain annually the number of children of limited and non-English speaking ability within the school district and classify them according to their dominant language and report them to the Board of Education.

It is determined that the school system has twenty or more limited or non-English speaking children in a given language, in a given school, who would be helped in developing mastery of the English language through a bilingual program, the Superintendent is directed to develop a program of bilingual education for such eligible children for the next school year. The plan shall be submitted to the Commissioner of Education for review.

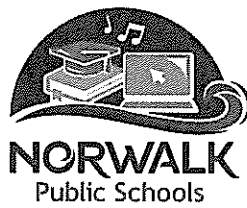
The Superintendent shall apply annually for a grant of funds to support such a program. The Superintendent shall also submit annual reports of progress as required by law.

Students who are limited English proficient and are not in a Bilingual program will be placed in an ESOL program in order to acquire English for communicative and academic learning purposes as required by law. The lack of English proficiency will not result in the exclusion of students from appropriate academic and non-academic activities.

Parents or guardians who want to exempt their children from the bilingual program may submit a written request to that effect to the principal.

Certification requirements may be waived for bilingual teachers, as provided by law.

Legal	<u>10-17 English language to be medium of instruction. Exception</u>
	<u>10-17a Establishment of bilingual and bicultural program.</u>
	<u>10-17d Application for and receipt of federal funds.</u>
	<u>10-17f Required bilingual education. (as amended by PA 98-168)</u>
	<u>10-17g Application for grant. Annual evaluation report.</u>
	<u>10-76e Definitions</u>
	<u>10-146f Waiver of certification requirements for bilingual teachers. State Board of Education Regulations</u>
	<u>10-17h-1 TO 10-17h-15. Programs of bilingual education.</u>



Book	Policy Manual
Section	6000 - Instruction
Title	Migrant Students
Code	6141.312
Status	Retired
Adopted	May 15, 2018
Retired	June 14, 2022

MIGRANT STUDENTS

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

This program will include a means to:

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

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

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

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

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

Migratory Child/Student Definition

A. A "migratory child" means a child who:

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

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

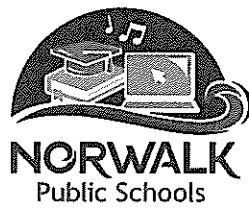
Legal

Federal Register – July 29, 2008 – Final Rule

34 C.F.R. Part 2000

P.L. 114-95, Every Student Succeeds Act §1301 et seq.,

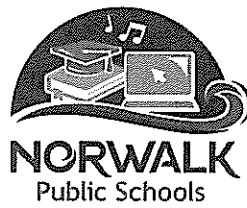
U.S.C. 20 6391



Book	Policy Manual
Section	6000 - Instruction
Title	Programs for Migrant Students - Family Interview Form
Code	6141.312-F
Status	Retired
Adopted	May 15, 2018
Retired	June 14, 2022

**PROGRAMS FOR MIGRANT STUDENTS
FAMILY INTERVIEW FORM**

6141.312-F - Programs for Migrant Students - Family Interview Form.pdf (495 KB)



Book	Policy Manual
Section	6000 - Instruction
Title	Website
Code	6141.322
Status	Retired
Retired	June 14, 2022

WEB SITE

The Norwalk Public Schools realizes the enormous potential for information and communication provided by the World Wide Web. The availability of this communication tool provides an opportunity for students and staff to access, and contribute to, the world of information related to curriculum, instruction, school, district, and school board related activities. Therefore, the Norwalk Public Schools will use the Internet as an effective, efficient and timely source of information, method of communication and tool for resource collection. In order to take advantage of the opportunities the Internet provides, the Board authorizes the creation of school and/or district web pages on the Internet.

Publishing privileges are provided to students, parents and staff through the site webmaster(s) authorized by the District Technology Committee. (Implementation Review and Evaluation Team: IRET)

Content Standards

Only those web pages maintained in accordance with Board policy and established procedures shall be recognized as official representations of the district or individual schools. All information on a school or district web page must accurately reflect the mission, goals, policies, program, and activities of the school and district.

The site webmaster(s) at each school, or the site webmaster(s) for the district in the case of the school district web site, shall be responsible for monitoring and maintaining web site content. Approval of the site webmaster(s) is required prior to publication of material on any web site.

Pre-publication approval is also required of the building principal in the case of a school web site, and of the Public Affairs Officer in the case of the district web site.

Quality

All published pages must be free of any spelling or grammatical errors. Documents may not contain objectionable material or point to objectionable material. Concern about the content of any page(s) created should be directed to the building principal or to the Public Affairs Officer when related to the district web site.

Student Safeguards

Documents shall include only the first name of the student. Documents shall not include a student's home phone number or address or the names of other family members or friends. Identification of students in photos shall include first names only.

Photographers are encouraged to avoid full-face shots of students and capture student profiles whenever possible.

Published Email addresses shall be restricted to those of staff members who have given their written consent. No student work or photograph may be published without the prior written consent of the parent/guardian. The site webmaster(s) and the building principal, in the case of a school web site, and the Public Affairs Officer, in the case of the district web site, are responsible for ensuring that such prior written consent is obtained.

Legal

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

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

10-209 Records not to public.

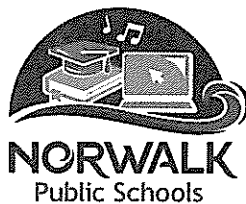
11-8a Retention, destruction and transfer of documents

11-8b Transfer or disposal of public records.

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

Disposition of Education Records (revised 1983).

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



Book Policy Manual
Section 6000 - Instruction
Title Media Release Form
Code 6141.322-F
Status Retired
Adopted May 1, 2001
Retired June 14, 2022

MEDIA RELEASE FORM

Childs Name: _____

Grade: _____ Home Room: _____

Directory Information

The School System does not release the names, addresses or phone numbers of students without permission of the parents. May the School release the name, address and phone number of your child to the Parent Group for purposes of school activities?

YES [☐]

NO [☐]

Today's Date: _____

Parent Signature: _____

Media Access Policy Permission Form

The Norwalk Public Schools requires written consent of parent(s) or guardian(s) before students are interviewed, filmed or photographed by media representatives. During the coming school year your child may be involved in an activity with the media at our school; therefore, we ask you to kindly sign the release form below.

I DO [☐]

I DO NOT [☐]

give permission for my child to be interviewed, photographed, and/or filmed by media representatives during the 2001-2002 school year.

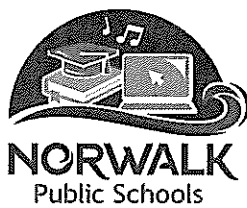
I DO [☐]

I DO NOT [☐]

give permission for my child to have photo(s) and/or schoolwork published on the school Web site **using first name only.**

Today's Date: _____

Parent Signature: _____



Book	Policy Manual
Section	6000 - Instruction
Title	Website Guidelines Regulation
Code	6141.322-R
Status	Retired
Adopted	May 1, 2001
Retired	June 14, 2022

WEBSITE GUIDELINES REGULATION

Technology Internet/Intranet Publishing: Administrative Regulations and Guidelines

Guiding Principles:

Educational Value

Material to be published must not display, access, or link to sites deemed offensive by the NORWALK PUBLIC SCHOOLS Acceptable Use Agreement. All published material must have educational value and/or support the district guidelines, goals and policies. School Principals and the Public Affairs Officer will have the authority to approve or disallow all content posted on Norwalk Public Schools authorized Websites.

Publishing Agreement

Only materials authorized by a sponsoring district organization will be published on NORWALK PUBLIC SCHOOLS Internet/Intranet servers. All contact information should identify a Webmaster or Content Sponsor.

Student Safety

To assure student safety, no last names will be included with a student's picture. Only first names may be used, and written permission by a parent/guardian must be on file. The Media Access Policy Permission Form (located on the back of the Student Emergency Information Card) will include a section requiring a parent signature approval before any student work or student photo may be published. Web Pages will comply with all relevant laws of privacy and policies of the Board of Education.

Copyright Laws

All NORWALK PUBLIC SCHOOLS authorized Websites will demonstrate the highest ethical standards and will adhere to all copyright laws. Refer to "Fair Use Guidelines for Educational Multimedia" adopted by the Subcommittee on Courts and Intellectual Property, Committee on the Judiciary, U.S. House of Representatives, on September 27, 1996, and "Fair Use Test of Copyright Law," included in the Web Publishing Policy and Procedures Manual.

Content Monitoring/Auditing

The school Principal or his/her designee should regularly "visit" Internet/Intranet accessible content to monitor appropriateness, quality and educational value. Accordingly, the Norwalk Public Schools Public Affairs Officer reserves the right to audit and/or recommend adjustments to materials posted on any Internet/Intranet Server sponsored by the NORWALK PUBLIC SCHOOLS.

Site Guidelines:

Active Links

The web is a very dynamic resource. It is strongly recommended that links to external existing sites be checked regularly to ensure that NORWALK PUBLIC SCHOOLS sponsored links are not going to sites that do not meet the standards expressed in the NORWALK PUBLIC SCHOOLS Acceptable Use Agreement. A disclaimer should be posted on all linked pages. Example: The following sites are recommended for children from preschool through age 17, their parents, and other caregivers. Recommendations apply only to sites listed, not to any sites that may be linked from these sites.

Current Files

Only active files that are required for the proper operation of the Internet/Intranet Site should be stored on the Internet/Intranet Server.

File Size

Due to limited storage space and varying network speeds, it is recommended that file sizes should be kept under 100 Kilobytes. In rare cases, where larger file sizes are required, please inform users by making a note on referring documents.

Default Home

In each directory there should be an "index.htm" file so users will see this default home page if they do not include a file name when requesting information. The Home Page should have clear navigation guides to pertinent information.

Credits Page

If you use external rescues on your site include a "credits" page.

Advertising

Individuals are not to use Norwalk Public Schools resources for personal gain or profit. Accordingly, there is not advertising, sale or solicitation by individuals on NORWALK PUBLIC SCHOOLS sponsored sites.

Page Guidelines:

Navigational Links

It is suggested that each page contains clear links to the sponsoring site's home page and/or higher-level pages. There should always be navigational clues to help users find their way around (a "back" button is not always adequate).

Disclaimer

Each site authorized by NORWALK PUBLIC SCHOOLS shall contain a disclaimer stating that published content adheres to these guidelines.

Contact Information

Out of courtesy to Internet/Intranet users, each site shall contain contact information for the content sponsor. It is recommended that an electronic Email form be used.

Update Information

Each home page should contain the date the site was last updated. Technical Standards

School website content will be posted under the Norwalk.k12.ct.us domain in the school's own secure sub-directory account.

For consistency, all school district websites must reflect the following:

1. On each page there must be a link to the home page.
2. A notice of the date the website was last updated must be posted on the bottom of the home page.
3. All web pages must include appropriate copyright citations.
4. Pages may not contain links to other pages that are not yet completed.

5. Authors must exhibit care when creating web pages with extensive backgrounds or large graphics. Such files require extensive download time, are frustrating for modem users, and slow down the file servers.
6. Authors or the site designee must keep information on their website current. The site webmaster will issue a warning to any reported offenders. If the site is not updated in a reasonable time, the site webmaster may take the site offline indefinitely until properly maintained. (Guidelines)
7. A standard directory structure will be defined and must be followed by each site. Only the site webmaster is authorized to have the password to the account for File Transfer Protocol (FTP)/upload access. Staff members approved for access will be given passwords by the Chief Information Officer (CIO) or his/her designee.
8. Pages may not contain hidden links.

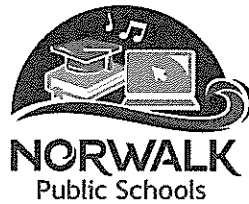
Revision of Policy Guidelines:

Due to the dynamic nature of the World Wide Web, this policy is to be reviewed and updated on an annual basis or more frequently if required, by appropriate staff and recommendations made to the Board of Education.

Suggested Content

Norwalk Public School's Websites could include the following types of content:

Welcome	Curriculum	School Projects
Special Emphasis Programs	Principal's Message	School Map
School Handbook	Superintendent's Message	Parent's Conference
Calendars	Lunch Menu	Parent Org. Communications.
Student Projects	Office News	Educational Links
School Clubs/Activities	Program Philosophy	Links for Parents



Book	Policy Manual
Section	6000 - Instruction
Title	Internet Acceptable Use: Filtering
Code	6141.323
Status	Retired
Adopted	May 15, 2018
Retired	June 14, 2022

INTERNET ACCEPTABLE USE: FILTERING

The Norwalk Public Schools is fortunate to have access to the Internet at all schools. This access provides increased opportunities for students and staff to conduct research and to communicate locally, nationally, and internationally.

This wonderful resource also provides access to material unsuitable for students and which has no educational value. It is the responsibility of all District staff to ensure that the Internet, as used in District Schools, is appropriately guided and monitored. Moreover, staff also has the responsibility to conduct themselves in an appropriate private manner when using the Internet.

The Board of Education provides computers, computer systems, software, electronic access privileges, and networks for students and staff to carry out the mission of the Board in an environment which ensures access to up-to-date information, management, and communication services. Responsible use of these systems and networks is expected of all students and staff.

The equipment, infrastructure, and software are not to be used for personal gain by any student or staff member.

In order to ensure that the District's Internet connection is used in the appropriate manner and that all users are protected from any inappropriate information published on the Internet, the District has and is continuing to implement the following:

1. Professional development opportunities to help teachers integrate the use of the Internet into classroom teaching.
2. Use of the computers, computer systems, software electronic access privileges and networks shall be restricted to those users who have signed the District's "Responsible Use Policy." In the case of minors, the "Responsible Use Policy" must also be signed by the student's parent or guardian.
3. Implementation of a system developed to filter out Internet sites with content/material considered inappropriate or harmful and unacceptable for student viewing. Such content includes that which is considered obscene, child pornography or harmful to minors. A committee of teachers, parents, and administrators shall be used to receive appeals from users who indicate that they have a specific need for using a filtered site.
4. All Internet access must be filtered, whether minors (under 18) or adults are using the computer system and regardless of the number of computers with Internet access provided by the school or library.

The Internet changes rapidly making it impossible to filter all objectionable sites. Therefore, the staff role in supervising and monitoring student access to the Internet is critical. In addition, each individual has the responsibility to monitor their own navigation on the Internet to avoid undesirable sites.

Filtering should only be viewed as one of a number of techniques used to manage student's access to the Internet and encourage acceptable usage. It should not be viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors. Filtering should be used in conjunction with:

- Educating students to be "Net-smart;"

- Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
- Using "Acceptable Use Agreements;"
- Using behavior management practices for which Internet access privileges can be earned or lost; and
- Appropriate supervision, either in person and/or electronically.

The placement of filters on District computers/computer systems is viewed as an exercise of the Board's ability to determine educational suitability of all material used in the schools.

Filters will be utilized with District schools to (1) block pre-selected sites, (2) block by word, (3) block entire categories like chat and newsgroups, and (4) through a pre-selected list of approved sites.

The Superintendent of Schools is directed to establish guidelines and procedures for responsible use of computers, computer systems, software, electronic access privileges, and networks provided by the Board of Education.

Legal

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

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

10-209 Records not to be public.

11-8a Retention, destruction and transfer of documents

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

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

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

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

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

Public Law 106-554 Fiscal 2001 Appropriations Law containing the "Children's Internet Protection Act"

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

Public Law 110-385 Broadband Data Improvement Act/Protecting Children in the 21st Century Act

Reno v. ACLU, 521 U.S. 844 (1997)

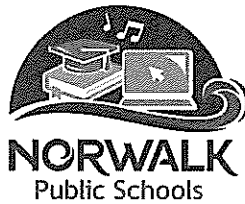
Ginsberg v. New York, 390 U.S. 629, at 642, n.10 (1968)

Board of Education v. Pico, 457 U.S. 868 (1988)

Hazelwood School District v. Kuhlmeier, 484 U.S. 620, 267 (1988)

Cross References

[6141.322 - Website](#)



Book	Policy Manual
Section	6000 - Instruction
Title	Acceptable Internet Use Agreement Form
Code	6141.323-F
Status	Retired
Retired	June 14, 2022

Instruction

ACCEPTABLE INTERNET USE AGREEMENT

STUDENT ACKNOWLEDGEMENT:

I understand and agree to the terms of the attached Norwalk Public Schools Use Policy. I understand that any violation of these terms may result in the loss of Internet access privileges through the Norwalk Public Schools network, the imposition of disciplinary measures and legal action. I also agree to report any known or suspected misuse of the network or the Internet to the system administrator or teacher. Misuse may exist in many forms and shall include (but not be limited to) any messages sent or received that are obscene, racist, defamatory, illegal, or otherwise in violation of school district policy.

All the rules of conduct described in the Norwalk Public Schools Acceptable Use Policy apply when I am on the Norwalk Public Schools' network access to Internet.

Student _____

Date: _____

PARENT OR GUARDIAN ACKNOWLEDGMENT:

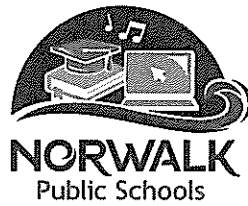
As the parent or guardian of the above named student, I have read the attached Norwalk Public Schools Acceptable Use Policy and understand that access to and utilization of the Norwalk Public Schools Network for Internet access is designed for educational purposes. I understand that it is impossible for the Norwalk Public Schools to restrict access to all controversial materials, and I will not hold the school district responsible for material acquired from the Internet. I also agree to report any known or suspected misuse of the network or the Internet to the school district system administrator. Misuse may exist in many forms and shall include (but not be limited to) messages sent or received that are obscene, racist, defamatory, illegal or otherwise in violation of school district policy.

I accept full responsibility for supervision of my child if, and when, my child's use of a computer or access to the Internet is not in a school setting or on school property.

I hereby give permission for my child to use the Norwalk Public Schools' network to access the Internet and to be issued a Norwalk Public Schools Internet account.

Parent or Guardian

Date: _____



Book	Policy Manual
Section	6000 - Instruction
Title	Guidelines for Student Use
Code	6141.323.01
Status	Retired
Adopted	January 6, 1998
Retired	June 14, 2022

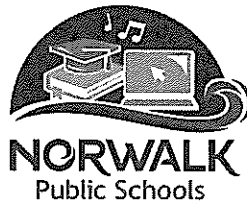
GUIDELINES

Student use of the Internet and any other electronic information retrieval services including electronic mail services is a privilege. Students under the age of 18 may use electronic information retrieval system in supervised settings and only with the written permission of a parent or guardian through a duly executed "Acceptable Internet Use Agreement".

Norwalk students may use the district's electronic information retrieval system provided they"

1. Abide by the Acceptable Use Policy.
2. Sign an "Acceptable Internet Use Agreement".
3. Obtain the signature of a parent/guardian (for students under the age of 18).

Any parent or student inquiry regarding any decision relative to Norwalk's Acceptable Use Policy should be directed to the District Internet Administrator. Administrative regulations/guidelines for use of electronic systems will be developed by the District Internet Administrator.



