



Connecticut Association of Boards of Education, Inc.

81 Wolcott Hill Road • Wethersfield, CT 06109-1242

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RECOMMENDED POLICIES ** REVISED – July 2020

The following are policies that are considered “good practice” policies and are recommended for inclusion in the board of education policy manual.

SERIES 0000: MISSION – GOALS – OBJECTIVES

- Code of Ethics#0050
- Mission/Vision/Philosophy Statements.....#0100
- Commitment to Religious Neutrality#0521.2
- Equity & Diversity#0523

SERIES 1000: COMMUNITY RELATIONS

- Advertising, Promotion and Commercial Activities #s 1111.2, 1325
- School Governance Councils (10-233, as amended by PA 18-42, & PA 19-91, PL 114-95 – ESSA).....#1110.3
- Media Access to Students.....#1112.5
- Public Participation at Board Meetings #s 1120, 9325
- Distribution of Materials by Students (Use of Students).....#1140
- Public Complaints#1312
- Soliciting Funds from and by Students#1314/1324
- Use of School Facilities.....#s 1330 or 3515
- Relations with Law Enforcement Officials #s 1411, 5145.11
- Otherwise Lawful Possession of Firearms on School Property.....#1700

SERIES 2000: ADMINISTRATION

- Board – Superintendent Relationship.....#2000.1
- Professional Development.....#2112
- Job Description of the Superintendent of Schools.....#2131
- Appointment of Designee for Superintendent.....#2131.1
- Superintendent Succession#2140
- Administrative Leeway in the Absence of Board Policy.....#2210
- Code of Ethics#2300
- Evaluation of Administrators and Administration (including Evaluation of the Superintendent).....#2400

SERIES 3000: BUSINESS & NON-INSTRUCTIONAL OPERATIONS

- Budget Planning#3110
- Spending Public Funds for Advocacy#3152
- Budget Transfers#3160
- Federal Grants and Awards Administration (Federal Fiscal Compliance).....#3230.1
- Medical Reimbursement for Special Education Students (10-76d as amended by PA 18-182).....#3231
- IDEA Fiscal Compliance.....#3232
- Tuition Fees.....#3240
- Sale and Disposal of Books, Equipment and Supplies#3260

SERIES 3000: BUSINESS & NON-INSTRUCTIONAL OPERATIONS (continued)

- Gifts, Grants and Bequests #3280
- School Fund Raisers #3281
- Purchasing Procedures #3320
- Soliciting Prices, Bids #3323
- Ordering Goods and Services, Paying for Goods and Services #3326
- Board of Education Credit Card #3326.3
- System of Accounts #3410
- Periodic Financial Reporting (Audits) #s 3430, 3434
- Fraud Prevention and Investigation #3435
- Inventories #3440
- Student Activity Funds #3453
- Compliance with 504 Regulations #3511
- Energy Conservation #3513.1
- Use of School Facilities #s 3515 or 1330
- Safe and Secure School Facilities, Equipment, Grounds #3516
- Hazardous Materials Communication #3516.11
- Asbestos Control #3516.12
- Sex Offender Notification #3516.4
- Sexual Offenders on School Property #3516.5
- Security of Building and Grounds #3517
- Data Security in Schools #3520.1
- Electronic Information Security #3520.11
- Protection & Privacy/Cloud-Based Issues (10-234bb, 10-234dd, as amended by PA 18-125) #3520.13
- Green Cleaning Program #3524.2
- Transportation #3541ff
- Food Service - Free and Reduced Price Lunches (7 C.F.R. §245.5) #3542.31
- Food Sales by Students and Others #3542.33
- Nutrition Program #3542.34
- Retention of Electronic Records #3543.31

