

Instruction

Equity/Multicultural Education

The student population of the New London Public Schools comprises a variety of ethnic, cultural, religious, and racial groups. Individual classrooms, as well as schools, reflect this diverse population. It is the responsibility of school staffs, working with the community, to help children and adults learn to appreciate the individual differences and similarities of these populations while at the same time ensuring equal treatment for all.

The prime responsibility for ensuring equity and multicultural experiences within each school rests with the building Principal who will set the tone for acceptance of diverse populations as well as monitor the presentations of teachers and their classroom settings as they relate to equity/multicultural issues.

Activities designed to promote equity and knowledge of multicultural issues should whenever possible be taught in an interdisciplinary manner and be incorporated in existing curricular areas. Classroom activities and instructional materials should represent groups that exist in the class as well as groups not represented there.

In reflecting diverse cultural traditions and contributions, the learning environments of the schools will allow students to develop a broader knowledge base as well as a sense of respect for culturally diverse peoples, their customs, and their historic legacy.

Instruction

Physical Education

Philosophy

Physical education is an integral part of the ever continuing educational process for each student.

We believe that the K-12 physical education program contributes significantly to the optimum development of each student.

This program provides a balance of activities which reflect and challenges the divergent needs of students in the physiological, psychomotor, cognitive, and affective domains.

The Board of Education believes that a physical education program should promote a variety of activities that encourage a lifetime commitment to physical fitness and the pursuit of a healthy lifestyle. Emphasis should be placed on total fitness goals needed for the enhancement of the intellectual pursuits and interests of all students, thus giving each child the opportunity to succeed. The physical education program should be based on the concept of providing differentiated instruction for all students. The program should help foster the growth and development of the individual child and provide the basic skills needed to pursue leisure time activities. The physical education program should also include the utilization of current technologies in the field.

(cf. 6142.61 – Physical Activity)

(cf. 6142.62 – Recess/Unstructured Break Time)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

10-220 Duties of boards of education.

P.A. 04-224 An Act Concerning Nutrition in Schools, Recess and Lunch Breaks

Policy adopted: December 8, 2005

NEW LONDON PUBLIC SCHOOLS
New London, Connecticut

Instruction

Physical Activity

Recess

The Board of Education takes the position that recess is an essential component of education and that preschool and elementary school children must have the opportunity to participate in regular periods of active, free play with peers. Recess is a break during the school day set aside to allow children for active free play.

The school Principal shall issue regulations regarding the timing and location of breaks/recesses at each school. In determining the schedule for unstructured break time/recess for students, the Principal shall consult with appropriate instructional personnel at the school and system level, as appropriate to insure that break time/recess does not interfere with and provides support for academic learning. The Principal shall also issue directions or regulations concerning the responsibility of supervision of students so that break time/supervision will be a safe experience for them.

Recess may be withheld from students for disciplinary or academic reasons. Decisions to withhold recess time shall not be inconsistent with any behavioral plan developed by the school for the student, including a Section 504 plan or an Individualized Education Plan (IEP).

The physical activity during recess should involve physical exertion of at least a moderate intensity level and for a duration sufficient to provide a significant health benefit to students.

(cf. 3542.34 – Nutrition Program)
(cf. 6142.6 – Physical Education)
(cf. 6142.10 – Health Education Program)
(cf. 6142.6 –Physical Activity)

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