Book	Policy Manual
Section	6000 - Instruction
Title	Technology Policy - Attachment I
Code	6141.323.02
Status	Retired
Retired	June 14, 2022

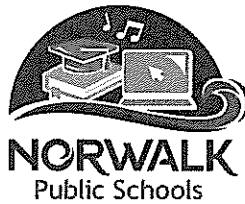
NORWALK PUBLIC SCHOOLS - TECHNOLOGY POLICY

THE LAW IN THE UNITED STATES

Software is automatically protected by federal copyright law from the moment of its creation. The rights granted to the owner of a copyright are clearly stated in the Copyright Act, Title 17 of the US Code. The Act gives the owner of the copyright "the exclusive rights" to "reproduce the copyrighted work" and "to distribute copies...of the copyrighted work" (Section 106). It also states that "anyone who violates any of the exclusive rights of the copyright owner...is an infringer of the copyright" (Section 501), and sets forth several penalties for such conduct. Those who purchase a license for a copy of software do not have the right to make additional copies without the permission of the copyright owner, except (i) copy the software onto a single computer and (ii) make "another copy for archival purposes only," which are specifically provided in the Copyright Act (Section 117). The license accompanying the product may allow additional copies to be made; be sure to review the license carefully.

Software creates unique problems for copyright owners because it is so easy to duplicate, and the copy is usually as good as the original. This fact, however, does not make it legal to violate the rights of the copyright owner. Although software is a new medium of intellectual property, its protection is grounded in the long-established copyright rules that govern other more familiar media, such as records, books, and films. The unauthorized duplication of software constitutes copyright infringement regardless of whether it is done for sale, for free distribution, or for the copier's own use. Moreover, copiers are liable for the resulting copyright infringement whether or not they knew their conduct violated federal law.

Penalties include liability for damages suffered by the copyright owner plus any profits of the infringer that are attributable to the copying, or statutory damages of up to \$100,000 for each work infringed. The unauthorized duplication of software is also a Federal crime if done "willfully and for purposes of commercial advantage or private financial gain (Title 18 Section 2319(b))." Criminal penalties include fines of as much as \$250,000 and jail terms of up to 5 years.



Book	Policy Manual
Section	6000 - Instruction
Title	Technology Policy - Attachment II
Code	6141.323.03
Status	Retired
Retired	June 14, 2022

NORWALK PUBLIC SCHOOLS - TECHNOLOGY POLICY

Attachment II

Part 99 – Family Educational Rights and Privacy

Authority: 20 U.S.C. 1232g unless otherwise noted

Subpart D – May an Educational Agency or Institution Disclose Personally Identifiable Information From Education Records?

34 CFR 99.30 Under What conditions is prior consent required to disclose information:

- a. The parent or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records, except as provided in 99.31.
- b. The written consent must:
 1. Specify that records may be disclosed
 2. State the purpose of the disclosure
 3. Identify the party or class of parties to whom disclosure may be made
- c. When a disclosure is made under paragraph (a) of this section:
 1. If a parent or eligible student so requests, the education agency or institution shall provide him or her with a copy of the records disclosed; and
 2. If the parent or student who is not an eligible student so requests, the agency shall provide the student with a copy of the records disclosed. (Authority: 20 U.S.C. 1232g (b) (2) (A))

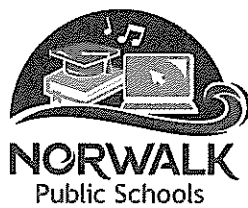
Subpart E – What are the Enforcement Procedures

34 CFR 99.63 Where are complaints filed?

A parent or student may file a written complaint with the Office regarding an alleged violation under the Act. The Office's address is:

Family Policy Compliance Office,
US Department of Education,
Washington, D.C. 20202-4605

(A copy of the entire code has been presented to the BOE Chairman and the Superintendent.)



Book	Policy Manual
Section	6000 - Instruction
Title	Telecommunications/Internet: ACCEPTABLE USE POLICY
Code	6141.323.04
Status	Retired
Adopted	January 6, 1998
Retired	June 14, 2022

**Telecommunications/Internet:
ACCEPTABLE USE POLICY**

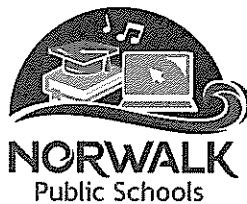
The Norwalk Board of Education believes in the educational value of electronic communications and recognizes their potential to support the Board's educational program. Resource sharing and communication for both students and teachers have increased with access to telecommunications and to the Internet. It is imperative that members of the school community conduct themselves in a responsible manner consistent with federal and state law while utilizing the Internet and any other electronic information retrieval system.

Guidelines for General Use

With increased access to information from various sources via computers comes that availability of material that may not have any educational value in the context of the school setting. The Board recognizes the importance of the exercise of individual judgment in accessing information through the Internet and any other electronic information retrieval system for educational purposes. In the exercise of such judgment, however, the following guidelines should be followed:

1. Access to the Internet or to any other electronic information retrieval system is a privilege, not a right. Accordingly, such access is given only to those individuals who agree to act in a considerate and responsible manner and agree to comply with Board policies and procedures.
2. All uses of the Internet or any electronic information retrieval service or any telecommunications network must be supportive of educational objectives and research and must be consistent with academic expectations.
3. Any electronic mail shall be used only by the authorized owner of the account. All account owners are ultimately responsible for activity under their account.
4. All electronic mail systems and electronic information retrieval systems in use in the district are the sole property of the Board and are provided solely for the purpose of carrying out the educational and operational needs of the Board.
5. Any use of electronic mail or information systems inconsistent with this purpose, including personal use, is prohibited. The Board reserves the right to monitor the use of such systems in order to insure compliance with these guidelines.
6. Any use of the Board's computer system, E-mail systems, the Internet or other electronic informational retrieval systems for illegal or inappropriate purposes or for accessing material that is objectionable in the school environment, including vulgar or obscene material, is prohibited.
7. Any use of these electronic systems for commercial purposes, financial gain, or solicitation is prohibited.
8. The transmission of any copyrighted or legally protected material over such electronic systems is prohibited.

9. The transmission of abusive, harassing, threatening, intimidating, obscene or vulgar material or language is prohibited. The user is expected to be polite and courteous while using such systems.
10. Any attempt to harm or destroy data or another user or engage in acts of vandalism will not be tolerated.
11. Violations of this policy may result in revocation of access to and privileges relating to the Internet or any electronic mail or information retrieval systems. Violations of this policy by a student may result in disciplinary action, up to and including suspension and/or expulsion. In the case of any breach of this policy by an employee, such disciplinary action may include discharge.
12. The Superintendent of Schools will appoint one administrator to serve as the Board's "Internet Administrator", who will be responsible for implementing this policy, establishing procedures, and supervising access privileges.



Book	Policy Manual
Section	6000 - Instruction
Title	Acceptable Internet Use Agreement
Code	6141.323.04-F
Status	Retired
Retired	June 14, 2022

ACCEPTABLE INTERNET USE AGREEMENT

STUDENT ACKNOWLEDGEMENT:

I understand and agree to the terms of the attached Norwalk Public Schools Use Policy. I understand that any violation of these terms may result in the loss of Internet access privileges through the Norwalk Public Schools network, the imposition of disciplinary measures and legal action. I also agree to report any known or suspected misuse of the network or the Internet to the system administrator or teacher. Misuse may exist in many forms and shall include (but not be limited to) any messages sent or received that are obscene, racist, defamatory, illegal, or otherwise in violation of school district policy.

All of the rules of conduct described in the Norwalk Public Schools Acceptable Use Policy apply when I am on the Norwalk Public Schools' network access to Internet.

Student

Date:

PARENT OR GUARDIAN ACKNOWLEDGMENT:

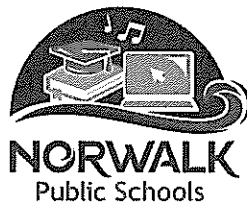
As the parent or guardian of the above named student, I have read the attached Norwalk Public Schools Acceptable Use Policy and understand that access to and utilization of the Norwalk Public Schools Network for Internet access is designed for educational purposes. I understand that it is impossible for the Norwalk Public Schools to restrict access to all controversial materials, and I will not hold the school district responsible for material acquired from the Internet. I also agree to report any known or suspected misuse of the network or the Internet to the school district system administrator. Misuse may exist in many forms and shall include (but not be limited to) messages sent or received that are obscene, racist, defamatory, illegal or otherwise in violation of school district policy.

I accept full responsibility for supervision of my child if, and when, my child's use of a computer or access to the Internet is not in a school setting or on school property.

I hereby give permission for my child to use the Norwalk Public Schools' network to access the Internet and to be issued a Norwalk Public Schools Internet account.

Parent or Guardian

Date: _____



Book	Policy Manual
Section	6000 - Instruction
Title	Bring Your Own Device (BYOD) and Protocol for the Use of Technology in the Schools
Code	6141.328
Status	Retired
Adopted	October 20, 2015
Retired	June 14, 2022

BRING YOUR OWN DEVICE (BYOD) AND PROTOCOL FOR THE USE OF TECHNOLOGY IN THE SCHOOLS

The Board of Education is committed to aiding students and staff in creating a 21st century learning environment. Therefore, students and staff will be permitted to access the District's wireless network with their personal devices during the school day. With teacher approval, students may use their own devices to access the Internet and collaborate with other students.

Definition of "Device"

A "device" as part of this protocol is a piece of privately owned and/or portable electronic handheld technology that includes emerging mobile communication systems and smart technologies, laptops and netbooks, and any technology that can be used for wireless internet access, word processing, image capture/recording, sound recording and information transmitting, receiving, and storing.

Internet

The only internet gateway that may be accessed while in the District Public Schools is the one provided by the District. Any device brought to the District will not be permitted to use outside internet sources.

Personal internet connective devices, such as but not limited to cell phones/cell network adapters, are not permitted to be used to access outside internet sources at any time.

Software

Many software packages are now available as web browser applications. This negates the need to have required programs loaded onto student computers. Students can access what they will need through any web browser. Therefore, there is no required software necessary to take part in the Bring Your Own Device program.

Security and Damages

Responsibility to keep the device secure rests with the individual owner. The Norwalk Public School District is not liable for any device stolen or damaged on campus. If a device is stolen or damaged, it will be handled through the administrative office as other personal items that are stolen or damaged. It is recommended that skins, decals, and other custom touches be used to identify physically a student's device from others. Additionally, protective cases for technology are encouraged.

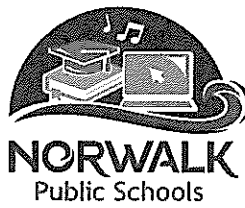
Bring Your Own Device/Technology Student and Parent Agreement

The use of technology to provide educational material is not a necessity but a privilege. A student does not have the right to use his/her electronic device while at school. When abused, privileges will be taken away. When respected, they will benefit the learning environment as a whole.

Students and parents/guardians participating in the Bring Your Own Device/Technology program must adhere to the Student Code of Conduct, as well as all applicable Board policies, particularly the Computer Acceptable Use policy.

The use of these devices, as with any personally owned device, is strictly up to the teacher.

Legal 10•221 Boards of education to prescribe rules



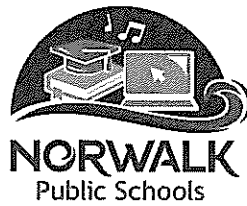
Book	Policy Manual
Section	6000 - Instruction
Title	Instructional Technology
Code	6142
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

SUBJECT FIELDS

INSTRUCTIONAL TECHNOLOGY

The objectives of using technology in instruction in the Norwalk Public Schools are

1. To enhance the quality of instruction.
2. To improve student learning.
3. To prepare students for a technological, information-based society.



Book	Policy Manual
Section	6000 - Instruction
Title	Physical Activity
Code	6142.061
Status	Retired
Adopted	May 3, 2005
Last Revised	June 2, 2015
Retired	June 14, 2022

PHYSICAL ACTIVITY

The Board of Education intends that every student be physically educated – that is, shall develop the knowledge and skills necessary to perform a variety of physical activities, understand the short-and long-term benefits of physical activity and value and enjoy physical activity as an ongoing part of a healthful lifestyle.

Therefore, it is desired that:

- Every student in grades kindergarten through 8 participate in physical education for the entire school year and high school students participate at least eight quarters out of 16. Participation shall include students with disabling conditions and those in alternative education programs.
- The teaching and physical education staffs shall not order performance of physical activity as a form of discipline or punishment.
- Exemptions from physical education courses shall not be permitted on the basis of participation on an athletic team.
- Schools endeavor to provide every secondary school student with opportunities to voluntarily participate in intramural programs, physical activity clubs and/or interscholastic athletics. Equal opportunity on the basis of gender shall permeate all aspects of program design and implementation.
- School authorities develop schedules that provide time within every school day for preschool, kindergarten and elementary school students to enjoy supervised recess, except that a Planning and Placement Team (PPT) may develop a different schedule for a child requiring special education and related services in accordance with state and federal law, as amended from time to time.
- Staff shall not deny participation in recess or other physical activity as a form of discipline or punishment, nor should they cancel it for instructional time.
- Outdoor recess is the priority for students in schools where recess is facilitated. Outdoor recess is at the discretion of the building principal and may be canceled at any time based upon the following weather conditions:
 1. Precipitation: rain, misting, drizzling, freezing rain, sleet, snow
 2. Temperatures below 20 degrees Fahrenheit
 3. Wind chill factors causing perceived temperatures below 20 degrees

4. Temperatures 90 degrees Fahrenheit and above (consult with Norwalk Health Department)

5. In the unlikely event that a field or typical recess area is out of commission during recess time, the building principal or his/her designee may change said location of recess or cancel recess, until further notice, at his/her discretion.

In addition, the Board of Education intends that preventing injuries and illnesses related to physical activity be they joint responsibility of everyone: district and school leaders, school staff, students and their families.

Therefore, the district shall:

- Establish rules and procedures concerning safety, infection control, provision of first aid, and the reporting of injuries and illnesses to students' families and appropriate school and community authorities.

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

Legal 10-221o. Lunch periods. Recess.
 P.A. 12- 116, An Act Concerning Educational Reform
 P.A. 13-173, An Act Concerning Childhood Obesity and Physical Exercise in Schools



Book	Policy Manual
Section	6000 - Instruction
Title	Student Nutrition and Physical Activity (Wellness Policy)
Code	6142.101
Status	Retired
Adopted	February 21, 2017
Retired	June 14, 2022

STUDENT NUTRITION AND PHYSICAL ACTIVITY (WELLNESS POLICY)

Norwalk Public Schools promotes healthy schools by supporting physical, social, and emotional wellness, including good nutrition and regular physical activity as a part of the total learning environment. The district supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children. Improved health optimizes student performance potential.

The District shall establish and maintain a Wellness Committee, consisting of representatives from Norwalk Public Schools and the greater Norwalk community. The Committee shall recommend, review and provide oversight of the Wellness Policy, its implementation, and wellness-related issues that affect student health. All members shall participate in the ongoing assessment and revision of the policy to actively promote the health and wellness of all students and advance their readiness to learn.

District Health and Wellness Committee

The Committee will convene at least quarterly each school year, and will follow federal and state regulation for School Wellness Advisory Committees. The Committee's responsibilities are to include:

- Conducting an annual review of district-wide policies to promote student wellness, and recommending district-wide policies or revisions, as needed;
- Creating and implementing a Health and Wellness Action Plan each year including timelines, processes, goals and school-based activities designed to promote student and staff wellness based on the results of the district's annual assessments;
- Providing guidance for the implementation of district-level policies related to wellness;
- Assisting district officials in the evaluation of the district's Wellness Policy and schools' wellness initiatives, including the development and delivery of assessment tools;
- Collecting and sharing information about wellness programs and services;
- Reporting on progress towards committee goals, objectives, policies, monitoring and evaluation of Health and Wellness Policy implementation at least once every three years (triennially).
- Working closely with district officials to ensure that appropriate communication of the Wellness Policy, revisions, and progress reports are provided to the public.

Membership: The Committee shall include representative membership from:

- A member of the Superintendent's Senior Management Team, and/or their designee
- Administrators/NPS staff representing the following areas:
 - Curriculum
 - Health services/Nursing
 - Guidance
 - School Food Services
 - Physical Education
 - Health Education

- School Based Health Centers
- Parents
- Students
- Community Partners

A liaison from each school will be designated as a point of contact for the Wellness Committee. The liaison can be a member of the School Governance Committee or School Safety Committee, or can be another person designated by the principal who would have knowledge about the implementation of the Policy at that school.

A representative from the Board of Education will be designated to serve as a liaison to the Committee.

Goals for Monitoring, Evaluation, and Communications Monitoring and Evaluation

The Superintendent or designee shall ensure compliance with the established district-wide school wellness policy. In each school, the Principal or designee shall ensure compliance with those policies in his or her school.

School food service staff members, at the school or district level, shall ensure compliance with nutrition policies within school food service areas and shall report on this matter to the Superintendent (or if done at the school level, to the school Principal).

The Superintendent or designee shall provide annual implementation data and/or reports to the Wellness Committee and Board of Education concerning this policy's implementation, so that the Board can monitor and adjust the policy as needed.

Policy Review

The District shall identify a strategy and schedule to help review policy compliance, assess progress and determine areas in need of improvement. The strategy delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make changes, specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities to promote student wellness.

The District and individual schools within the District shall, as necessary, revise the school wellness policy and develop work plans to facilitate its implementation.

The district shall share the Wellness Policy and any updates with the public at least annually, and shall share triennial progress reports with the public. The district Wellness Policy and progress reports can be found on the Norwalk Public Schools website.

NUTRITION EDUCATION

Goals for Nutrition Education

Nutrition education shall be offered as part of a planned, ongoing, systematic, sequential, standards- based, comprehensive school health education program designed to provide students with the knowledge and skills necessary to promote and protect their health. Nutrition education shall use national or state-developed standards, such as the Connecticut State Department of Education's Healthy and Balanced Living Curriculum Framework. The district shall develop and implement a comprehensive, developmentally appropriate, curriculum approach to nutrition in all grades. Students shall be able to demonstrate competency through application of knowledge, skill development and practice.

The nutrition education program shall focus on students' eating behaviors, be based on theories and methods proven effective by published research, and be consistent with the state's/district's comprehensive school health education standards/guidelines/curriculum framework. Nutrition themes include but are not limited to:

- My Plate and the Dietary Guidelines for Americans (Healthy Eating Plan)
- Identify and limit foods of low nutrient density
- Healthy heart choices
- Food labels
- Sources and functions of major nutrients
- Multicultural influences
- Guide to a healthy diet
- Serving sizes
- Diet and disease
- Proper food safety and sanitation
- Understanding calories
- Body-size acceptances, healthy weight and dangers of unhealthy weight-control practices
- Healthy snacks

The district nutrition policy reinforces nutrition education to help students practice these themes in a supportive school environment. Nutrition education shall also be included in other classroom content areas such as math, science, language arts, social sciences, family and consumer sciences and elective subjects. Instructional staff is encouraged to integrate nutritional themes into daily lessons when appropriate, to reinforce and support health messages.