SERIES 4000: PERSONNEL

- Personnel Policies for Staff Not Represented by a Union 4000 series
- Recruitment of Minority Staff Members (a plan is required) (10-220(a) as amended by PA 18-23 & PA 19-74) #s 4111.3/4211.3
- Appointment and Conditions of Employment #4112
- Security Check/Fingerprinting (Criminal Records Checks) #4112.5/4212.5
- Reference Checks (20 U.S.C. §7926 (2012)) #s 4112.51/4212.51
- Access to Employee Records (Personnel Records) #s 4112.6/4212.6
- Use & Disclosure of Employee Medical Information (HIPAA) #s 4112.61/4212.61
- Nepotism #4112.8
- Evaluation/Supervision/Support Program #s 4115/4215
- Non-renewal/Suspension of Certified Staff #4117.4
- Sexual Harassment #s 4118.112/4218.112, 5145.5
- Conflict of Interest #4118.13/4218.13
- Nondiscrimination on the Basis of Disabilities #s 4118.14/4218.14
- Academic Freedom #4118.21
- Staff/Student Relations #4118.24/4218.24
- E-Mail (Electronic Monitoring) #s 4118.4/4218.4
- Acceptable Computer Network use #s4118.5/4218.5

SERIES 4000: PERSONNEL (continued)

- Social Networking.....#4118.51
- Staff Development..... #s 4131/4231
- Tutoring.....#4134
- Bloodborne Pathogens#4147.1/4247.1
- Employee Protection #s 4148/4248
- Family and Medical Leave Act #s 4152.6/4252.6
- Suspension/Dismissal of Non-Certified Staff.....#4217.4
- Teacher Aids/Paraprofessionals#4222

SERIES 5000: STUDENTS

- Ages of Attendance.....#5112
- Children in Foster Care.....#5118.3
- Assignment to Teachers and Classes.....#5122
- Graduation Ceremonies#5123.3
- Video Cameras/Video Surveillance #s 5131.11, 5131.111
- Off-School Grounds Misconduct#5131.8
- Use of Electronic Devices (Cell Phones, I-Pads, etc.).....#5131.81
- Cyberbullying.....#5131.913
- Dress and Grooming.....#5132
- Foreign Students Attending Schools#5136
- Opioid Overdose Prevention#5141.213
- Communicable Diseases.....#5141.22
- Students with HIV/ARC or AIDS#5141.24
- Accommodating Students with Special Dietary Needs
(Food Allergy Management) -(10-212c) #s 5141.25, 5141.251
- Use of Automatic External Defibrillators (AEDs)#5141.27
- Sudden Cardiac Arrest Prevention#5141.28
- Health Assessments & Immunizations/Student Health Services..... #s 5141, 5141.3
- Crisis Management.....#5141.6
- Student Sports-Concussions#5141.7
- Student Safety#5142
- School Resource Officers (if used in school district)#5142.4
- Discipline of Students with Disabilities#5144.3
- Questioning and Apprehension (Police in Schools)#5145.11
- Student Search/Seizure.....#5145.12
- Directory Information (if not addressed in Policy #5125).....#5145.15
- Freedom of Speech/Expression#5145.2
- Transgender and Non-Conforming Youth.....#5145.53

SERIES 6000: INSTRUCTION

- Instruction (Concept and Roles)#6000
- School Calendar/School Day (as amended by PA 19-195)..... #s 6111, 6112
- Emergency and Disaster Preparedness..... #s 6114, 6114.4, 6114.6, 6114.7
- Fire Emergency (Drills)/Crisis Response Drills#6114.1
- Pandemic/Epidemic Emergencies#6114.8
- Objectives of the Instructional Program.....#6120
- Curriculum/Design/Revision..... #s 6140, 6141

SERIES 6000: INSTRUCTION (continued)