The school district shall assess all nutrition education lessons and materials for accuracy, completeness, balance and consistency with the state's/district's educational goals and curriculum standards. Materials developed by food marketing boards or food corporations shall be examined for appropriateness of commercial messages.

Educational Reinforcement

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

Nutrition Promotion

The school district is encouraged to conduct nutrition education activities and promotions that involve parents, students and the community, including but not limited to programs such as Team Nutrition and the Healthier US School Challenge.

Professional Development for Teachers

The District shall include appropriate training for teachers and other staff members. Staff members responsible for nutrition education shall be adequately prepared and shall regularly participate in professional development activities to effectively deliver the nutrition education program as planned. Preparation and professional development activities shall provide basic knowledge of nutrition, combined with the development of skills and adequate time to practice skills in program-specific activities. Training shall include instructional techniques and strategies designed to promote healthy eating behaviors. Staff members providing nutrition education shall not advocate dieting behaviors or any specific eating regimen to students, other staff members or parents.

Food Marketing in Schools

School-based marketing shall be consistent with nutrition education and health promotion. Thus, schools shall limit food and beverage marketing to the promotion of foods and beverages that meet the U.S. Department of Agriculture nutrient standards for meals or the District's nutrition standards for foods and beverages. Schools shall promote healthy food choices. The promotion of nutrient-dense foods, including fruits, vegetables, whole grains and low-fat dairy products, shall be encouraged.

Education Links with School

Nutrition education may be offered in the school cafeteria and classroom, with coordination between school food service and teachers. The district shall link nutrition education with other coordinated school health initiatives. The nutrition education program may link with school meal programs, other school foods, and nutrition-related community services that occur outside the classroom or that link classroom nutrition education to the larger school community, such as school gardens, cafeteria-based nutrition education and afterschool programs. For example, schools are encouraged to utilize instructional gardens to provide students with experiences in planting, harvesting, preparation, serving, and tasting foods, including ceremonies and celebrations that observe food traditions, integrated with nutrition education and core curriculum, and articulated with state standards.

PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

Norwalk Public Schools is committed to a district-wide, strategic effort to increase all students' physical activity and fitness. The district strives to incorporate physical education and physical activity in schools, improve the quality of physical education and recess, as well as increase the equity of physical activity programs and resources across schools. These goals are addressed in detail in district Policy 6142.61.

SCHOOL FOOD

National School Lunch Program and School Breakfast Program

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

Menus shall be planned to be appealing and attractive to children and will incorporate the basic menu planning principles of balance, variety, contrast, color and eye appeal. Menus shall be planned with input from students, parents and other school personnel and shall take into account students' cultural norms and preferences. Schools shall engage students and parents, through surveys, taste-

tests and other activities, in selecting foods sold through the school meal programs in order to identify new, healthful and appealing food choices. Meal patterns and nutrition standards of federal regulations will be fulfilled as required.

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

With appropriate medical documentation, modified meals shall be prepared for students with food allergies or other special dietary needs. Upon written parental permission and a medical statement by a physician that identifies the student's disability, states why the disability restricts the student's diet, identifies the major life activity affected by the disability, and states the foods to be omitted and the food or choices of foods that must be substituted.

Such food substitutions will be made for students without disabilities on a case-by-case basis when the parent/guardian submits a signed request that includes a medical statement signed by a physician, physical assistant, registered dietitians or nurse practitioner. The medical statement must state the medical condition or special dietary need that restricts the student's diet and provide a list of foods that may be substituted in place of the lunch or breakfast menu being served.

The district shall help ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn. Schools will:

- to the extent possible, operate and promote the School Breakfast Program;
- to the extent possible, arrange bus schedules and use methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess;
- notify parents and students of the availability of the School Breakfast Program (if the school serves breakfast to students); and
- Encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Cafeteria A La Carte Sales*

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

At all times when food is available for purchase by students during the school day, nutritious and low-fat foods must also be available for sale at the same time. These foods may include, but shall not be limited to, low-fat dairy products and fresh or dried fruit.

The sale of beverages, as part of school meals and as à la carte sales, shall be limited to the following five categories defined by state statute:

1. Milk, low-fat (1%) unflavored or nonfat which may be flavored or unflavored but contains no artificial sweeteners and no more than 4 grams of sugar per fluid ounce; (federal regulation require non-fat or 1% low fat milk)*
2. Nondairy milks, such as soy, rice, or lactose-free milk, which may be flavored or unflavored but contains no artificial sweeteners, no more than 4 grams of sugar per fluid ounce, no more than 35% of calories from fat per serving, and no more than 10% of calories from saturated fat per serving;*
3. 100% fruit or vegetable juice or combination of such juices, containing no added sugars, sweeteners, or artificial sweeteners;*
4. Beverages that contain only water and fruit or vegetable juice and have no added sugars, sweeteners, or artificial sweeteners; and*
5. Water, which may be flavored but must contain no added sugars, sweeteners, artificial sweeteners, or caffeine.*

(*Consult the CSDE's List of Acceptable Foods and Beverages for allowable products.)

Lunchroom Climate

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

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

Meal Schedules

Meal periods shall be scheduled at appropriate hours. In compliance with federal regulations, lunch must be scheduled between 10:00 a.m. and 2:00 p.m. in all schools. Pursuant to state statute, schools are required to provide all full day students a daily lunch period of not less than 20 minutes. This time period shall not include recess time, and meals shall occur after recess. Activities such

as tutoring, clubs or organizational meetings or activities shall not be scheduled during meal times unless students may eat during such activities.

Qualifications of Food Service Staff

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

Training for Food Service Staff

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

Summer Food Service Program

Schools in which more than 50 percent of students are eligible for free or reduced-price school meals shall sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year.

Other Foods Offered or Sold

To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The Connecticut Nutrition Standards apply to all food sold or served to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers, activities and classroom snacks. All beverages sold or served to students at school shall meet the requirements of state statute and federal regulations, whichever are stricter, at all times.

However, beverages not meeting the requirements of state statute and foods not meeting the Connecticut Nutrition Standards may be sold or served at the location of an event occurring after the end of the regular school day or on the weekend provided they are not sold from a vending machine or school store. The district strongly encourages the sale or distribution of nutrient-dense foods, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes.

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

- If a snack machine with food items is available for use by students during the school day, the school must also have non-fat or low-fat dairy products and fresh or dried fruit available for purchase. When the snack machine is operating outside of cafeteria hours, schools must make alternate provisions to offer non-fat or low-fat dairy products and fresh or dried fruit for sale at the same time.
- School stores that sell food to students must ensure that non-fat or low-fat dairy products and fresh or dried fruit are available for purchase either in the store itself or elsewhere in the school, while the school store is selling food.

Access to Drinking Water

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

Foods Brought Into School

The district shall encourage families to pack healthy lunches and snacks and to refrain from including beverages that do not meet the requirements of state statute or foods that do not meet the Connecticut Nutrition Standards. The district shall develop guidelines to help ensure that food brought from home to be shared with other students is appropriate. Classroom snacks shall feature healthy choices that meet the state requirements for allowable beverages and the Connecticut Nutrition Standards.

Sharing of Foods

Schools shall discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns with allergies and other restrictions on some children's diets.

Fundraising

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

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

Concessions

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

Teacher-to-Student Incentives and Punishments

Schools shall not use foods or beverages as rewards for academic performance or good behavior, unless this practice is allowed by a student's individualized education plan (IEP). Alternative rewards shall be developed and promoted. Schools shall not withhold foods or beverages (including food served through school meals) as a punishment.

OTHER

Health Services (reference 6164.1)

School based health services are provided by school nurses (RNs) through the Norwalk Board of Education. School nursing is a specialty nursing practice that advances the well- being, academic success and lifelong achievement and health of our students by enhancing the educational process through identifying, modifying and removing health related barriers to learning. School nurses serve as a liaison among parents, school and the community in health matters.

Nurses also provide emergency care for injury and illness, dispense medications and treatments, identify communicable diseases, act as case manager for students with chronic disease conditions during school hours, promote positive behavioral health, and enact practices and systems to ensure that all students have access to key resources and services that are developmentally appropriate. School nurses function within the standards and scope of professional nursing while adhering to evidence based practice.

School nurses serve as a resource person to classroom teachers in matters pertaining to health, and actively collaborate with others (PT, OT, Speech, Social workers, psychologists and SPED staff to build student and family capacity for adaptation in school and facilitate self-management and learning.

School Health Services ensures that all students comply with state and local public health regulations and screening mandates. Parents are notified of any problems that necessitate a medical follow-up and may opt out of certain screenings.

The goal of School Health Services is to provide every student the opportunity to access the curriculum in a safe, healthy engaged, supported and challenged environment while making reasonable accommodations when appropriate.

School-Based Health Centers

The district recognizes and values the important service provided by the Dr. Robert E. Appleby School Based Health Centers (SBHCs), which provide on-site medical and mental health services to children and adolescents in the district. The district recognizes SBHCs as an important partner and works with SBHC staff to promote health and wellness in the district.

Staff Wellness

The District highly values the health and well-being of every staff member and shall plan and implement activities and policies that support personal efforts by staff members to maintain a healthy lifestyle and that encourage staff members to serve as role models.

Safe and Supportive Schools/Social and Emotional Climate

Norwalk Public Schools shall create a safe and supportive school environment for all students that is culturally proficient, engaging and inclusive. District and school-based support staff including guidance counselors and social workers shall work with school teams to provide support for students, families and staff including skill-based education to promote social and emotional learning, healthy relationships and access to support services.

Family Engagement

Norwalk Public School's values family partnerships and encourages parents to actively participate in all aspects of school wellness and their child's wellbeing. Schools are encouraged to use a variety of engagement strategies that may include:

- Sending home nutrition education materials, cafeteria menus, and ideas for physical activity
- Encouraging parents to send healthy snacks/meals to school and to promote their child's participation in physical education programs and after school activities
- Inviting parents and other family members to periodically eat with their student in the cafeteria
- Inviting families to attend exhibitions of student nutrition projects, physical education activity programs, and/or health fairs
- Offering nutrition education workshops and screening services
- Providing nutrition education and physical education homework activities that students can do with their families (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, planning active family time, etc.)
- Considering cultural preferences in development of nutrition education and physical education programs
- Collaborating agencies and groups conducting nutrition education in the community to send consistent messages to students and their families; and
- Encouraging school staff to cooperate with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate.

Community Involvement

The Norwalk Public School District values and promotes community partnerships to enhance the overall health and wellness opportunities provided for students, families and staff. To that end, the Health and Wellness Committee shall continue to grow community participation to expand both the committee's membership as well as the programs and services afforded all students, families and staff in Norwalk Public Schools.

Legal

10-16b Prescribed courses of study.

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

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

10-215a Non public school participation in feeding program.

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

10-216 Payment of expenses.

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

10-215f Certification that food meets nutrition standards.

10-221o Lunch periods. Recess.

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

Regulations of Connecticut State Agencies 10-215b-1 Competitive foods.

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

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

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

P.L. 111-296, 42 U.S.C. 1751

Hunger-Free Kids Act of 2010

7 CFR Parts 210 & 220 Healthy

Nutrition Standards in the National School Lunch and School Breakfast Programs

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

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

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

Cross References

6164.01;

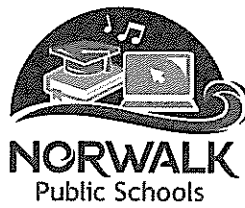
3542.01 - Purposes and Facilities: Food Service

3542.31 - Free and Reduced Price Breakfast and Lunches

3542.35 - Student –Run Cafes

3542.45 - Vending Machines

6142.61 - Physical Activity



Book	Policy Manual
Section	6000 - Instruction
Title	Advanced Placement / Post Graduate Study
Code	6145.05
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

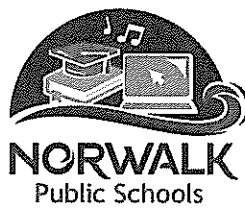
ADVANCED PLACEMENT/POST GRADUATE STUDY

Advanced Placement

Courses which are designated as advanced placement or sponsored by universities and colleges may be scheduled for ten or fewer students. All advanced placement and college level course require a recommendation by the Superintendent of Schools and approval by the Board of Education.

Post Graduate Study

Post graduate work on the part of student is encouraged when, in the judgment of the administration and the student, there is educational benefit to be attained.



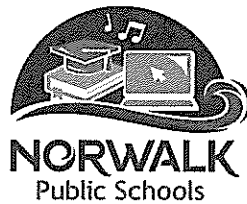
Book	Policy Manual
Section	6000 - Instruction
Title	Activity Funds Management
Code	6145.08
Status	Retired
Last Revised	June 17, 1998
Retired	June 14, 2022

ACTIVITY FUNDS MANAGEMENT

School activity funds may be expended only for purposes which may benefit the student body of the school. All rules, regulations, and procedures for the conduct, operations and maintenance of extracurricular accounts, and for the safeguarding, accounting and auditing of all monies received and derived therefrom are to contribute to the objective.

The accounting system for managing student activity funds shall be designed to encourage the largest possible educational return to students without sacrificing the safety of funds or exposing students to undue responsibility or unnecessary routine.

Legal	<u>10-237 School Activity accounts</u>
Cross References	<u>3450 - Monies in School Buildings</u>



Book	Policy Manual
Section	6000 - Instruction
Title	Banking Procedures For Faculty Sponsors (High School) Regulation
Code	6145.08-R
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

Activity Funds Management
BANKING PROCEDURES FOR FACULTY SPONSORS (HIGH SCHOOL)

1. **Opening an Account:** Opening an account with the school treasurer involves identifying the account title and the faculty sponsor or adviser. The amount of money to be deposited, the account name, and the faculty sponsor are recorded on a receipt in duplicate. The original copy goes to the faculty sponsor (depositor). No signature card is required, and the account is now considered open. Opening an account requires administrative approval.
2. **Bank:** The bank approved by the Board of Education each fiscal year.
3. **School Treasurer:** That person designated by the principal and approved by the Board of Education, via extra pay contact, to be responsible for school funds.
4. **Account Title:** The title is for the purpose of identification and takes the place of an account number. The account title is determined by the adviser.
5. **Checks Made "Payable to the Order of":** check should be written "Payable to the order of" the account title or High School.
6. **Deposits:** The depositor identifies the account title and deposits the money with the school treasurer. To conserve time and effort in depositing, a deposit breakdown form is available in the treasurer office. The depositor will then receive a receipt showing the title of the account, name, of the faculty sponsor, and the value of the money received. This will be prepared in duplicate; the original copy goes to the faculty sponsor.
7. **Time for Deposit:** To be announced by the school treasurer.
8. **Weekend Deposits:** So that faculty sponsors will not be burdened with school money over weekends after a dance, athletic event, etc., the funds can be deposited in the designated bank. This would simply involve the sponsor notifying the school treasurer prior to 3:00 p.m. on Friday to obtain the night depository bag and keys. The money can then be put in the bag and dropped at the bank any time.
9. **Withdrawals:** A withdrawal may be effected only by the use of a pay order voucher. The amount is indicated in writing and numerically, and the faculty sponsor's signature authorizes the withdrawal of money. When applicable, the student treasurer of the organization should also sign the pay order voucher.

No withdrawals can be made verbally or when insufficient funds exist for the account. All pay order vouchers must be completely filled in, including the reason for the withdrawal.

Upon receipt of the check, the faculty sponsor will sign the bottom portion of the pay order to indicate receipt and then return the pay order voucher to the school treasurer for the records.

10. **Invoices (Sales Slips):** Invoices or sales slips should be attached to the pay order vouchers whenever possible.
11. **Activity Budget:** A budget should be prepared for each organization. A budget is a financial plan which estimates incomes and expenses. It serves as a guide or blueprint for making intelligent decisions relating to money. It should be completed and approved by the adviser prior to assuming any obligation for an activity program and turned into the principal's office not later than September 30.
12. **Statement of Account and Accounts:** Each faculty sponsor will receive a statement of accounts at the end of each month. This statement contains the accounts title, beginning balance, receipts, disbursements, and ending balance. When a faculty sponsor receives his/her statement of accounts, the faculty sponsor should compare it with his/her statement of accounts, the faculty sponsor should compare it with his/her own records. If faculty sponsor's records do not agree with the statement he/she has received, the faculty sponsor should notify the school treasurer.
13. **Cash Record (optional):** The cash record serves as a check stub with a running balance section. It contains columns for a date, activity, reason, or both, receipt number and amount of the balance. The balance is the most important column and should be kept up to date. This should be a function of a student of the principal's choice and not necessarily of the faculty sponsor. The more responsibility the students assume the more valuable the activity becomes.

Prior to the known termination of a student activity, all funds remaining in the treasury of that activity must be disposed of in one of the following ways.

1. These funds may be transferred to another student activity account, if so voted by the original club membership.
2. These funds may be transferred to the Board of Education for a specific and designated purpose. When a student organization votes to dispose of funds in this manner, this procedure shall be followed:
 - a. Such funds shall be transmitted to the Board of Education with a letter from the student activity, authorizing and instructing the Board to use the funds in a stipulated manner. (This letter of authorization must be signed by the current president and the current treasurer of the activity.)
 - b. Whenever a balance remains after the proper expenditures have been made, this balance shall be carried on the books of the activity school for a minimum of three years.

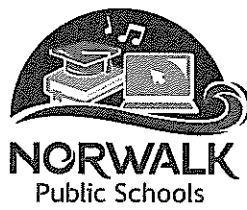
If a student organization has been inactive for a period of three years, any funds remaining in its account should be transferred by the principal to the general activity fund of the specific school and the account closed.

Athletic Fund

Financial audit of the athletic fund shall be the responsibility of the business office which shall

Maintain a separate account in order to provide a picture of any athletic gate receipts versus program expenses. All purchase requests shall be submitted to the athletic director for approval by the principal. During the school year, all gate receipts shall be deposited by the athletic director and a report submitted to the principal and the business office.

The athletic fund shall be audited with the books and accounts of this school system at the conclusion of each fiscal year.



Book	Policy Manual
Section	6000 - Instruction
Title	Graduation Requirements
Code	6146
Status	Retired
Adopted	September 10, 1985
Last Revised	March 19, 2019
Retired	June 14, 2022
Prior Revised Dates	01/18/2005; 03/04/2008; 05/06/2008; 10/21/2014;

GRADUATION REQUIREMENTS

Graduation from our public schools implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and/or standards established by the faculty and approved by the board of education, and (3) that they have fulfilled the legally mandated number and distribution of credits.

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

The board of education – in recognition of its responsibility for the education of all youths in the school system, including those who drop out of school – may make available to all the school's district's youth alternative programs for meeting standards that will enable them to acquire a high school or vocational school diploma.

All subjects at the high school level are assigned units of credit values. The number of class sessions and the amount of preparation necessary to achieve a satisfactory standard of performance determine these values. They are equivalent to those assigned by other secondary schools. Every course taken in grades 9, 10, 11, and 12 becomes part of the student's official high school record. This record of credits and grades earned determines a student's average, rank in class, and qualifications for promotion and graduation.