- Religion in the Public Schools#6141.21
- Programs for Limited English Proficient Students.....#6141.311
- Migrant Students (20 U.S.C. §6391 as amended by PA 114-95 – ESSA)#6141.312
- Student Use of the Internet (Acceptable Use) (47 U.S.C. §254, 20 U.S.C. §6777)#6141.321
- Web Sites/Pages#6141.322
- Website Accessibility#6141.3221
- Online Social Networking#6141.326
- Basic Instructional Program#6142
- Social and Emotional Learning#6142.102
- Trauma Informed Schools#6142.103
- Controversial Issues#6144
- Exemption from Instruction#6144.1
- Extra-Class Activities/Equal Access Issues#6145
- Review of Student Publications.....#6145.3
- Electronic Resources (including Bring Your Own Device; One-to-One Tablet Program)..... #s 6141.327, 6141.328, 6141.3291
- Activity Funds Management#6145.8
- Graduation Requirements.....#6146
- Uniform System for Assignment and Changing of Student Grades#6146.111
- Statewide Proficiency/Mastery Examinations#6146.2
- Grouping/Tracking#6152
- Field Trips#6153
- Teacher Aides (Paraprofessionals)#6159.1
- Textbooks, Curriculum and the School Library (10-221b)..... #s 6160, 6161, 6161.1
- Care of Instructional Materials#6161.2
- Copyright (Use of Copying Devices – Compliance with Copyright Law).....#6162.6
- Home Schooling.....#6172.3
- Virtual/Online/Distance Learning Courses#6172.6
- Distance Learning Plan Due to Health Based School Closure#6172.61
- Use of Commercially Produced Video Recordings.....#6177
- Evaluation of the Instructional Program.....#6180
- Student Achievement#6180.1
- Evaluation of the Special Education Program#6181
- Adult Education.....#6200

SERIES 7000: NEW CONSTRUCTION

- Planning.....#7100
- Developing Educational Specifications.....#7115
- Selection of Site#7221
- Indoor Air Quality#7230.2
- Acoustics#7230.3
- Naming of Facilities#7551

SERIES 9000: BOARD BYLAWS

- Role of Board and Members (Powers, Purposes, Duties)#9000
- Limits of Authority.....#9010
- Legal Responsibilities of Boards of Education#9012
- Number of Members/Terms of Office.....#9110
- Officers & Auxiliary Personnel..... #s 9120,9121,9122,9123
- Committees#9130

SERIES 9000: BOARD BYLAWS (continued)

- Formulation, Adoption, Amendment of Policies, Bylaws, Administrative Regulations..... #s 9311, 9312, 9313
- Student Representatives on the Board of Education.....#9160
- Filling Vacancies.....#9221
- New Board Member Orientation.....#9230
- Board Member Development.....#9240
- Remuneration & Reimbursement.....#9250
- Conflict of Interest.....#9270
- Code of Ethics.....#9271
- Suspension of Policies, Bylaws, Regulations..... #s 1120, 9314
- Electronic Board of Education Meetings.....#9321.2
- Meeting Conduct/Public Participation at Board Meetings.....#9325
- Parliamentary Procedure.....#9325.3
- Attendance at Meetings via Electronic Communications.....#9325.43
- Voting Method/Minutes.....#9326
- Electronic Mail Communications.....#9327
- Board Self-Evaluation.....#9400

Constitutional Considerations

The chief constitutional limitations affecting school boards are:

- A. Freedom of speech, association and expression under the First Amendment.
- B. The right to due process of law under the First, Fifth and Fourteenth Amendments.
- C. Separation of church and state and free exercise of religion under the First Amendment.
- D. The right to privacy under the Fourteenth Amendment.
- E. The right to freedom from unreasonable searches and seizures under the Fourth and Fourteenth Amendments.
- F. Equal protection of laws under the Fourteenth Amendment.

Practical Considerations in Policy Drafting:

- A. Clear and easy to understand.
- B. Statement of objectives.
- C. Provision of an escape clause. (“includes, but not limited to, the following...”)
- D. Brainstorm the proposed policy to make sure it meets your goals.
- E. Consider the legality of your objective. The policy must not violate existing contracts, or state and federal statutes, regulations, constitutions, charters, and judicial decisions.
- F. Determine the need for policy in the area of consideration. Does the policy address an issue of lasting effect?
- G. Examine your policies in their totality. How does this new policy mesh with existing policies? Consider a “sunset review” of all board policies.



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REQUIRED POLICIES ** REVISED July 2020

The following are policies which boards of education must have due to federal or state law.

SERIES 0000: MISSION-GOALS-OBJECTIVES

- Statement of Educational Goals and Student Objectives (10-220)(b) & (10-4(c)).....#0200
- Nondiscrimination (Title VII – Civil Rights Act of 1964 as amended, 42. U.S.C. 2000e, et seq. Section 504 of the Rehabilitation Act, 29 U.S.C. §794).....#0521

SERIES 1000: COMMUNITY RELATIONS

- Encourage Parent-Teacher Communication/Parent Involvement (10-221)(f) and 20 U.S.C. §6318-ESSA)...#1110.1

SERIES 3000: BUSINESS/NON-INSTRUCTIONAL OPERATIONS

- Pesticide Application (10-231 et seq.).....#3524.1
- Reporting of Transportation Safety Complaints (10-221c).....#3541.5
- Food Services Personnel Code of Conduct (2 CFR 200.318 General Procurement Standards).....#3542.22
- Food Service Personnel Professional Standards (42 U.S.C. §1776(g).....#3542.41
- Charging Policy Food Service (Healthy Hunger-Free Kids Act, P.L. 111-296, §143, USDA Memo – SP 46-2016, SP 47-2016).....#3542.43

SERIES 4000: PERSONNEL

- Title IX (Grievance Procedure) (20 U.S.C. §§1681-1688).....#4000.1
- Affirmative Action/Recruitment and Selection (10-15c, 10-183v as amended by P.A. 18-42, 46a-60)..... #s 4111/4211, 4111.1/4211.1
- Fingerprinting and Criminal Justice Information Services (**FBI Requirement**, 10-221d).....#4112.52/4212.52**
- Evaluation and Employment of Coaches (10-222e).....#4115.3
- Reduction in Force for Certified Staff, *if not covered in negotiated agreements* (10-151).....#4117.3
- Nondiscrimination (Title IX of Educational Amendments of 1972 – 20 U.S.C. §1681 and 34 C.F.R. §106.9).#4118.11/4218.11
- Drug and Alcohol Use and Possession (10-221(d) & 49 C.F.R. 382)..... #s 4118.231/4218.231
- Alcohol & Drug Free Workplace (41 U.S.C. §8103).....#4118.232/4218.232
- Psychotropic Drug Use (10-212b)..... #s 4118.234, 5141.231
- Face Masks/Coverings..... #s 4118.237/4218.237, 5141.8
- Wage and Benefits/Conditions of Employment, if not covered in negotiated agreements (31-71f)..... #s 4141, 4142, 4143, 4144, 4145
- Drug and Alcohol Testing for Bus Drivers (Omnibus Transportation Employee Testing Act of 1991, as amended by Moving Ahead for Progress in the 21st Century-49 U.S.C. §5331(b), 49 C.F.R. §382.601).....#4212.42

** *Either policy 4112.52/4212.52 OR policy 4112.5/4212.5 and its administrative regulation will fulfill the FBI mandate.*