Starting with the Class of 2020, students successfully completing Algebra 1 or Geometry and/or one world language course in grade 8 will also count as part of this record. These credits count core high school math or world language credits.

Norwalk Public Schools requires that students fulfill the following requirements in order to graduate high school. Students must:

1. Successfully complete Course Credit Requirements

Course Credit Requirements

Beginning with the class of 2020, a student must earn a minimum of 25 credits and beginning with the class of 2021, a student must earn a minimum of 26 credits. All students must meet Norwalk Public School credit distribution requirements in the following specific subject areas:

Humanities (English & ESL, Social Studies, Fine Arts, World Language): 11 credits

- Core English 1 - 1

- Core English 2 - 1
- Core English 3 - 1
- Core Senior English Related Courses/AP/IB English - 1
- Social Studies Related Course (World History Recommended) -1.5
- US History - 1
- Civics (or American Government or Constitution) - 0.5
- Fine Arts (Art, Music, Theatre, Dance) - 1
- World Language - 3

STEM (Science, Technology, Engineering, and Math): 9 credits

- Core Math 1 (Algebra 1, Geometry, Algebra 2) - 1
- Core Math 2 (Geometry, Algebra 2, Statistics, Math Course) - 1
- Core Math 3 (Algebra 2, Statistics, Math Course) - 1
- Core Math 4 (Math Related Course) - 1
- Biology/Life Science (Lab) - 1
- Chemistry/Physical Science (Lab) - 1
- Science Related Course - 1
- STEM Related Courses (0.5 Digital Literacy Requirement) - 2

Physical Education and Health: 2 credits

- Physical Education and Wellness - 1
- Health and Safety (Health 1 and 2 required) - 1

Pathway and Related Courses: 3 credits

- Other Related Courses - 3

Total Graduation Credits (Classes of 2020, 2021) = 25

Capstone: 1 credit (Class of 2022 and Beyond) Capstone Experience within Pathway – 1 credit

Total Graduation Credits (Class of 2022 and Beyond) = 26

Minimum Credits Suggested Per Grade

- Grade 9 = 8.0
- Grade 10 = 7.5
- Grade 11 = 7.0
- Grade 12 = 6.5

Total Required Credits for Promotion

- Grade 9 = 6.25
- Grade 10 = 12.5
- o Grade 11 = 18.75
- o Grade 12 = 25/26

*Seniors must take 6.5 credits and must pass a minimum of 5 credits in grade 12 to be eligible for graduation.

**Students in the Class(es) of 2020 and 2021 who earned a quarter (.25) credit in Physical Education or Health I and Health 2 courses, are not required to repeat the said courses to meet the new graduation requirement set forth here.

***Students in the Class of 2020 who have earned two (2) credits in a World Language are not required to take an additional World Language credit to meet the new graduation requirement; however, the district strongly recommends that students consider enrolling in year three of a World Language credit.

Norwalk High School, Brien McMahon High School and the Center for Global Studies will award credit for meeting graduation requirements for courses taken at an accredited college or university in accordance with the following provisions (NECA has been approved to operate as its own school, P-TECH Norwalk, by the Connecticut State Department of Education starting with the 2019-2020 school year. As such it will issue its own diploma and will operate under separate graduation requirement district policy to be approved by the Board of Education):

1. The Superintendent, or designee, must approve all requests that have received the positive recommendation of the high school principal. Appeals may be made to the Superintendent of Schools.
2. Course request will only be considered if the student has exhausted opportunities for courses offered at our own high schools, unless it is an elective opportunity.

3. Course weighting shall be comparable to that of advanced or honors courses, adjusted for the length of the course according to the determination of the curriculum director or designee and subject leaders (for class of 2020 and beyond).
4. A single semester college course, under the auspices of Norwalk Public Schools, should have approximately the same number of contact hours as our own semester. Some discretion shall be considered, but overall, the contact time should be relatively comparable.
5. Requests should follow a timeline that will allow for a review by our Chief Academic Officer (CAO), curriculum specialist, or designee, of the course description for purposes assessing appropriateness and comparability of contact time, as well as any discussion with the appropriate high school department chair; review by the principal, review by the Superintendent and, if necessary, an appeal to the Superintendent. This is especially crucial since a student's schedule is generally completed before the opening of the new school year.
6. The family of the student shall pay for all costs associated with taking the college course outside of Norwalk Public Schools, including books, materials, fees, etc. District approval to take college courses outside of Norwalk Public Schools to meet high school requirements in no way shall be construed as creating a financial obligation for the Norwalk Public Schools.

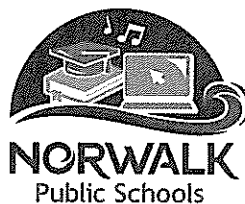
In order to be qualified to be Valedictorian or Salutatorian of the graduating class of a Norwalk comprehensive high school, a student must have attended the school for four semesters. A student enrolled in the Center for Global Studies at Brien McMahon High School must have declared his/her request to receive a Norwalk Public Schools diploma by grade ten.

Valedictorian and Salutatorian recognition will continue to be recognized through the graduating class of 2020. Valedictorian recognition will be recognized for the top performing NECA senior that has been enrolled for at least four semesters. This will be phased out after the completion of the 2018-2019 school year.

Effective for the graduating classes of 2021 and beyond, the Latin Honors System will be implemented in place of the current GPA and Ranking Policy. A distinguished student speaker will be recognized at each graduation ceremony. A distinguished student speaker will be recognized from Norwalk High School and NECA (P-Tech Norwalk) for the June 2019 graduation ceremony. A panel will be created at each school to develop the construct of the committee along with the criteria for speaker selection. Academic performance will play a significant role in this process.

Effective for the class of 2021, at the conclusion of the 3rd Marking Period, the senior academic record will be finalized in terms of consideration for the distinguished student speaker and the Latin Honors Program, respectively. The construct of the Latin Honors Program should include:

Summa Cum Laude 4.41 and above Magna Cum Laude 4.11 to 4.40
Cum Laude 3.80 to 4.10



Book	Policy Manual
Section	6000 - Instruction
Title	P-TECH Norwalk Graduation Policy
Code	6146.01
Status	Retired
Adopted	April 23, 2019
Retired	June 14, 2022

P-TECH NORWALK GRADUATION POLICY

Graduation Requirements

Graduation from P-TECH Norwalk implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and/or standards established by the faculty and approved by the board of education, and (3) that they have fulfilled the legally mandated number and distribution of credits.

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

The board of education – in recognition of its responsibility for the education of all youths in the school system, including those who drop out of school – may make available to all the school district's youth alternative programs for meeting standards that will enable them to acquire a high school or vocational school diploma.

All subjects at the high school level are assigned units of credit values. The number of class sessions and the amount of preparation necessary to achieve a satisfactory standard of performance determine these values. They are equivalent to those assigned by other secondary schools. Every course taken in grades 9, 10, 11, and 12 becomes part of the student's official high school record. This record of credits and grades earned determines a student's average and qualifications for promotion and graduation.

Starting with the Class of 2020, students successfully completing Algebra 1 and/or one world language course in grade 8 will also count as part of this record. These credits count toward core high school math or world language.

Norwalk Public Schools requires that students fulfill the following requirements in order to graduate high school. Students must successfully complete Course Credit Requirements

Course Credit Requirements

Beginning with the class of 2020, a student must earn a minimum of 25 credits and beginning with the class of 2021, a student must earn a minimum of 26 credits. All students must meet Norwalk Public School credit distribution requirements in the following specific subject areas:

Humanities (English & ESL, Social Studies, Fine Arts, World Language): 11 credits

- Core English 1 - 1
- Core English 2 - 1
- Core English 3 - 1
- Core Senior English Related Courses/AP/IB English - 1

- Social Studies Related Course (World History Recommended) -1.5
- US History - 1
- Civics (or American Government or Constitution) - 0.5
- Fine Arts (Art, Music, Theatre, Dance) - 1
- World Language - 3

STEM (Science, Technology, Engineering, and Math): 9 credits

- Core Math 1 (Algebra 1, Geometry, Algebra 2) - 1
- Core Math 2 (Geometry, Algebra 2, Statistics, Math Course) - 1
- Core Math 3 (Algebra 2, Statistics, Math Course) - 1
- Core Math 4 (Math Related Course) - 1
- Biology/Life Science (Lab) - 1
- Chemistry/Physical Science (Lab) - 1
- Science Related Course - 1
- STEM Related Courses (0.5 Digital Literacy Requirement) - 2

Physical Education and Health: 2 credits

- Physical Education and Wellness - 1
- Health and Safety (Health 1 and 2 required) - 1

Pathway and Related Courses: 3 credits

- Other Related Courses - 3

Total Graduation Credits (Classes of 2020, 2021) = 25

Capstone: 1 credit (Class of 2022 and Beyond) Capstone Experience within Pathway – 1 credit

Total Graduation Credits (Class of 2022 and Beyond) = 26

Minimum Credits Suggested Per Grade

- Grade 9 = 8.0
- Grade 10 = 7.5
- Grade 11 = 7.0
- Grade 12 = 6.5

Total Required Credits for Promotion

- Grade 9 = 6.25
- Grade 10 = 12.5
- o Grade 11 = 18.75
- o Grade 12 = 25/26

****Students in the Class(es) of 2020 and 2021 who earned a quarter (.25) credit in Physical Education or Health I courses, are not required to repeat the said courses to meet the new graduation requirement set forth here.**

*****Students in the Class of 2020 who have earned two (2) credits in a World Language are not required to take an additional World Language credit to meet the new graduation requirement; however, the district strongly recommends that students consider enrolling in year three of a World Language credit.**

P-TECH Norwalk will award credit for meeting graduation requirements for courses taken at an accredited college or university in accordance with the following provisions:

- Only college courses required for P-TECH/NCC degrees may be applied at no costs toward high graduation requirements.
- NCC's dual enrollment courses satisfy both high school and college requirements.
- Students who demonstrate mastery in an NCC dual enrollment course will be awarded one high school credit.
<https://www.capss.org/public-policy-2018/ct-high-school-graduation-requirements/brief-4-mastery-based-learning> (Public Act No.17-42; Sec. 1(f)(g))
- A request to take an elective course(s) outside of the degree will only be considered if the additional course does not interfere with degree completion. The family of the student shall pay for all costs associated with taking an elective college course, including books, materials, fees, etc.
- A request to take a required course(s) during winter session will only be considered if the student is in good academic standing (minimum 3.0 or higher in both college and high school courses) and the family of the students agrees to pay for all costs associated with taking the course, including books, materials, fees, etc. The P-TECH director and NCC college advisor must approve the course request.
- A student who requests to retake a college course to improve the grade may be required to incur costs associated.

- In some cases, a student is required to retake a course to progress to the next sequenced course. In such cases, the higher grade will replace the previous grade in the grade point average calculation. The lower grade will remain on the high school transcript, but zeroed out for the grade point average calculation. Any course can only count once toward GPA in line with other institutions.
- Seniors enrolled at NCC for the majority of their course load may be exempted from the senior minimum suggested credit requirement.
- Seniors enrolled full time at NCC 1) who have met all high school graduation requirements and 2) who have earned a minimum grade point average of 2.0 for the year will be eligible to participate in their slated high school graduation ceremony.

For the purposes of dual enrollment, the following courses will be considered:

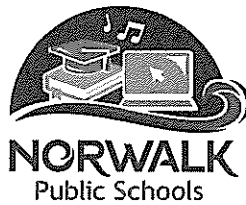
- ENG 101 and ENG 102 fulfill English and/or related course requirements.
- IDS 210 and IDS 230 fulfill English, humanities and/or related course requirements.
- BIO 121 fulfills science, STEM, and/or related course requirements.
- HIS 201 and HIS 202 fulfill history/social studies and/or related course requirements.
- MAT 136, MAT 172, MAT 186, and MAT 254 fulfill math and/or related course requirements.
- GRA 231, GRA 151, and ART 121 fulfill fine arts and/or related course requirements.
- Computer Science (CSC) and Computer Technology (CST) courses may be used to fulfill STEM and/or related course requirements.

Beginning with the class of 2020, the Latin Honors System will be implemented. The construct of the Latin Honors Program should include:

Summa Cum Laude 4.41 and above
 Magna Cum Laude 4.11 to 4.40
 Cum Laude 3.80 to 4.10

At the conclusion of the first semester, P-TECH seniors' academic records will be finalized in terms of consideration for the distinguished student speaker and the Latin Honors Program, respectively.

A distinguished student speaker will be recognized at each graduation ceremony. A committee will develop the criteria for speaker selection. Academic performance will play a significant role in this process. A student must have earned Latin Honors and/or NCC Graduation Honors.



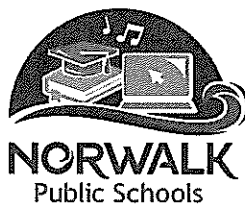
Book	Policy Manual
Section	6000 - Instruction
Title	Weighted Grading Policy
Code	6146.06
Status	Retired
Adopted	November 16, 1999
Last Revised	October 4, 2011
Retired	June 14, 2022

WEIGHED GRADING POLICY

It is the policy of the Board of Education that grades in Honors classes and advanced placement classes are given added weight for purposes of calculating grade point average and determining class rank. The administration shall develop and publish a formula for calculation of grade point average and class rank reflecting the weighted grading system. The Superintendent or his/her designee shall ensure that parents are notified of this policy.

The weights shall be as follows: AP courses carry one additional point and Honors courses carry $\frac{1}{2}$ additional point added to the grade received.

The weighting of Honors courses shall begin with courses taken in the 2012-2013 school year.



Book	Policy Manual
Section	6000 - Instruction
Title	Grouping Policy
Code	6152
Status	Retired
Adopted	September 10, 1985
Last Revised	February 2, 1999
Retired	June 14, 2022

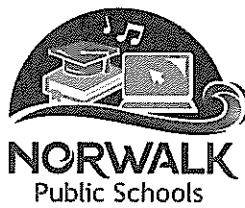
GROUPING POLICY

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

In making grouping and placement decisions, staff members must give due regard to the following general principles:

- Students can learn much from students whose skills and interests are different from their own in heterogeneous groups;
- Different students have different skills and interests;
- Students develop at different rates in different areas of learning;
- Students learn from other students as well as from adults; and

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



Book	Policy Manual
Section	6000 - Instruction
Title	Field Trips for Students
Code	6153
Status	Retired
Adopted	September 10, 1985
Last Reviewed	June 17, 1998
Retired	June 14, 2022
Prior Revised Dates	01/05/1993;

FIELD TRIPS FOR STUDENTS

The Board of Education recognizes educational trips that are an inherent part of the curriculum, and which are designed to supplement the instructional program for children.

The instructional program may provide for school sponsored off-campus trips for students under the supervision and instruction of teachers, Board of Education employees and/or other designated chaperones acting under the direction of a certified employee of the Board of Education.

School sponsored off-campus trips may include trips to destinations within the City of Norwalk, State of Connecticut, the United States or outside the continental United States. These trips are taken on school day(s) or during the school vacation periods, and must be approved by authorized school officials and/or the Board of Education. These trips must be supervised by teachers, Board of Education employees and/or other designated chaperones acting under the direction of a certified employee of the Board of Education.

All school sponsored off campus field trips of one day's duration or less must have the prior approval of the building principal. In granting such approval the principal will review the instructional purpose of the field trip.

In the case of trips involving an overnight stay of one or more day's duration, the trip must have prior approval of the Superintendent of Schools or the superintendent's designee. The approval by the superintendent or superintendent's designee will include the review of the instructional purpose of the field trip. Field trips of three days or more in duration and/or trips abroad must have the prior approval by majority vote of the Board of Education and be recommended by the Superintendent of Schools.

Only those trips that are organized, directed, and controlled by certified school personnel and are part of the regular curriculum will be authorized. Neither the Board of Education nor the school administration will accept responsibility for any student trip that has not been approved in writing either by the appropriate administrator or by the Board of Education in accordance with this policy.

To the extent provided by law, (CGS 10-235) the Board of Education will indemnify teachers, other certified employees and approved chaperones.

It is recognized that a school-sponsored trip may be of three kinds.

1. **Day Field Trips:** A trip that is taken for a day to visit a museum, or some other location related to the instructional program. This is the most frequent kind of trip and the one which has the most relevance to the operation of the schools. It includes travel outside the State of Connecticut.

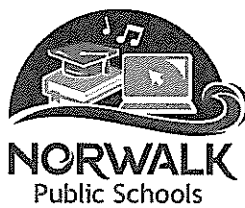
2. **Overnight Field Trips:** A trip that is taken for more than one day and may include travel outside the State of Connecticut. Trips of three days or more are subject to some additional requirements.
3. **Trips Abroad:** A trip students and certified school personnel take outside the Continental United States. Trips abroad are subject to additional requirements.

Each trip, but especially overnight field trips and trips abroad, should be examined on a case-by-case basis to determine whether, based on the facts, (including but not limited to educational value, cost, time, location, and safety) the Board of Education should take on the liability involved.

The Board of Education reserves the right to withdraw approval of a previously approved field trip where such action is warranted in the judgment of the Board because of changed circumstances.

Legal

10-235 Save Harmless Law



Book	Policy Manual
Section	6000 - Instruction
Title	Field Trips Regulation
Code	6153-R
Status	Retired
Adopted	September 10, 1985
Last Revised	October 15, 2013
Retired	June 14, 2022
Prior Revised Dates	03/07/1989; 06/26/1990; 01/05/1993; 06/17/1998; 10/30/2001; 10/04/2011; 10/15/2013;

FIELD TRIPS

1. Trips of 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 school's educational programs and with the age level of the students involved. Administrators and teachers should exert every effort to make off-campus trips as safe and as free from hazards as possible. Administrators and teachers are responsible for monitoring the number of trips to preserve the integrity of the instructional time and for avoiding scheduling field trips during major testing times.

a. Approval

The teacher or teachers initiating the trip must secure written permission from the building principal as required by Board policy 6153. Approved forms are available in the office of the principal.

b. Permission

A signed parent/guardian permission form must be secured at least two days in advance of the day of the field trip for each student who plans to attend a field trip. Students in attendance on the day of the activity who have not submitted a parent consent form will remain at school in a class assigned by the principal. If parent volunteers are to provide transportation for the field trip, then the permission form must include consent for the student to ride with a parent volunteer.

c. Transportation

Transportation shall be arranged by the teacher in conjunction with the principal. The current student transportation contractor or other available services approved by the superintendent or the superintendent's designee shall be contacted to provide bus service for off-campus trips. When private transportation is to be provided by parents or other volunteers the district form regarding insurance coverage and indemnification of the district must be prepared and signed by the parent or volunteer and be on file prior to the trip. Forms are available in the office of the principal. The use of cars driven by students is prohibited unless prior written approval is obtained from the building principal. A student driver affidavit consent form must be secured and co signed by the student and parent in advance of the trip. While the Board of Education and the City of Norwalk will save harmless each parent and volunteer, the Board and City will not absolve a driver from normal liability which must assume under law nor grossly negligent or wanton behavior.

d. Chaperones

As a general rule, the number of chaperones needed will be determined in the sound exercise of professional judgment based on the purpose and nature of the trip, age of the students, distances traveled and other factors. Consequently, the principal is delegated the responsibility to make this determination, but there must be a minimum of one chaperone per ten students. The number of chaperones will be based on such factors as the ages of the students, their level of maturity, and the activity involved. All chaperones are subject to prior approval of the building principal. Only a person who is an employee of the district or an approved chaperone shall participate in the field trip.