SERIES 5000: STUDENTS

- Attendance/Tuancy/Enrollment (10-184, 10-186, 10-198a, 10-199, 10-220, 10-221(b)) . #s **5112, 5113, 5113.2***
- Student Conduct/ Discipline (10-221, PA 19-91)..... #s **5114, 5131, 5144***
- Homeless Students (20 U.S.C. §6311 – ESSA-PL 114-95 amends McKinney-Vento Homeless Assistance Act-PL 107-110, Sec 1032, 10-253 (c)(f)- 42 U.S.C. §11432(i)(L), PA 19-179).....#**5118.1**
- Promotion and Retention of Students (10-221(b), 10-223a)#**5123**
- Student Educational Records/Annual Notification of Parental/Student Rights (FERPA – 34 C.F.R. §99.7, 20 U.S.C. §1232g).....#**5125**
- Health/Medical Records (HIPAA) (42 U.S.C. §§1320d-1, 1320d-2(d), 20 U.S.C. §1232g-FERPA, 45 C.F.R. §164.306 et seq.).....#**5125.11**
- Alcohol, Drugs and Tobacco (10-221(d))#**5131.6**
- Weapons and Dangerous Instruments (Gun-Free Schools Act-20 U.S.C. §7157, 20 U.S.C. §7961-ESSA, 18 U.S.C. §8921 et. seq.).....#**5131.7**
- Bullying Safe School Climate Plan (10-222d).....#**5131.911**
- Administration of Medication (10-212a(2) as amended by PA 18-185) a policy and administrative regulation (procedures required).....#**5141.21**
- Psychotropic Drug Medications(10-212b) #s **5141.231, 4118.234**
- Reporting by Mandated Reporters of Suspected Child Abuse, Neglect & Sexual Assault (17a-101i(e) as amended by PA 15-205, PA 18-17 and PA 18-15)#**5141.4**
- Youth Suicide Prevention and Youth Suicide Attempts (10-221(e)) (Adm. reg. also required)#**5141.5**
- Face Masks/Coverings**5141.8, 4118.237/4218.237**
- Physical Restraints/Seclusion/Exclusionary Time Out** (10-236b) (Administrative Regulation also required)#**5144.1**
- Use of Exclusionary Time Out (PA 18-51).....#**5144.2**
- Physical Exercise and Discipline of Students (10-221o – 10-221u, PA 19-173)#**5144.4****
- Uniform Treatment of Recruiters (10-221b)#**5145.14**
- Nondiscrimination/ Title IX (Title IX of Educational Amendments of 1972, 20 U.S.C. §§1681-1688, 34 C.F.R. §106.9, 10-15c, 46a-60)#**5145.44**
- Exploitation: Sexual Harassment (20 U.S.C. §1681-Title IX of New Education Amendments; 42 U.S.C.§2000-e; 34CFR §106.9-Title VII of Civil Rights Act of 1964).....#**5145.5**
- Sexual Abuse Prevention & Education Program (17a-101q).....#**5145.511**
- Grievance Procedures (Title IX of Educational Amendments of 1972 – 34 C.F.R. §106.8)#**5145.6**

SERIES 6000: INSTRUCTION

- School Ceremonies and Observances (Pledge of Allegiance) (10-230(c)).....#**6115**
- Internet Safety Policy/Filtering (47 U.S.C. §254, 20 U.S.C. §6777; Children’s Internet Protection Act-47 U.S.C. §254)#**6141.323**
- Physical Activity and Discipline (10-221o – 10-221u) (or #5144.4)#**6142.10, 6142.61**
- Student Nutrition and Physical Activity (Student Wellness) (P.L. 108-265 – Section 204, 42 U.S.C. 1758b).....#**6142.101**
- Grading/Assessment Systems [weighting of grades] (10-220g).....#**6146.1**
- Homework (10-221(b)).....#**6154**
- Individualized Education/Special Education Program (20 U.S.C. §§1412, 1413(a)(1) IDEA)#**6159, 6171**
- Comparability of Services-Title I (ESSA, 20 U.S.C. Section 6321(c)).....#**6161.3**
- Surveys of Students/Student Privacy (20 U.S.C. §1232(h)(c)(2)(A) - PPRa), ESSA, P.L. 114-95#**6162.51**

- Drug and Alcohol Use or Possession on School Property (10-221(d)).....#6164.11
- Exemption from AIDS Instruction (10-19(b))#6164.12
- Preschool Students with Disabilities (20 U.S.C. §§1412, 1413(a)(1), IDEA)#6171.2
- Alternative Education Programs (10-74j(c)) – *Mandated if district has an alternate program*#6172
- Title I Parental and Family Engagement Policy (20 U.S.C. §6318 as amended by PL 114-95
ESSA, §1010) (Required only for districts with Title I programs. Policy must be reviewed annually).....#6172.4

** Any one of these fulfills the mandate.*

*** Requirement can also be fulfilled with #6142.10 or #6142.61.*

Revised 7/1/2020



Manufacture NEW HAVEN Pathway

Information Session

January 20, 2021

February 2, 2021

February 8, 2021

6:00-7:00 p.m.



NEW HAVEN PUBLIC SCHOOLS



Core Values

We believe...

1 Equitable opportunities create the foundation necessary for every child to succeed

3 High expectations and standards are necessary to prepare students for college and career

2 A culture of continuous improvement will ensure that all staff are learners and reflective practitioners

4 Collaboration and partnerships with families and the New Haven community will enhance learning and achievement



Mission

To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

Vision

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

Priority Areas for 2020-2024

- 1 Academic Learning**
- 3 Youth & Family Engagement**
- 5 Operational Efficiencies**

- 2 Culture & Climate**
- 4 Talented Educators**

Today's Agenda



NEW HAVEN PUBLIC SCHOOLS

- To review the *ManufactureNH* Pathway **vision and goals**.
- To discuss the **opportunity** for students and families.
- To discuss the **courses** that will be part of the Pathway.
- To discuss the **process** for joining the 2022 cohort of students.