2. Overnight Field Trips

School sponsored off-campus overnight field trips are defined as trips of more than one day's duration that may include travel outside the State of Connecticut, but within the continental United States. In these situations, the regulations for one-day trips are to be observed, plus the following:

a. Approval

The educational objectives of and plans and procedures for these trips are to be submitted in advance to the principal and will be considered by the principal in deciding whether to approve the trip. This information shall be shared with parents. In addition to the prior approval of the principal, trips of less than three days require approval of the superintendent or superintendent's designee. Trips of three days or more require prior approval of the Board of Education.

The approval process for overnight field trips is as follows:

1. Approval forms must be submitted at least two months ahead of the trip departure or earlier if recruiting, arranging, reserving, and fund-raising are to take place. None of these activities are to take place until the superintendent or the Board, as indicated above, have approved the trip.
2. Field Trips approved by the Board of Education (three days or more) require a written report to the Board upon conclusion of the trip describing the trip and its educational value. The report will be submitted within one month after return from the trip.

b. Costs

The costs for such trips are the responsibility of the group planning the trip. Moderate fund raising activities are recognized and accepted. Other forms of approved funding would be the assessment of students, contributions by the Parent/Teacher Groups, student government, or other community organizations.

c. Attendance

For regularly scheduled, curriculum-related trips, which include a class or several classes, no student will 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, which involve the voluntary participation of a limited number of students, are dependent on student funding.

d. Permission Procedures

In addition to the written permission and approval regulations stated above, students who have not submitted a parent consent form will remain at school during the days of trip in a class assigned by the principal. Overnight trips require a signed parent/guardian consent form three (3) days in advance; three or more nights require seven (7) days in advance.

e. Medical Information

In planning for these trips provisions for a medical information sheet and medical emergencies will be part of the trip plan. Parents will be required to provide any information pertaining to their child's special medical needs.

f. Insurance

The Board of Education does not carry liability insurance. The parent/guardian must sign a release in advance of the trip assuming responsibility and hold the City of Norwalk, the Norwalk Board of Education, their agents, representatives, servants and employees, harmless from and against any and all liabilities, losses, damages, claims and injuries to persons or property resulting from arising out of, related to or connected to the child's participation in the field trip. The parent/guardian must indicate the type of personal health/accident insurance that is in force on the release - the name of the company and the policy #.

g. Pupil Behavior

Prior to departure, students and parents will be reminded that the school district's code of student conduct as set forth in the Board of Education policy and student handbooks applies to student conduct on field trips. In addition, provisions for contacting parents/guardians as may be necessary due to students' misconduct while on the trip must be made.

3. Non-School Sponsored Trips

Non-school sponsored trips do not come within the scope of employment or under the direction of the Board of Education. Any such trips are the responsibility of the individual planning the trip. Non-school sponsored trips are not to occur on school time and, therefore, are not to be planned for on school time. The facilities of the schools are not to be used for planning such trips during school time. Letters to parents, directions or other communications are not to be duplicated on school equipment and are not to be distributed during school time. Faculty members wishing to announce such non-school sponsored trips may do so by posting the appropriate information on a student bulletin board designated by the principal.

4. Trips Abroad

Trips abroad are those trips that students and staff take outside the continental United States. Only students enrolled in grades 7-12 are eligible to participate in school sponsored trips abroad. In addition to the regulations for one-day trips and overnight trips, the following regulations are to be observed for trips abroad.

a. Approval

Approval for trips outside the continental United States must be approved by the Board of Education.

The approval process for trips abroad is as follows:

1. Approval forms must be submitted to the Board of Education at least four months in advance of the trip. No preparatory activities are to take place prior to Board approval.
2. Trips abroad approved by the Board of Education will require a written report to the Board upon conclusion of the trip describing the trip and its educational value. The report will be submitted within one month after return from the trip.

b. Costs

The costs for such trips are the responsibility of the group planning the trip. No expense may accrue to the Board of Education without prior approval of the Board. Organizers should be mindful of keeping the cost as affordable as possible with the goal of making the trip accessible to as many eligible students as possible. Moderate fund-raising activities are recognized and accepted. Other forms of approved funding would be the assessment of students, contributions of Parent/Teacher groups, student government, or other community organizations. Scholarships or subsidies to allow broad student participation is also acceptable and encouraged.

c. Permission Procedures

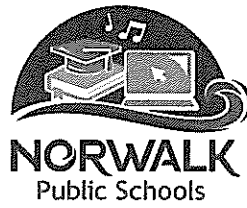
In addition to the written permission and approval regulations stated earlier, students who have not submitted a parent consent form will remain at school during the days of the trip in a class(s) assigned by the principal. Trips abroad require that parent/guardian permission forms be submitted at least two months prior to the trip. The trip sponsors will hold an Orientation Session for Parents and Students prior to the trip. It is required that the following information be provided to parents in writing at least three months prior to the trip:

- i. Objectives of the trip.
- ii. Standards of conduct established for the trip.
- iii. Responsibilities students assume by participating.
- iv. Basic cost for travel, meals, accommodations, and other expenses not included in the basic cost.
- v. Travel arrangements, overnight accommodations, daily itinerary.
- vi. Arrangements for dealing with illness, accidents, other emergencies, and notification to parents of any change in expected time of return.
- vii. Emergency contact information.
- viii. Need for special equipment and/or clothing.
- ix. Arrangements and responsibility for extra costs in the event a pupil should need to return home prior to the established date of return.

5. Non-School Sponsored Trips

The Superintendent may, if deemed to be in the best interest of the students who will be participating in a field trip, cancel

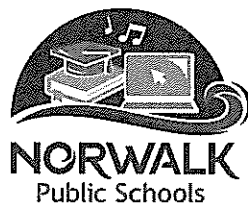
the field trip upon information received concerning political, military, terrorism, public health or public safety concerns in the areas to be visited by the students.



Book	Policy Manual
Section	6000 - Instruction
Title	Community Service
Code	6153.01
Status	Retired
Adopted	June 17, 1998
Retired	June 14, 2022

COMMUNITY SERVICE

The Board of Education encourages community service and volunteerism within the schools and recognizes such service by students.



Book	Policy Manual
Section	6000 - Instruction
Title	Homework/Make-up Work
Code	6154
Status	Retired
Adopted	February 4, 2008
Retired	June 14, 2022

HOMEWORK/MAKE-UP WORK

Homework

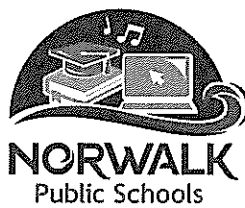
The responsibility of the school district to educate the student is carried out by the teachers through effective classroom instruction and the careful delegation of independent study. It is impossible for the student to be taught the concepts related to the subject area and how to study in school before he/she is given work to do at home. There is, therefore, a steady increase in the amount of homework expected of students from the elementary through senior high school.

Homework Policy

It is the belief of the Norwalk Public Schools that students will be provided with:

- meaningful opportunities to practice and transfer their learning.
- homework that is developmentally and instructionally appropriate.
- differential instruction and assignments for English language learners, as well as an honoring of the objectives of Individual Education Plans (IEP) and/or 504 Plans where appropriate.
- a model on how to do each homework assignment and the expected outcome for each assignment before the students leave the class. It should be clear and articulated, with a specific and significant goal.
- long term projects that are broken up across clearly identified phases and separate grades (Individual sections, i.e. planning, outlines, first draft, etc.)
- homework should never be assigned as a punishment nor should it be removed as a reward.

When assigned, homework should be a three-way partnership among students, parents and teachers. Parents need to provide students with a time and place to carry out their assignments either at home or at a designated study-related facility. Teachers should ensure that the time students spend doing homework is beneficial to their learning and development. Students should feel that homework is a form of self-improvement and gain intrinsic satisfaction from it.



Book	Policy Manual
Section	6000 - Instruction
Title	Elementary Level Regulation
Code	6154-R
Status	Retired
Adopted	September 10, 1985
Last Revised	April 9, 1991
Retired	June 14, 2022

ELEMENTARY LEVEL

I. Purpose

A. The purpose of homework should be to:

- deepen understanding
- prepare for future learning
- extend class work
- practice skills
- reinforce new content learning
- help develop reasoning skills
- enhance student desire to learn through purposeful work

B. Homework should be:

- well designed practice
- differentiated to meet individualized student needs
- completed within a reasonable amount of time

(See "Guideline for Parent/Guardians" page 4)

C. Homework should not be:

- used as punishment
- used for busy work
- done entirely in class
- skills practice for skills that are not understood (to avoid incorrect learning)

II. Time

In order to promote consistency in homework practices and time expectations at the elementary levels across the Norwalk Public School district, the following recommendations for homework are as follows:

- Grade K: not to exceed a total of 25 minutes, including a minimum of 15 minutes of reading daily
- Grade 1: not to exceed a total of 25 minutes including a minimum of 15 minutes of reading daily
- Grade 2: not to exceed a total of 40 minutes including a minimum of 20 minutes of independent reading daily
- Grade 3: not to exceed a total of 60 minutes including a minimum of 30 minutes of independent reading daily
- Grade 4: not to exceed a total of 70 minutes including a minimum of 30 minutes of independent reading daily

Grade 5: not to exceed a total of 90 minutes including a minimum of 40 minutes of independent reading daily

1. Independent reading is required as a daily expectation, including during vacations and on holidays and weekends.
2. Homework, other than daily independent reading, should not be assigned on Fridays or during weekends and holidays. While students may work on long-term projects during vacations, projects should not be due on the day immediately following vacations.
3. Special Education and ELL: Homework assignments (for students in special education programs) should reflect the special needs for these children, in keeping with their IEP goals. Different instruction and assignments for ELL students will be provided as appropriate.
4. While guidelines are provided to establish expectations, the actual time required to complete assignments will vary with each student's study habits, academic skills, and selected course load.

III. Assessment of Homework

The completion and quality of homework are rated by the effort rubrics on the Elementary Progress Report. Formal homework is assessed at the end of each marking period. Homework assignments hold more meaning when they are shared among students the next day. Teachers should vary the approaches to providing feedback. When homework is only graded and without feedback, it communicates to students that the real reason for doing the homework is evaluation, not learning the concepts. Teachers should make every effort to explain the purpose of homework and offer timely and appropriate feedback. Student achievement can vary based on the kind of feedback provided by the teacher. Homework in which a teacher has embedded instructive comments has the greatest effect on learning.

In addition, the following guidelines for elementary school teachers, students and parents/guardians are suggested:

IV. Guidelines

A. Guidelines for Teachers: The teacher is expected to:

(Homework should never be assigned as a punishment. Conversely, being excused from homework should not be provided as a reward.)

1. clearly explain the purpose of any given assignment.
2. clearly give directions for the method of accomplishing the assignment.
3. make sure students understand how they are being assessed (e.g. rubrics).
4. ensure availability of all necessary resources to carry out the assignment.
5. make it clear that deadlines are understood and followed.
6. acknowledge receipt of homework and provide feedback in a timely fashion.
7. provide constructive feedback to the student and use student work to plan for future learning.
8. return homework in a timely manner.
9. review homework and/or provide students additional time and opportunity to complete assignments if they are absent or did not complete it. An effort rubric on the elementary progress reports is used to document lack of homework.

B. Guidelines for Students: The student is expected to:

1. ask the teacher questions if in doubt about the purpose, requirements or directions of the assignment.
2. meet the deadlines for homework and projects by budgeting time realistically to complete homework.
3. speak with their teacher(s) or parents/guardians when the cumulative amount of homework on a given day may exceed reasonable limits.
4. be responsible for making up work missed when absent from the classroom.

C. Guidelines for Parents/Guardians: The parent/guardian is expected to:

1. understand and support the philosophy and guidelines of the Board of Education concerning homework.
2. provide students with a time and place to complete their assignments.
3. encourage integrity and never give so much help that the value of the homework will be destroyed; be supportive without doing the work for the child.
4. contact the teacher in the event of questions and concerns, particularly if their child is frustrated by the assignment or is taking an inordinate amount of time to complete it.
5. understand that jobs and other after school activities are not acceptable excuses for not completing a homework assignment.
6. ensure that students and/or parents pick up assignments missed when it appears (the) excused absence will be prolonged (in excess of four days). A minimum of 48 hours notice should be given the teacher to prepare assignments.

A parent should be aware of the following explanation of an excused absence. An excuse absence from school is generally because of illness, death in the family or other emergency, medical/dental treatment or religious observance. Absences from school for such reasons as a vacation or a visit to a native country are not excused absences.

Therefore, the following requirements are recommended:

c. Language Arts, Math, Science and Social Studies combined*:

Grade 6 - 60 minutes daily
Grade 7 - 80 minutes daily
Grade 8 - 100 minutes daily

2. Foreign Language

Grade 6 - 20 minutes daily
Grade 7 - 25 minutes daily
Grade 8 - 30 minutes daily

3. Related Arts (all subjects other than those mentioned above)

Grade 6, 7 and 8:

At the discretion of the teacher and depending on the discipline, one homework assignment every two weeks is a general guideline.

4. Special Education

Homework assignments for students in special education programs should reflect the special needs of these children and should be a definite part of their total school responsibility as appropriate.

In addition, the following guidelines for teachers, students and parents are suggested:

1. Guidelines for Teachers:

- a. To set up standards at the beginning of the year for headings for all homework papers.
- b. To set up standards at the beginning of the year for the legibility and neatness and to work with the students throughout the year to assure that their papers meet acceptable standards.
- c. To make sure that homework is relevant to the course of study.
- d. To expect proper language usage and to note errors in papers.
- e. To check all homework and give students feedback on all work done
- f. To be reasonable in their expectations of the time allotment for homework.

2. Guidelines for Students:

- a. To understand the directions for homework before leaving class.
- b. To be responsible for handing in assignments on time and understanding the consequences if they do not.
- c. To have a clear understanding of the given assignment.
- d. To be responsible for obtaining and making up any work missed due to absences from class.
- e. To realize that homework will be part of their grade
- f. To assume responsibility for obtaining the proper resources and materials.
To consult with their teacher or teachers when the cumulative amount of homework on a given day may exceed reasonable limits.

3. Guidelines for Parents:

- a. To understand the philosophy and guidelines of the Board of Education concerning homework.
- b. To provide student with a time and place to carry out their assignments.
- c. To contact the teacher, counselor or administrator in the event of questions or concerns.
- d. To be supportive of the homework policy as it is an integral part of the student's learning process.

In establishing the homework regulations, it is of prime importance to consider the individual differences of students at all ages and the demands of student time. Therefore, the duration of the assignments will vary according to the particular needs of students and the content of specific courses.

Therefore, the following daily requirements are recommended:

1. Academic Courses

- a. Advanced placement courses – each course.....30-60 mins.
- b. Honors and advanced or more demanding courses.....25-50 mins.
- c. *c. Regular courses.....20-45 mins.

*Teachers need to temper the standard to the individual student's abilities.

2. Related Arts and Skill Courses..... 20-40 mins. (where applicable)

3. Special Education

Homework assignments for students in special education programs should reflect the special needs of these children and should be a definite part of their total school responsibility as appropriate.

Holiday and weekend assignments depend on the teacher's professional judgment as to whether the lesson in progress requires it.

In addition, the following guidelines for teachers, students, and parents are suggested:

4. Guidelines for Teachers:

- a. To explain the purpose of any given assignment.
- b. To insure availability of all necessary resources to carry out the assignment.
- c. To give clear directions and suggested method for accomplishing the assignment.
- d. To acknowledge receipt of homework and to evaluate it.
- e. To explain the method of evaluation of the homework assignment and its potential impact on course grad
- f. To explain that written homework will be graded on the basis of content, structure and appearance.
- g. To suggest a reasonable time allotment on a daily assignment.
- h. To give assignments as far in advance as practicable.
- i. To make it clear that deadlines and penalties are understood and adhered to.
- j. To insist upon integrity in all homework assignments.

5. Guidelines for Students:

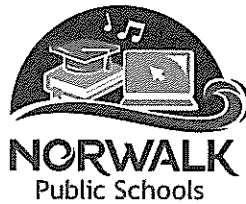
- a. To be responsible for obtaining and making up work missed when absent.
- b. To understand the purpose, the directions, and the means of evaluation of the assignment.
- c. To understand that content, structure and appearance of all written homework assignments are important elements in the grading process.
- d. To budget time realistically.
- e. To assume responsibility for obtaining the proper resources and materials.
- f. To establish a time for a regular pattern of review.
- g. To understand that there is never a time when students do not have homework. They may review, preview or improve their present assignments.
- h. To demonstrate integrity by not giving or receiving so much help that the value of the homework will be destroyed.
- i. To meet the deadlines and understand the penalties.
- j. To understand that jobs and other after-school activities are not acceptable excuses for not carrying out a homework assignment.

6. Guidelines for Parents:

- a. To understand the philosophy and guidelines of the Board of Education concerning homework.
- b. To be supportive of the homework policy as it is an integral part of the student's learning process.
- c. To be sure that student and/or parents themselves pick up assignments missed when student is absent.
- d. To provide students with a time and place to carry out their assignments.
- e. To contact the teacher, counselor or administrator in the event of questions or concerns.

Legal

10-221 Boards of Education to prescribe rules (subsection b - re homework policies).



Book	Policy Manual
Section	6000 - Instruction
Title	Equipment, Books, Materials: Provision/Selection
Code	6161
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

EQUIPMENT, BOOKS, MATERIALS: PROVISION/SELECTION

Provision

It is the policy of the Board of Education to provide educational materials and equipment that support and enrich the curriculum and further the achievement of the school system's instructional goals.

Section 10-229 of the General Statutes of Connecticut states: "No Board of Education shall change any textbooks used in the public schools except by a two-thirds vote of all the members of the board, notice of such intended change having a meeting of such board held at least one week previous to the vote upon such change."

Selection

Textbooks should supplement and support the Courses of Study. The selection of basic textbooks will cycle every five (5) years for review and updating in response to rapid changes in information today.

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

Textbooks should:

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

Instruction

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

1. analysis, evaluation and recommendation by a textbook review committee.
2. the opportunity for interested citizens in the district to review recommended textbooks. The Board of Education will make the final textbook selection decision.

Legal

10-15c Discrimination in public schools prohibited as amended by P.A. 80-405)

10-221 Board of education to prescribe rules

10-229 Change of textbooks

10-228 Free textbooks, supplies, material and equipment 10-229 Change of textbooks

President's Council, District 25 v. District 25 v Community School Board No. 25, (457 F. 2d. 289 (1972), cert. denied Nov. 1972

Minarcini v. Strongville City School District, (541 F. 2d. 577) (6th Cir. 1976).