NEW HAVEN PUBLIC SCHOOLS



NEW HAVEN PUBLIC SCHOOLS



ManufactureNH

Vision & Goals

New Haven Public Schools will prepare students to complete coursework toward an associates degree in manufacturing engineering or an industry-recognized certificate in manufacturing.

Students will earn up to 65 college credits while enrolled in the four year high school program.



- Manufacturing entry-level jobs start at 65K+.
- Graduating with 65 credits will save on tuition.
- STEM jobs have come back to United States and are cleaner and more sustainable than ever.
- Engineering design prepares students for a broad type of professions in manufacturing and beyond.



Course of Study



NEW HAVEN PUBLIC SCHOOLS

Summer 1 & Year 1	Summer 2 & Year 2
<p>Alg1 or Geometry English 1 World History Phy Chem World Language Project Lead The Way Introduction to Engineering Design* Computer Application for Technology* Technical Drafting* Manufacturing Study Skills Manufacturing Processes* Computer Aided Design (CAD) Introduction*</p>	<p>Geometry or Algebra 2 English 2 US History 1 Biology World Language 2 PE Health MNHP Career Development* Manufacturing Study Skills Computer Aided Manufacturing* Advanced Computer Aided Manufacturing* Accuplacer Exam Intensive Placement Prep</p>
Summer 3 & Year 3	Summer 4 & Year 4
<p>Algebra 2 (if not completed in Year 2) College Algebra & Trigonometry* Precalculus* English 3/Composition* US History 2 Civics Chemistry World Language 3 Fine Arts 3D CAD Modeling* MNHP Workplace Learning Manufacturing Pre-Apprenticeship/Internship*</p>	<p>Calculus* Statistical Process Control* Composition* or Literature & Composition* General Physics* Process Engineering* Tool Designing* Personal Finance* Communication* Apprenticeship* Sociology*</p> <div data-bbox="1193 1243 1483 1348" data-label="Image"> </div> <div data-bbox="1522 1015 1852 1368" data-label="Image"> </div>

To Apply...



NEW HAVEN PUBLIC SCHOOLS

1. Discuss the opportunity with one of our team members in a breakout session or reachout via email.
 - a. Evie Velazquez
 - b. Dina Natalino
 - c. Peter Greco
 - d. Garfield Pilliner
 - e. Monica Joyner
 - f. Dominique Argo
 - g. Glen Worthy
 - h. Michele Bonaro (Adult Education Students)
2. Speak with your family and consider the commitment to summer work each year.
3. If interested in joining, fill out the following form to indicate that you wish to be considered for one of the 45 slots for 8th graders or one of the 5 slots for adult education students.

[CLICK HERE TO SUBMIT APPLICATION](#)