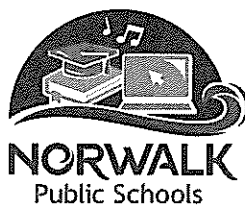
Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81).

Cross References

1220 - Citizens' Advisory Committees

1312 - Public Comments

5145.02 - Freedom of Speech/Expression



Book	Policy Manual
Section	6000 - Instruction
Title	Equipment, Books and Materials Regulation
Code	6161-R
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

EQUIPMENT, BOOKS AND MATERIALS REGULATION

It is the responsibility of the Board of Education, through the operating budget to provide the supplies required to implement approved curriculum and courses of study. These supplies are to be procured and distributed under legal and appropriate financial procedures established by the Board under the direction of the Superintendent of School or designee.

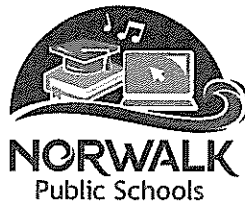
It is recognized that some items falling under the general category of supplies will be provided or purchased by the student. Included under this category, but not exclusively as listed, are the following:

1. some equipment items used in related arts or in other areas where the project, when completed, is the property of the student.
2. some personal apparel used in physical education classes, athletic and other extracurricular activities at the secondary level.
3. specific periodicals, new events magazines, etc., which are for purposes of supplementing or enriching the required course of study. Such materials are not to be part of required reading resulting in mandating the purchase, and thus, causing hardship for some students and denying equal educational opportunity.
4. reference materials offered to students for purchase at exhibits, fairs, displays, etc., must be approved by appropriate administrators to assure that they are consistent with Board policies and curriculum priorities and are in conflict of interest.

It shall be the responsibility of the principal and other school personnel to see that no students is penalized in academic standing or in any other manner due to his/her inability to purchase any supply item, unless the purchase of such items is a requirement of the Board of Education with this regulation.

School personnel shall be alert to the individual needs of students, and as a result, function in a manner which provides for equal educational opportunity.

Legal [10-228 Free textbooks, supplies, materials and equipment](#)

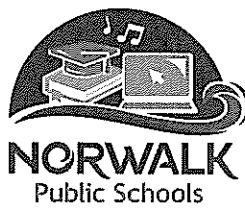


Book	Policy Manual
Section	6000 - Instruction
Title	Care of Instructional Material
Code	6161.02
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

CARE OF INSTRUCTIONAL MATERIAL

Students shall be accountable for proper care of books and supplies. Books must be kept clean and may be marked with pencil, ink, or otherwise defaced. Students should be encouraged to cover books and to replace such covers when worn or soiled. Fines may be imposed by the administration in accordance with administrative regulations.

Legal	<u>10-221 Board of Education to prescribe rules (subsection c).</u>
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Book	Policy Manual
Section	6000 - Instruction
Title	Care of Instructional Materials Regulation
Code	6161.02-R
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

CARE OF INSTRUCTIONAL MATERIALS REGULATION

Students shall be held responsible for proper care of books and supplies entrusted to their use. Students will be assessed damages for abuse of school buildings, equipment and materials.

Reimbursement for Lost or Destroyed School Books

1. Textbooks – lost or destroyed during:

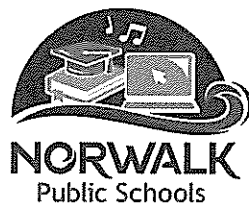
- a. First year of use - full current replacement cost
- b. Second year of use - seventy-five percent current replacement cost
- c. Third year of use - fifty percent current replacement cost
- d. Fourth year of use - twenty-five percent current replacement cost
- e. Beyond fourth year - fault charge of \$1.00

2. Paperbacks – lost or destroying during:

- a. First year of use - full current replacement cost
- b. Beyond Second year of use - fifty percent of current replacement coset

3. Library Books – lost or destroyed during:

- a. Bound Materials
 - i. First through sixth year of circulation – full replacement cost
 - ii. Beyond seventh year of circulation – fifty percent replacement cost
- b. Paperbacks
 - i. First year of use – full current replacement cost
 - ii. Beyond second year of use – fifty percent current replacement cost



Book	Policy Manual
Section	6000 - Instruction
Title	Comparability of Services
Code	6161.03
Status	Retired
Adopted	May 15, 2018
Retired	June 14, 2022

COMPARABILITY OF SERVICES

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

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

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

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

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

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

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

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

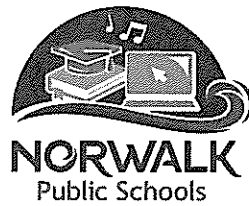
Note: The comparability requirements of 20 U.S.C. Section 6321(c) shall not apply to a district that does not have more than one building from each grade span. (20 U.S.C. Section 6321(c)(4))

Legal

Title I Improving Basic Programs Operated by State and Local Educational Agencies,
Improving Every Student Succeeds Act, P.L. 114-95

20 U.S.C. Section 6321(c)

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

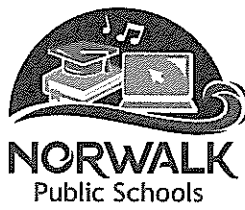


Book	Policy Manual
Section	6000 - Instruction
Title	Testing
Code	6162.05
Status	Retired
Adopted	May 20, 1986
Last Revised	June 17, 1998
Retired	June 14, 2022

TESTING

It is the policy of the Board of Education to have an ongoing and systematic program of testing. The system's testing program will be used to identify individual student strengths and weaknesses and to plan for curriculum development and evaluation. The Superintendent of Schools shall, on an annual basis, inform the Board of the testing plan for the next school year.

Parents will be informed of the results of system wide test(s) administered to their child(ren).

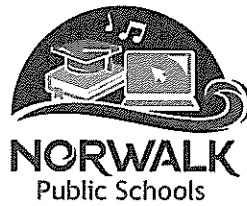


Book	Policy Manual
Section	6000 - Instruction
Title	Health Services
Code	6164.01
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

HEALTH SERVICES

A staff of nurses carry out a program emphasizing both health prevention and protection to supplement the activities of classroom teachers and the health and care provided by the home.

Legal 10-212 School nurses and nurse practitioners.



Book	Policy Manual
Section	6000 - Instruction
Title	Health Services Regulation
Code	6164.01-R
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

HEALTH SERVICES REGULATION

School nurses shall work with all other support service personnel and school staff. Though not teachers, they have a role in health instruction as consultants and resource persons in specific areas of health education.

The purpose of school nursing is to enhance the educational process by identifying, modifying, and removing health related barriers to learning; by promoting an optimal level of wellness, and extending public health programs to the school community. School nurses shall serve as a liaison between students, parents, school and the community in health matters.

Responsibility

1. Facilitate compliance with mandated student health assessments in designated grades. Utilize information obtained from the student health assessment where there is potential for that information to impact the educational experience of the student.
2. Identify needed immunizations. Facilitate compliance with immunization requirements and tuberculosis screening requirements.
3. Screen vision as part of the three mandated health assessments, and annually on students in kindergarten, grades one to six inclusive, and grade nine. Provide additional screening if a problem is suspected. Referral and follow up of any screening failure.
4. Screen hearing as part of the mandated health assessments, and annually in kindergarten through grade 3, grade 5 and grade 8. Provide additional screening if a problem is suspected. Referral and follow up of any screening failure.
5. Provide postural screening for each student in grades five through nine. Notice of suspected postural problems to be sent to parents.
6. Be aware of the current health status of each child by maintaining up to date records and including all data obtained through the school health program.
7. Interpret health needs of students to school personnel and parents, and assist in development plans for necessary modification of the school program.
8. Assist in the identification of exceptional children, and participate in joint planning to meet their health needs and provide for special educational services.
9. Provide health counseling and guidance to students and parents to promote student optimum growth and development, and self-reliance in dealing with personal health problems.

10. Educate and assist parents in utilizing appropriate private and community resources for professional care.
11. Serve as a resource person to classroom teachers in matters pertaining to health instruction.
12. Identify and make recommendations regarding factors detrimental to the health and safety of students and staff.
13. Directly plan and supervise activities of aides to the school nurse.
14. Constantly appraise the school health program in terms of meeting student health needs.
15. Administer first aid care and assume responsibility for follow through with parents and school personnel regarding all health emergencies.

Legal

10-204a Required immunizations

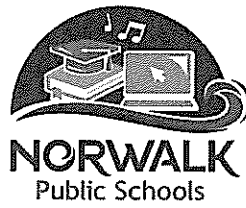
10-204c Immunity from liability

10-206 Health assessments

10-208 Exemption from examination or treatment

10-212 School nurses and nurse practitioners

10-214 Vision, audiometric and postural screenings. When required; notification of parents re defect; record of result



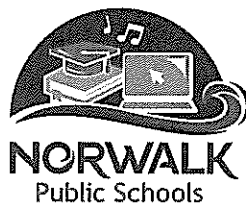
Book	Policy Manual
Section	6000 - Instruction
Title	Guidance Services Regulation
Code	6164.02-R
Status	Retired
Adopted	June 17, 1998
Retired	June 14, 2022

GUIDANCE SERVICES REGULATION

The Norwalk Board of Education supports the mission of the Guidance program to provide comprehensive guidance and counseling services responding to the developmental educational needs of all students.

The goal of the program is to recognize the individual qualities of each student and provide opportunities for students to gain insight into his or her abilities and interests. This is accomplished through the design and implementation of a comprehensive guidance curriculum in the areas of educational, personal/social and career development.

To establish, interpret and evaluate students educational needs, parents, teachers and students are provided with individual planning, direct counseling, responsive services and systems support.



Book	Policy Manual
Section	6000 - Instruction
Title	Drugs, Tobacco, Alcohol
Code	6164.11
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

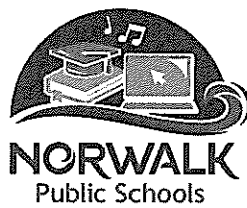
DRUGS, TOBACCO, ALCOHOL

The Board of Education requires every effort be made by all staff members to reduce the chances that students will begin or continue use of harmful drugs, tobacco and alcohol.

The professional staff shall become more aware of the problems, and become more expert in recognition of the symptoms of such use. Annually, the effect of alcohol, of nicotine or tobacco and of drugs on health, character, citizenship, and personality development shall be taught to all pupils in all grades and, in teaching such subjects, textbooks and such other materials as necessary shall be used.

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

Legal	<u>10-16b Prescribed courses of study</u> <u>10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught</u> <u>10-220 Duties of boards of education</u> <u>10-220b Policy statement on drugs</u> <u>10-221 Boards of education to prescribe rules (sub-section (d) added By P.A. 87-499 – which requires inclusion of alcohol abuse in drug policy).</u> <u>21a-242 Schedules of controlled substances</u>
Cross References	<u>5131.06 - Drugs, Tobacco, Alcohol</u>

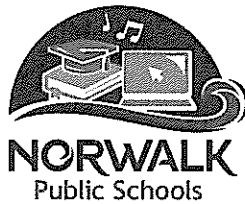


Book	Policy Manual
Section	6000 - Instruction
Title	Acquired Immune Deficiency Syndrome (AIDS)
Code	6164.12
Status	Retired
Adopted	March 7, 1989
Last Revised	June 17, 1998
Retired	June 14, 2022

ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

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

Legal	<u>10-19(c) Aids Education</u> Public Act 88-112 An Act Concerning the Study of Acquired Immune Deficiency Syndrome in the Public Schools
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Book	Policy Manual
Section	6000 - Instruction
Title	Special Education
Code	6171
Status	Retired
Adopted	September 10, 1985
Last Revised	September 15, 2009
Retired	June 14, 2022

SPECIAL EDUCATION

The District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the District, as required under the individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and the Americans with Disabilities Act.

For students eligible for services under IDEA, the District shall, in the course of identification, evaluation, placement, and delivery of services to children with disabilities, adhere to the procedural safeguards created by state and federal laws that govern special education. For each child who the District has identified as eligible for special education, the District shall create an individualized education program (IEP) that meets the unique needs of that child.

Students may be eligible for accommodations under Section 504 even though they do not require services pursuant to IDEA. The District shall ensure that students who are disabled within the definition of Section 504 are identified, evaluated the provided with appropriate educational services. For those students who are eligible for accommodations under Section 504, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation and educational placement. In addition, the safeguards that shall include notice, an opportunity for the parent(s)/guardian(s)/surrogate parent to examine relevant records, an impartial hearing with opportunity for participation by the parent(s)/guardian(s) and representation by counsel, and a review procedure.

10-76a Definitions.

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

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

10-76d Duties and powers of boards of education to provide special education programs and services

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

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

10-76g State aid for special education.

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

10-76i Advisory council for special education.

10-76k Development of experimental education programs.

10-76m Auditing claims for special educational assistance

10-2641 Grants for the operation of interdistrict magnet school programs. Transportation. Special Education. State Board of Education Regulations

10-76a-1 et seq. Definitions

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

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

10-76h-1 through 10-76h-18 Due Process

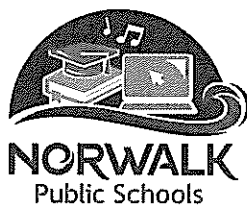
10-76l-1 Program evaluation.

10-145d-533 through 10-145d-542 Special Education (teacher certification)

Individuals with Disabilities Education Act, 20 USC§1400 et seq., 34 CFR §300.1 et seq.

Rehabilitation Act of 1973, Section 504, 29USC §701 et seq., 34 CFR §104.1 et seq.

American with Disabilities Act, 42 USC §12101 et seq., 28 CFR §35/1-1 et seq/



Book	Policy Manual
Section	6000 - Instruction
Title	Preschool Special Education
Code	6171.02
Status	Retired
Adopted	June 26, 2018
Retired	June 14, 2022

PRESCHOOL SPECIAL EDUCATION

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

The District's program shall be based upon a program of inclusion and integration which maintains a significant number of non-disabled (regular education) students who serve as role models for the students with identified special needs. The Special Education Director of the Norwalk Early Childhood Center (NECC) is responsible to coordinate and evaluate the program annually to make recommendation to the Chief of Specialized Learning and Student Support Services.

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

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

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

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

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

Tuition

Non-disabled (regular education) students enrolled in the preschool program of inclusion and integration will be required to pay tuition for the program. Identified students or students who qualify for free or reduced lunch will not be charged for tuition. The Board will annually establish the tuition rate for the following school year. The Board, through the Superintendent or his/her designee, will establish a monthly payment plan. Students who are eligible for School Readiness Program enrollment (school day program) shall pay tuition on a sliding scale established by the District's Early Childhood Council following the Connecticut State Department of Education's Office of Early Childhood State Medium Income Sliding Fee Scales. Failure to make such tuition payment may result in discontinuation of enrollment in the program.

Legal

10-76a Definitions.

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

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

10-76d Duties and powers of boards of education to provide special education programs and services

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

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

10-76g State aid for special education.

10-76h Special education hearing and review procedure

10-76i Advisory council for special education.

10-76j Five-year plan for special education.

10-76k Development of experimental educational programs

10-76m Auditing claims for special education assistance.

10-76a-1 et seq. Definitions.

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

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

Due process. 10-76l-1 Program Evaluation

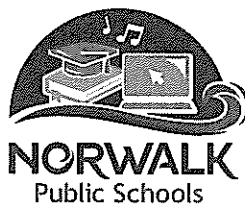
American with Disabilities Act, 42 U.S.C. §12101 et seq.

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children

10-145a-24 through 10-145a-31 Special Education (re teacher certification)

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.



Book	Policy Manual
Section	6000 - Instruction
Title	Gifted/Talented Program
Code	6172.01
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

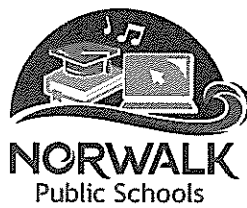
GIFTED/TALENTED PROGRAM

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

The school system shall identify students in grades K-12. In addition, the system will provide educational programs for the gifted and talented students. The programs should include a broad spectrum of learning experiences which increase knowledge, and develop skills necessary for the student to function successfully in society, while encouraging student to excel in areas of special competence and interest.

Early discovery of the gifted and talented is important, it is therefore, essential that the identification of these students be recognized as a continuing process in that special abilities and skills appear at different times in the lives of many children and new children are regularly being enrolled in the system.

Legal	<u>10-76a Definitions "children requiring special education: "extraordinary learning ability" and outstanding creative talent</u>
	<u>10-76d Duties and powers of boards of education to provide special education programs and services (c).</u>



Book	Policy Manual
Section	6000 - Instruction
Title	Emergency Closure Remote Learning Policy Virtual/Online Courses
Code	6172.06
Status	Retired
Adopted	June 16, 2020
Retired	June 14, 2022

EMERGENCY CLOSURE REMOTE LEARNING POLICY VIRTUAL/ONLINE COURSES

This policy was adopted during the COVID-19 pandemic of 2020, a time when school districts across the state, region, nation and world remained closed for months prompting local boards of education to temporarily replace traditional classroom instruction with remote learning intended to be student-centered, interactive and engaging.

Prolonged school closures disproportionately impact high needs students whom lack the resources and access to equitable online learning experiences. Understanding, addressing and mitigating this inequity is a cornerstone of this policy. In other words, the district will continue to focus on reducing the student achievement gap, particularly given the realities of gap-widening during prolonged school closure periods for low-income students.

The Board of Education believes in continuous educational opportunities through various electronic media, i.e. communication and instruction through audio and video via asynchronous and synchronous learning opportunities, during times when a school(s), must remain closed because of emergency or when a school or district must operate traditional brick and mortar classrooms at less than 100% student and/or staff capacity in order to comply with the governor's emergency orders or guidelines. Interactive distance learning does not require the student to be physically present in the same location as the instructor or other students, but the district may impose set windows of times during the day for which students should be logged onto the learning platform for attendance taking, engagement and participation, and it is recognized that flexibility may be appropriate for completion of assignments.

Virtual/on-line courses will be part of this District's educational program delivery system to increase accessibility and flexibility in the delivery of instruction and completion of assignments. In addition to regular classroom-based instruction or in lieu of regular classroom-based instruction during a health or other emergency requiring a prolonged school/district closure, students in the District may earn credit through distance education provided by virtual/online courses.

In order to earn credits in meeting the requirements for high school graduation through the successful completion of on-line coursework, the Board, in compliance with C.G.S. 10-221a (g) shall ensure, at a minimum, that (a) the workload required by the on-line course is substantially equivalent to that of a similar course taught in a traditional District classroom setting, (b) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (c) 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 on-line demonstrations, discussion boards or virtual labs, (d) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (e) the courses are (1) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment. Each course shall be based upon its compliance with Connecticut's academic standards and requirements, including but not limited to the course content and rigor, its length and scope, its method of assessing knowledge acquired by the student, the qualifications of the instructor and other appropriate factors.

The vision and mission of the Board will continue in the event that remote learning is required during an emergency closure. The District will make every reasonable effort to integrate on-line courses as part of the regular instruction provided by certified teachers for grades pre-K-12. However, during prolonged emergency closures, online learning may be the only method for sustaining safe student learning. In order to ensure that educational materials in accessible formats are provided in a timely manner during remote

learning, all reasonable efforts will be made by the District to ensure that accessible devices, educational materials and on-line applications are provided to children with disabilities who need such educational materials in accordance with their IEPs, Section 504 plans or continuous educational opportunity plans at the same time as other children receiving their educational materials.

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

Students will have access to sufficient library media resources such as a "virtual library" available through the World Wide Web, laboratory facilities, technical assistance, and hands-on training and information. The virtual library will include access to differentiation or other accessible formats of educational materials at the same time as other children in the school receiving their educational materials based upon a review of needs documented in IEPs, Section 504 plans or continuous educational opportunity plans.

Norwalk Public Schools Grading Policy During the COVID-19 Pandemic

The goal of this policy is to provide a grading policy that takes into consideration the dramatic issues of equity and access that are exacerbated during an extended school closure resulting in the requirement for all instruction to be delivered remotely. The priority is to ensure students continue to engage with their learning while receiving feedback to continue to improve and to motivate students to continue their learning journey.

During an emergency closure, grading practices will be used to:

1. provide feedback and information on learning progress to students and parents
2. determine student promotion to the next grade
3. recommend students for intervention and additional support including summer school
4. recommend students for course selections
5. issue transcripts to colleges
6. verify that students meet all requirements necessary for graduation.

These recommendations are based on the needs of the students at each grade level and require the maintenance of grade reporting, progress reports and report cards with access in a virtual environment.

Research-based practices for assessment and evaluation should guide the grading process. Student assignments will focus on prioritized standards and processes most important to the learning. Assessment design will focus on student work that demonstrates application and allows for a feedback and revision cycle. Most important to the assessment practices is the use of student conferencing to specifically understand student learning needs and progress towards standards. Student grades will not be impacted negatively because of the emergency closure and the requirements of learning remotely.

Calculating Grades at the High School Level During the COVID-19 Pandemic

As to high school grading, this policy includes a process for determining Grade Point Average (GPA) and for determining if a student has successfully earned the required course credit.

To determine a grade point average during the COVID-19 Pandemic, a process called "Grade Bracing Policy" is recommended. This policy supports the growth and enrichment of our students, while providing protections for those students who are more vulnerable during this unprecedented disruption.

Calculating Grade Point Average During the COVID-19 Pandemic

- The mid-point grade average, the Semester 1 average, will become the floor (or "brace") for a student's course grade.
- Teachers will calculate a student's course grade based on the work from the entire year (including both third and fourth quarter work).
- Scenario #1: If the cumulative course average grade is higher than the mid-point grade average (S1), the cumulative course grade will be the final grade.
- Scenario #2: If the mid-point grade (S1) average is higher than the end of year average, then the final grade is the Semester 1 average— assuming the student has been sufficiently engaged in coursework through the fourth quarter.
- No summative or cumulative final exams will be administered during an emergency closure.
- On-line assessments may be used for benchmarking and progress monitoring.
- GPA grades will still reflect course weighting as outlined in the graduation policies.

Determining Graduation Credit-Pass/Fail During the COVID-19 Pandemic

- In addition to calculating GPA, a pass/fail determination will be used for the transcript. The transcript will note that pass/fail was required as part of Board's response to COVID- 19.

Pass with Distinction:

- Students with a passing grade of A or higher have passed with Distinction.

Earning Credits During the COVID-19 Pandemic

- The Pass/Fail grade will determine if a student earns the credit towards graduation.

Incomplete During the COVID-19 Pandemic

- This standard will apply to the following students in grades 9, 10, 11 and 12: 1

1. Students who did not have adequate access to technology during school closures,

1 The Commissioner issued Grading Guidance on April 7, 2020, that made this recommendation. The Board will want to consider whether it wants to mirror the Commissioner's Grading Guidance with respect to the use of Pass/Incomplete.

2. Students with disabilities in need of direct support, or who otherwise require additional resources to succeed,

3. English Learner students,

4. Students who may need counseling or mental health services that they cannot receive at home,

5. Students who are sick themselves, caring for a family member, or dealing with trauma as a result of the pandemic, and

6. Disengaged and disconnected students.

- Students who have faced extraordinary circumstances, will be given the opportunity to earn an Incomplete at year's end with a plan to make up the required learning within the first three weeks after the end of the school year.
- Students who fail a course would either take a credit recovery course during the summer or retake the course or credit recovery during the following school year.²

Calculating Grades at the Middle School Level During the COVID-19 Pandemic

At the middle school level, Grade Bracing will be enacted as described above. Grades would be reported at the end of the year for each course.

Final grades in world language and mathematics will determine whether students are eligible for High School credit.

Calculating Grades at the Elementary School Level During the COVID-19 Pandemic

At the elementary school level, use of the Standards-Based report card will continue. Progress that students were making during in-school instruction will be used as the basis for the academic rating and additional information gathered as part of elementary assessment practices to show growth and progress. This practice is called "progress bracing" and is parallel to "grade bracing." The District will determine the categories that will be assessed for all students. Principals will review additional categories on the report card and identify areas that were not fully assessed. In such case, those areas will be marked with an X.

The District will evaluate the educational effectiveness of the remote education courses and the teaching/learning process to include assessments based on state curriculum standards as well as student satisfaction.

Respecting Privacy During Remote Learning

Respecting the privacy of our students is a top priority during remote learning.

During the COVID-19 pandemic, students receive group lessons through video or teleconferencing during remote learning. Parents are encouraged to have their students participate in a location that is quiet and free of distraction. To protect student confidentiality, other individuals in the home should refrain from participating in or being visible on the video conference, or otherwise observe the lesson, other than reasonable supervision of the student. Parents/guardians and students are prohibited from recording video conferencing sessions.

To maintain student privacy parents/guardians are further encouraged to implement the following:

- Parents, guardians or caretakers who supervise students during video instruction should distance themselves from the lesson as appropriate to avoid unnecessary access to confidential or personally identifiable information regarding other students (and their families).
- Parents and guardians should not share any information about other students or their families that may be discovered during any observation of a class or lesson.

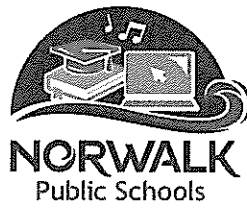
- As with school visits, electronic recording or video/audio taping by parents of students or teachers is not permitted. Photos taken of one's own child remote learning should not include other students.
- Siblings and other residents at the remote learning location must also abide by these requirements.

By participating in the remote learning program, parents and guardians agree to abide by these requirements. Any recording, release or disclosure of confidential information about other students or their families, and any disruption to the delivery of instruction to any student, may result in the modification of online remote learning privileges.

Legal

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

10-221a High school graduation requirements.

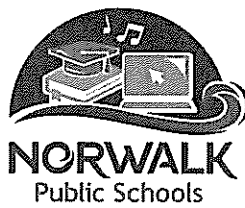


Book	Policy Manual
Section	6000 - Instruction
Title	Homebound Instruction
Code	6173
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

HOMEBOUND INSTRUCTION

Homebound instruction shall be provided to students eligible for it in accordance with Section 10-76d of the Connecticut General Statutes.

Legal	<u>10-76d Duties and powers of boards of education to provide special Education programs and service</u>
	<u>10-76d-15 Homebound and hospitalized instruction</u>



Book	Policy Manual
Section	6000 - Instruction
Title	Summer School
Code	6174
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

SUMMER SCHOOL

A summer school open to all public and private school students is held for the following purposes:

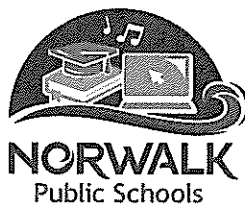
Making-up 1 or 2 courses in which the pupil received an "F" during the regular school year or two or more "H's" which connotes a loss of credit, where more than 25% of the school year is missed. There are guidelines in the Parent/Student Handbook at the high school which govern eligibility to attend summer school. Pupils who received a grade other than an "F" will be eligible to attend summer school which provides an opportunity for enrichment, self-improvement and pursuit of special interests.

1. To enable secondary students to make up required academic courses.
 - a. High School students
 - b. Middle School students

The principal makes the final decision as to whether a middle school student will be permitted to take summer courses for makeup. Special education students' placement, however, is governed by PPT's.

Normally, middle school students are limited to two summer courses. In exceptional cases, principals may allow students to make up work in three courses. Criteria for making this decision will include: age of student, attendance record, school history, family circumstances, and the best interests of the child. In no cases will students be permitted to make up four courses in summer school.

2. To schedule courses for credit that cannot be scheduled during the regular school year.
3. To provide opportunities for self-improvements, receipt of special assistance, enrichment, and development of special interests, talents and skills.



Book	Policy Manual
Section	6000 - Instruction
Title	Continuing Education
Code	6175
Status	Retired
Adopted	June 17, 1998
Retired	June 14, 2022

CONTINUING EDUCATION

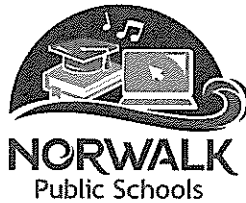
Norwalk Continuing Education Program provides the community with accessible learning opportunities which address the diverse requirements of a changing society.

The Continuing Education Program is open to all residents of the town who are at least 16 years old and are not attending public, private or parochial day schools. Non-residents may be admitted by special arrangement.

It is the aim of the program to implement quality education experiences which provide the opportunity for:

1. Receiving a high school diploma
2. Enabling Limited English Proficient adults the opportunity to learn/improve proficiency in English
3. Opportunity to prepare for Americanization/Citizenship
4. Developing new skills and abilities (Enrichment Courses)

Legal CGS 10-6Z, ET. seq.



Book	Policy Manual
Section	6000 - Instruction
Title	A Priority School Building Projects
Code	6176
Status	Retired
Retired	June 14, 2022

The components of the educational specifications should include, as a minimum requirement, the following:

1. PROJECT RATIONALE:

Describe the proposed project. Include the school building survey or report which brought to light the need for the proposed project. State the educational need for the proposed project and its intended use. Indicate how this project is integrated with a regional plan for school utilization.

2. LONG RANGE PLAN:

State the long range educational plan for the town as adopted by the local board of education, including the goals and objectives of the educational program and the organizational pattern for the school system. Mention any plans or possibilities of year- round schooling.

3. THE PROJECT:

State the relationship of the specific proposed project to the long range plan for the school system.

4. CAPACITY DATA:

State the initial operating capacity for the specific proposed project and planned future expansion if any.

5. LEARNING ACTIVITIES: (Summarize space requirements. See attached outline for sq. ft. totals)

Outline the general nature of the educational program to be housed within the specific proposed project including instructional group sizes, number of instructional stations, specialized instruction or subject need, and extracurricular activities where required.

6. SUPPORT FACILITIES:

Outline the required support facilities within the specific proposed project including areas for administration, health, guidance staff, food service, custodial services and storage.

7. COMMUNITY USES:

Outline the non-pupil activities that may take place during and after school hours within the proposed project, such as group meeting, library use, counseling services, vocational counseling, adult education and leisure activities. State whether the community use of the facility will be on a year-round basis.

8. SYSTEM:

Outline the specialized systems requirements, such as security, clocks and program intercommunication, cable and/or closed circuit television, electronic and long-distance learning.

9. ENVIRONMENT:

Outline the requirements for environmental controls such as acoustics, lighting, heating, ventilation and air conditioning.

10. EQUIPMENT:

Outline the requirements for environment controls such as acoustics, lighting, heating, ventilation and air conditioning.

11. SITE DEVELOPMENT:

Outline the site development requirements, including instructional, recreational, community and/or service facilities, landscaping, ecological requirement, parking, bus access and athletics.

12. PRIORITY CATEGORY:

State in which priority category (31 through #3 in accordance with Section 10-283a-6 of the Regulations of Connecticut State Agencies) you consider the proposed school building project to be and why. (Attached)

B. CODE VIOLATION PROJECTS

(Sec. 10-287C-11 (a) of the Connecticut General Statutes)

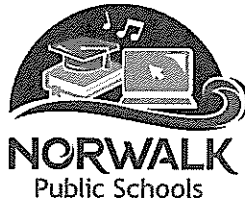
The components of the educational specifications should include, as a minimum requirement, the following:

1. PROJECT RATIONALE:

Describe the proposed project. Attach survey or inspection report, etc., as supporting written documentation.

2. LONG RANGE PLAN:

State the relationship of the specific proposed project to the long range plan for bringing the school system into code compliance.



Book	Policy Manual
Section	6000 - Instruction
Title	Appendix A - Guidelines: Educational Specifications for School Building Projects
Code	6176.1
Status	Retired
Retired	June 14, 2022

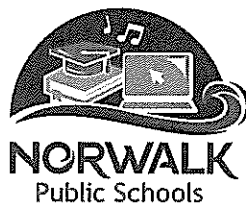
**CONNECTICUT STATE DEPARTMENT OF EDUCATION
School Facilities Unit Bureau of Grants Services**

**GUIDELINES:
EDUCATIONAL SPECIFICATIONS FOR SCHOOL BUILDING PROJECTS**

Educational specifications are required for each school building project and must be filled with form ED- 049 "Application for School Building Project." Section 10-287c-11(a) of the Rules and Regulations of the Connecticut State Agencies defines educational specifications as a "description of the general nature and purposes of the proposed school building project, including the applicant's long range educational plan and relationship of the proposed project to such plan; enrollment data and proposed project capacity; space needs; specialized equipment; environment controls; and site needs."

The purposes of the educational specifications, which are a vital part of the application approval procedures, are (1) for the local board of education to justify the educational need for the proposed school building project; (2) for the local board of education to describe the educational activities which a proposed school building project is to support and the types of spaces which will best accommodate program requirements; and (3) for the State Department of Education to determine the nature and scope, the feasibility and the funding level of the proposed school building project. Therefore, the educational specifications must be of the performance type prepared under the direction of the Superintendent of Schools with maximum input from the local school staff and architect and officially approved by the local board of education. The development of educational specifications is a team activity.

To accomplish the aforementioned purposes, we have prepared the following guidelines as to what constitutes and should be included in the educational specifications. In addition, we have divided the guidelines in terms of the proposed school building project to be undertaken, e.g. priority, catastrophic, etc. If you have any questions regarding educational specifications, please feel free to contact the School Facilities Unit at 566-1213.



Book	Policy Manual
Section	6000 - Instruction
Title	Drugs, Tobacco, Alcohol
Code	6164.11
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

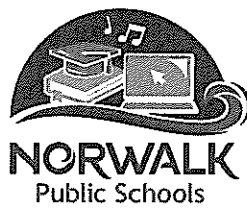
DRUGS, TOBACCO, ALCOHOL

The Board of Education requires every effort be made by all staff members to reduce the chances that students will begin or continue use of harmful drugs, tobacco and alcohol.

The professional staff shall become more aware of the problems, and become more expert in recognition of the symptoms of such use. Annually, the effect of alcohol, of nicotine or tobacco and of drugs on health, character, citizenship, and personality development shall be taught to all pupils in all grades and, in teaching such subjects, textbooks and such other materials as necessary shall be used.

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

Legal	<u>10-16b Prescribed courses of study</u> <u>10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught</u> <u>10-220 Duties of boards of education</u> <u>10-220b Policy statement on drugs</u> <u>10-221 Boards of education to prescribe rules (sub-section (d) added By P.A. 87-499 – which requires inclusion of alcohol abuse in drug policy).</u> <u>21a-242 Schedules of controlled substances</u>
Cross References	<u>5131.06 - Drugs, Tobacco, Alcohol</u>

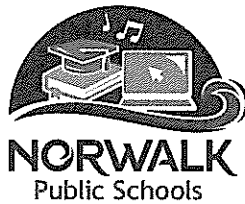


Book	Policy Manual
Section	6000 - Instruction
Title	Acquired Immune Deficiency Syndrome (AIDS)
Code	6164.12
Status	Retired
Adopted	March 7, 1989
Last Revised	June 17, 1998
Retired	June 14, 2022

ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

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

Legal	<u>10-19(c) Aids Education</u> Public Act 88-112 An Act Concerning the Study of Acquired Immune Deficiency Syndrome in the Public Schools
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Book	Policy Manual
Section	6000 - Instruction
Title	Special Education
Code	6171
Status	Retired
Adopted	September 10, 1985
Last Revised	September 15, 2009
Retired	June 14, 2022

SPECIAL EDUCATION

The District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the District, as required under the individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and the Americans with Disabilities Act.

For students eligible for services under IDEA, the District shall, in the course of identification, evaluation, placement, and delivery of services to children with disabilities, adhere to the procedural safeguards created by state and federal laws that govern special education. For each child who the District has identified as eligible for special education, the District shall create an individualized education program (IEP) that meets the unique needs of that child.

Students may be eligible for accommodations under Section 504 even though they do not require services pursuant to IDEA. The District shall ensure that students who are disabled within the definition of Section 504 are identified, evaluated the provided with appropriate educational services. For those students who are eligible for accommodations under Section 504, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation and educational placement. In addition, the safeguards that shall include notice, an opportunity for the parent(s)/guardian(s)/surrogate parent to examine relevant records, an impartial hearing with opportunity for participation by the parent(s)/guardian(s) and representation by counsel, and a review procedure.

10-76a Definitions.

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

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

10-76d Duties and powers of boards of education to provide special education programs and services

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

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

10-76g State aid for special education.

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

10-76i Advisory council for special education.

10-76k Development of experimental education programs.

10-76m Auditing claims for special educational assistance

10-2641 Grants for the operation of interdistrict magnet school programs. Transportation. Special Education. State Board of Education Regulations

10-76a-1 et seq. Definitions

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

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

10-76h-1 through 10-76h-18 Due Process

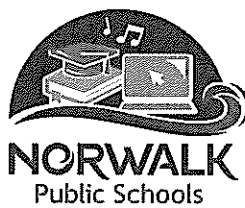
10-76l-1 Program evaluation.

10-145d-533 through 10-145d-542 Special Education (teacher certification)

Individuals with Disabilities Education Act, 20 USC§1400 et seq., 34 CFR §300.1 et seq.

Rehabilitation Act of 1973, Section 504, 29USC §701 et seq., 34 CFR §104.1 et seq.

American with Disabilities Act, 42 USC §12101 et seq., 28 CFR §35/1-1 et seq/



Book	Policy Manual
Section	6000 - Instruction
Title	Preschool Special Education
Code	6171.02
Status	Retired
Adopted	June 26, 2018
Retired	June 14, 2022

PRESCHOOL SPECIAL EDUCATION

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

The District's program shall be based upon a program of inclusion and integration which maintains a significant number of non-disabled (regular education) students who serve as role models for the students with identified special needs. The Special Education Director of the Norwalk Early Childhood Center (NECC) is responsible to coordinate and evaluate the program annually to make recommendation to the Chief of Specialized Learning and Student Support Services.

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

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

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

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

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

Tuition

Non-disabled (regular education) students enrolled in the preschool program of inclusion and integration will be required to pay tuition for the program. Identified students or students who qualify for free or reduced lunch will not be charged for tuition. The Board will annually establish the tuition rate for the following school year. The Board, through the Superintendent or his/her designee, will establish a monthly payment plan. Students who are eligible for School Readiness Program enrollment (school day program) shall pay tuition on a sliding scale established by the District's Early Childhood Council following the Connecticut State Department of Education's Office of Early Childhood State Medium Income Sliding Fee Scales. Failure to make such tuition payment may result in discontinuation of enrollment in the program.

Legal

10-76a Definitions.

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

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

10-76d Duties and powers of boards of education to provide special education programs and services

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

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

10-76g State aid for special education.

10-76h Special education hearing and review procedure

10-76i Advisory council for special education.

10-76j Five-year plan for special education.

10-76k Development of experimental educational programs

10-76m Auditing claims for special education assistance.

10-76a-1 et seq. Definitions.

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

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

Due process. 10-76l-1 Program Evaluation

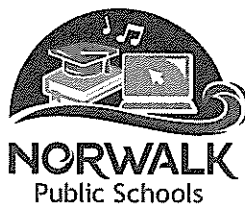
American with Disabilities Act, 42 U.S.C. §12101 et seq.

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children

10-145a-24 through 10-145a-31 Special Education (re teacher certification)

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.



Book	Policy Manual
Section	6000 - Instruction
Title	Gifted/Talented Program
Code	6172.01
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

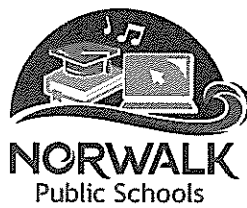
GIFTED/TALENTED PROGRAM

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

The school system shall identify students in grades K-12. In addition, the system will provide educational programs for the gifted and talented students. The programs should include a broad spectrum of learning experiences which increase knowledge, and develop skills necessary for the student to function successfully in society, while encouraging student to excel in areas of special competence and interest.

Early discovery of the gifted and talented is important, it is therefore, essential that the identification of these students be recognized as a continuing process in that special abilities and skills appear at different times in the lives of many children and new children are regularly being enrolled in the system.

Legal	<u>10-76a Definitions "children requiring special education: "extraordinary learning ability" and outstanding creative talent</u>
	<u>10-76d Duties and powers of boards of education to provide special education programs and services (c).</u>



Book	Policy Manual
Section	6000 - Instruction
Title	Emergency Closure Remote Learning Policy Virtual/Online Courses
Code	6172.06
Status	Retired
Adopted	June 16, 2020
Retired	June 14, 2022

EMERGENCY CLOSURE REMOTE LEARNING POLICY VIRTUAL/ONLINE COURSES

This policy was adopted during the COVID-19 pandemic of 2020, a time when school districts across the state, region, nation and world remained closed for months prompting local boards of education to temporarily replace traditional classroom instruction with remote learning intended to be student-centered, interactive and engaging.

Prolonged school closures disproportionately impact high needs students whom lack the resources and access to equitable online learning experiences. Understanding, addressing and mitigating this inequity is a cornerstone of this policy. In other words, the district will continue to focus on reducing the student achievement gap, particularly given the realities of gap-widening during prolonged school closure periods for low-income students.

The Board of Education believes in continuous educational opportunities through various electronic media, i.e. communication and instruction through audio and video via asynchronous and synchronous learning opportunities, during times when a school(s), must remain closed because of emergency or when a school or district must operate traditional brick and mortar classrooms at less than 100% student and/or staff capacity in order to comply with the governor's emergency orders or guidelines. Interactive distance learning does not require the student to be physically present in the same location as the instructor or other students, but the district may impose set windows of times during the day for which students should be logged onto the learning platform for attendance taking, engagement and participation, and it is recognized that flexibility may be appropriate for completion of assignments.

Virtual/on-line courses will be part of this District's educational program delivery system to increase accessibility and flexibility in the delivery of instruction and completion of assignments. In addition to regular classroom-based instruction or in lieu of regular classroom-based instruction during a health or other emergency requiring a prolonged school/district closure, students in the District may earn credit through distance education provided by virtual/online courses.

In order to earn credits in meeting the requirements for high school graduation through the successful completion of on-line coursework, the Board, in compliance with C.G.S. 10-221a (g) shall ensure, at a minimum, that (a) the workload required by the on-line course is substantially equivalent to that of a similar course taught in a traditional District classroom setting, (b) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (c) 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 on-line demonstrations, discussion boards or virtual labs, (d) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (e) the courses are (1) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment. Each course shall be based upon its compliance with Connecticut's academic standards and requirements, including but not limited to the course content and rigor, its length and scope, its method of assessing knowledge acquired by the student, the qualifications of the instructor and other appropriate factors.

The vision and mission of the Board will continue in the event that remote learning is required during an emergency closure. The District will make every reasonable effort to integrate on-line courses as part of the regular instruction provided by certified teachers for grades pre-K-12. However, during prolonged emergency closures, online learning may be the only method for sustaining safe student learning. In order to ensure that educational materials in accessible formats are provided in a timely manner during remote

learning, all reasonable efforts will be made by the District to ensure that accessible devices, educational materials and on-line applications are provided to children with disabilities who need such educational materials in accordance with their IEPs, Section 504 plans or continuous educational opportunity plans at the same time as other children receiving their educational materials.

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

Students will have access to sufficient library media resources such as a "virtual library" available through the World Wide Web, laboratory facilities, technical assistance, and hands-on training and information. The virtual library will include access to differentiation or other accessible formats of educational materials at the same time as other children in the school receiving their educational materials based upon a review of needs documented in IEPs, Section 504 plans or continuous educational opportunity plans.

Norwalk Public Schools Grading Policy During the COVID-19 Pandemic

The goal of this policy is to provide a grading policy that takes into consideration the dramatic issues of equity and access that are exacerbated during an extended school closure resulting in the requirement for all instruction to be delivered remotely. The priority is to ensure students continue to engage with their learning while receiving feedback to continue to improve and to motivate students to continue their learning journey.

During an emergency closure, grading practices will be used to:

1. provide feedback and information on learning progress to students and parents
2. determine student promotion to the next grade
3. recommend students for intervention and additional support including summer school
4. recommend students for course selections
5. issue transcripts to colleges
6. verify that students meet all requirements necessary for graduation.

These recommendations are based on the needs of the students at each grade level and require the maintenance of grade reporting, progress reports and report cards with access in a virtual environment.

Research-based practices for assessment and evaluation should guide the grading process. Student assignments will focus on prioritized standards and processes most important to the learning. Assessment design will focus on student work that demonstrates application and allows for a feedback and revision cycle. Most important to the assessment practices is the use of student conferencing to specifically understand student learning needs and progress towards standards. Student grades will not be impacted negatively because of the emergency closure and the requirements of learning remotely.

Calculating Grades at the High School Level During the COVID-19 Pandemic

As to high school grading, this policy includes a process for determining Grade Point Average (GPA) and for determining if a student has successfully earned the required course credit.

To determine a grade point average during the COVID-19 Pandemic, a process called "Grade Bracing Policy" is recommended. This policy supports the growth and enrichment of our students, while providing protections for those students who are more vulnerable during this unprecedented disruption.

Calculating Grade Point Average During the COVID-19 Pandemic

- The mid-point grade average, the Semester 1 average, will become the floor (or "brace") for a student's course grade.
- Teachers will calculate a student's course grade based on the work from the entire year (including both third and fourth quarter work).
- Scenario #1: If the cumulative course average grade is higher than the mid-point grade average (S1), the cumulative course grade will be the final grade.
- Scenario #2: If the mid-point grade (S1) average is higher than the end of year average, then the final grade is the Semester 1 average— assuming the student has been sufficiently engaged in coursework through the fourth quarter.
- No summative or cumulative final exams will be administered during an emergency closure.
- On-line assessments may be used for benchmarking and progress monitoring.
- GPA grades will still reflect course weighting as outlined in the graduation policies.

Determining Graduation Credit-Pass/Fail During the COVID-19 Pandemic

- In addition to calculating GPA, a pass/fail determination will be used for the transcript. The transcript will note that pass/fail was required as part of Board's response to COVID- 19.

Pass with Distinction:

- Students with a passing grade of A or higher have passed with Distinction.

Earning Credits During the COVID-19 Pandemic

- The Pass/Fail grade will determine if a student earns the credit towards graduation.

Incomplete During the COVID-19 Pandemic

- This standard will apply to the following students in grades 9, 10, 11 and 12: 1

1. Students who did not have adequate access to technology during school closures,

1 The Commissioner issued Grading Guidance on April 7, 2020, that made this recommendation. The Board will want to consider whether it wants to mirror the Commissioner's Grading Guidance with respect to the use of Pass/Incomplete.

2. Students with disabilities in need of direct support, or who otherwise require additional resources to succeed,

3. English Learner students,

4. Students who may need counseling or mental health services that they cannot receive at home,

5. Students who are sick themselves, caring for a family member, or dealing with trauma as a result of the pandemic, and

6. Disengaged and disconnected students.

- Students who have faced extraordinary circumstances, will be given the opportunity to earn an Incomplete at year's end with a plan to make up the required learning within the first three weeks after the end of the school year.
- Students who fail a course would either take a credit recovery course during the summer or retake the course or credit recovery during the following school year.²

Calculating Grades at the Middle School Level During the COVID-19 Pandemic

At the middle school level, Grade Bracing will be enacted as described above. Grades would be reported at the end of the year for each course.

Final grades in world language and mathematics will determine whether students are eligible for High School credit.

Calculating Grades at the Elementary School Level During the COVID-19 Pandemic

At the elementary school level, use of the Standards-Based report card will continue. Progress that students were making during in-school instruction will be used as the basis for the academic rating and additional information gathered as part of elementary assessment practices to show growth and progress. This practice is called "progress bracing" and is parallel to "grade bracing." The District will determine the categories that will be assessed for all students. Principals will review additional categories on the report card and identify areas that were not fully assessed. In such case, those areas will be marked with an X.

The District will evaluate the educational effectiveness of the remote education courses and the teaching/learning process to include assessments based on state curriculum standards as well as student satisfaction.

Respecting Privacy During Remote Learning

Respecting the privacy of our students is a top priority during remote learning.

During the COVID-19 pandemic, students receive group lessons through video or teleconferencing during remote learning. Parents are encouraged to have their students participate in a location that is quiet and free of distraction. To protect student confidentiality, other individuals in the home should refrain from participating in or being visible on the video conference, or otherwise observe the lesson, other than reasonable supervision of the student. Parents/guardians and students are prohibited from recording video conferencing sessions.

To maintain student privacy parents/guardians are further encouraged to implement the following:

- Parents, guardians or caretakers who supervise students during video instruction should distance themselves from the lesson as appropriate to avoid unnecessary access to confidential or personally identifiable information regarding other students (and their families).
- Parents and guardians should not share any information about other students or their families that may be discovered during any observation of a class or lesson.

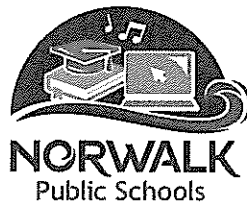
- As with school visits, electronic recording or video/audio taping by parents of students or teachers is not permitted. Photos taken of one's own child remote learning should not include other students.
- Siblings and other residents at the remote learning location must also abide by these requirements.

By participating in the remote learning program, parents and guardians agree to abide by these requirements. Any recording, release or disclosure of confidential information about other students or their families, and any disruption to the delivery of instruction to any student, may result in the modification of online remote learning privileges.

Legal

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

10-221a High school graduation requirements.

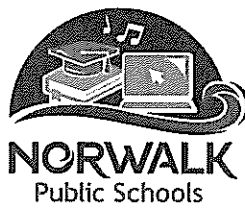


Book	Policy Manual
Section	6000 - Instruction
Title	Homebound Instruction
Code	6173
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

HOMEBOUND INSTRUCTION

Homebound instruction shall be provided to students eligible for it in accordance with Section 10-76d of the Connecticut General Statutes.

Legal	<u>10-76d Duties and powers of boards of education to provide special Education programs and service</u>
	<u>10-76d-15 Homebound and hospitalized instruction</u>



Book	Policy Manual
Section	6000 - Instruction
Title	Summer School
Code	6174
Status	Retired
Adopted	September 10, 1985
Last Revised	June 17, 1998
Retired	June 14, 2022

SUMMER SCHOOL

A summer school open to all public and private school students is held for the following purposes:

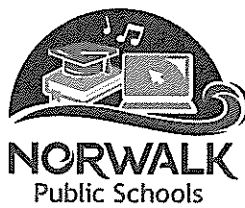
Making-up 1 or 2 courses in which the pupil received an "F" during the regular school year or two or more "H's" which connotes a loss of credit, where more than 25% of the school year is missed. There are guidelines in the Parent/Student Handbook at the high school which govern eligibility to attend summer school. Pupils who received a grade other than an "F" will be eligible to attend summer school which provides an opportunity for enrichment, self-improvement and pursuit of special interests.

1. To enable secondary students to make up required academic courses.
 - a. High School students
 - b. Middle School students

The principal makes the final decision as to whether a middle school student will be permitted to take summer courses for makeup. Special education students' placement, however, is governed by PPT's.

Normally, middle school students are limited to two summer courses. In exceptional cases, principals may allow students to make up work in three courses. Criteria for making this decision will include: age of student, attendance record, school history, family circumstances, and the best interests of the child. In no cases will students be permitted to make up four courses in summer school.

2. To schedule courses for credit that cannot be scheduled during the regular school year.
3. To provide opportunities for self-improvements, receipt of special assistance, enrichment, and development of special interests, talents and skills.



Book	Policy Manual
Section	6000 - Instruction
Title	Continuing Education
Code	6175
Status	Retired
Adopted	June 17, 1998
Retired	June 14, 2022

CONTINUING EDUCATION

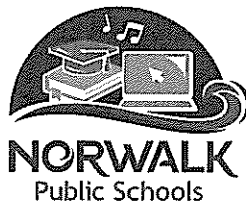
Norwalk Continuing Education Program provides the community with accessible learning opportunities which address the diverse requirements of a changing society.

The Continuing Education Program is open to all residents of the town who are at least 16 years old and are not attending public, private or parochial day schools. Non-residents may be admitted by special arrangement.

It is the aim of the program to implement quality education experiences which provide the opportunity for:

1. Receiving a high school diploma
2. Enabling Limited English Proficient adults the opportunity to learn/improve proficiency in English
3. Opportunity to prepare for Americanization/Citizenship
4. Developing new skills and abilities (Enrichment Courses)

Legal CGS 10-6Z, ET. seq.



Book	Policy Manual
Section	6000 - Instruction
Title	A Priority School Building Projects
Code	6176
Status	Retired
Retired	June 14, 2022

The components of the educational specifications should include, as a minimum requirement, the following:

1. PROJECT RATIONALE:

Describe the proposed project. Include the school building survey or report which brought to light the need for the proposed project. State the educational need for the proposed project and its intended use. Indicate how this project is integrated with a regional plan for school utilization.

2. LONG RANGE PLAN:

State the long range educational plan for the town as adopted by the local board of education, including the goals and objectives of the educational program and the organizational pattern for the school system. Mention any plans or possibilities of year- round schooling.

3. THE PROJECT:

State the relationship of the specific proposed project to the long range plan for the school system.

4. CAPACITY DATA:

State the initial operating capacity for the specific proposed project and planned future expansion if any.

5. LEARNING ACTIVITIES: (Summarize space requirements. See attached outline for sq. ft. totals)

Outline the general nature of the educational program to be housed within the specific proposed project including instructional group sizes, number of instructional stations, specialized instruction or subject need, and extracurricular activities where required.

6. SUPPORT FACILITIES:

Outline the required support facilities within the specific proposed project including areas for administration, health, guidance staff, food service, custodial services and storage.

7. COMMUNITY USES:

Outline the non-pupil activities that may take place during and after school hours within the proposed project, such as group meeting, library use, counseling services, vocational counseling, adult education and leisure activities. State whether the community use of the facility will be on a year-round basis.

8. SYSTEM:

Outline the specialized systems requirements, such as security, clocks and program intercommunication, cable and/or closed circuit television, electronic and long-distance learning.

9. ENVIRONMENT:

Outline the requirements for environmental controls such as acoustics, lighting, heating, ventilation and air conditioning.

10. EQUIPMENT:

Outline the requirements for environment controls such as acoustics, lighting, heating, ventilation and air conditioning.

11. SITE DEVELOPMENT:

Outline the site development requirements, including instructional, recreational, community and/or service facilities, landscaping, ecological requirement, parking, bus access and athletics.

12. PRIORITY CATEGORY:

State in which priority category (31 through #3 in accordance with Section 10-283a-6 of the Regulations of Connecticut State Agencies) you consider the proposed school building project to be and why. (Attached)

B. CODE VIOLATION PROJECTS

(Sec. 10-287C-11 (a) of the Connecticut General Statutes)

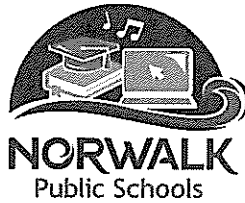
The components of the educational specifications should include, as a minimum requirement, the following:

1. PROJECT RATIONALE:

Describe the proposed project. Attach survey or inspection report, etc., as supporting written documentation.

2. LONG RANGE PLAN:

State the relationship of the specific proposed project to the long range plan for bringing the school system into code compliance.



Book	Policy Manual
Section	6000 - Instruction
Title	Appendix A - Guidelines: Educational Specifications for School Building Projects
Code	6176.1
Status	Retired
Retired	June 14, 2022

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
School Facilities Unit Bureau of Grants Services**

**GUIDELINES:
EDUCATIONAL SPECIFICATIONS FOR SCHOOL BUILDING PROJECTS**

Educational specifications are required for each school building project and must be filled with form ED- 049 "Application for School Building Project." Section 10-287c-11(a) of the Rules and Regulations of the Connecticut State Agencies defines educational specifications as a "description of the general nature and purposes of the proposed school building project, including the applicant's long range educational plan and relationship of the proposed project to such plan; enrollment data and proposed project capacity; space needs; specialized equipment; environment controls; and site needs."

The purposes of the educational specifications, which are a vital part of the application approval procedures, are (1) for the local board of education to justify the educational need for the proposed school building project; (2) for the local board of education to describe the educational activities which a proposed school building project is to support and the types of spaces which will best accommodate program requirements; and (3) for the State Department of Education to determine the nature and scope, the feasibility and the funding level of the proposed school building project. Therefore, the educational specifications must be of the performance type prepared under the direction of the Superintendent of Schools with maximum input from the local school staff and architect and officially approved by the local board of education. The development of educational specifications is a team activity.

To accomplish the aforementioned purposes, we have prepared the following guidelines as to what constitutes and should be included in the educational specifications. In addition, we have divided the guidelines in terms of the proposed school building project to be undertaken, e.g. priority, catastrophic, etc. If you have any questions regarding educational specifications, please feel free to contact the School Facilities Unit at 566-1213.