NEW HAVEN PUBLIC SCHOOLS

INSTRUCTION

SERIES 6000

	Number	Policy or Regulation
0. Concept and Roles in Instruction	6000	P
1. Elementary and Secondary		
A. Schedules		
(1) School Year/School Calendar	6111	P
(2) School Day	6112	P
(3) Emergencies and Disaster Preparedness	6114	P
(a) Fire Emergency	6114.1	R
(b) Bomb Threats	6114.3	R
(c) Inclement Weather/Emergency Closing.....	6114.6	P
(d) Pledge of Allegiance	6115	
B. Nondiscrimination: Instructional Program.....	6121	P
C. Curriculum	6140	P
(1) Curriculum Design/Development	6141	P
(a) Recognition of Religious Separation of Church and State.....	6141.2	P
(i) Bilingual-Bicultural Education	6141.31	P
(ii) Computer Literacy	6141.32	P
(b) Advanced Placement/Post-Graduate Study...	6141.5	P
(2) Subject Fields.....	6142	
(a) Family Life and Sex Education.....	6142.1	P
(b) Student Nutrition and Physical Activity.....	6142.101	P
(c) K-12 Writing.....	6142.2	P
(3) Controversial Issues	6144	P
(4) Extra-Class Activities	6145	P
(a) Interscholastic/Intramural Athletics	6145.2	P
(b) Publications.....	6145.3	P/R
(c) Student Performances	6145.4	P
(d) Student Organizations.....	6145.5	P
(i) Honor Society	6145.51	R
(e) Student Fund Raising and Management of funds	6145.8	
(5) Graduation Requirements	6146	P
(a) Grading System.....	6146.1	P
(b) Statewide Proficiency/Mastery Examinations	6146.2	P
D. Class Size.....	6151	
E. Instructional Arrangements		
(1) Grouping Policy	6152	P/R
(2) Field Trips and Community Service	6153	P/R
(a) Educational Tours	6153.1	P/R

NEW HAVEN PUBLIC SCHOOLS

INSTRUCTION

SERIES 6000

		Policy or Number Regulation
	(3) Homework/Make-Up Work	6154 P/R
	(4) Use of Computers in Instruction	6156 P
	(5) Individualized Education Program/Special Education Program.....	6159 P
F.	Instructional Services	
	(1) Equipment, Books and Materials: Provision/Selection	6161 P
	(a) Guidelines for Evaluation/Selection of Instructional Materials	6161.1 R
	(i) Specific Criteria for Evaluation of Instructional Materials	6161.11 P
	(b) Care of Instructional Materials	6161.2 R
	(i) Overdue, Damaged or Lost Instructional Materials	6161.21 R
	(c) Comparability of Services.....	6161.3 P
	(d) Use of Proprietary Software Products.....	6161.7 P
	(2) Instructional Resources for Teachers	
	(a) Use of Copying Devices.....	6162.6 P/R
	(b) Educational Software: License.....	6162.7 P/R
	(3) Individual Services & Diagnostic Counseling	
	(a) Health Services	
	(i) Drugs, Tobacco, Alcohol	6164.11 P
	(b) AIDS	6164.12 P
	(c) Guidance Services.....	6164.2 P
	(d) Identification of Special Needs & Abilities ..	6164.4 P
	(4) Student Production of Services & Materials.....	6165 P
F.	Curriculum Extensions	
	(1) Special Education.....	6171 P
	(2) Program Adaptations/Alternative Programs	
	(a) Gifted/Talented Program	6172.1 P
	(b) Equivalent Education under Parental Direction (Home Instruction).....	6172.3 P/R
	(c) Title I Parent Involvement	6172.4 P
	(3) Career/Vocational Education	6176 P
G.	Evaluation of the Instructional Program	6180 P
	(1) Evaluation of Special Education Program	6181 P
3.	Adult/Continuing Education	6200 P

Instruction

Statement of Philosophy

Mission Statement

The New Haven Public Schools will provide all students with learning opportunities designed to meet their academic and social needs. Curriculum content, technological assistance and instructional strategies will be integrated to raise student expectations, to ensure student performance mastery, and to maximize student motivation.

To be effective, such education must occur within a milieu of social harmony and mutual respect based upon an understanding and appreciation of oneself and others from diverse ethnic, racial, cultural and religious backgrounds.

Adults, staff, parents and the community must work collaboratively to understand and model the tolerance expected from all students. The challenge for the New Haven Public School community is to create a positive, tolerant environment within a board range of educational services are available to all students so that they graduate with the educational, vocational, social and creative skills necessary for responsible citizenship in the 21st Century.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

School Year/School Calendar

The school calendar for the ensuing school year shall be prepared by the Superintendent and presented for Board of Education approval in the spring of each year.

The calendar shall provide for at least 180 days of actual session during each year. Extra days, which may be used in case school days are lost because of emergency closings or other unforeseen circumstances, will be included in the calendar. When the scheduled extra days are not needed to attain the minimum of 180, school closing dates may be adjusted accordingly upon Board approval.

In the preparation of the calendar, the Superintendent shall provide opportunities for members of the staff and community representative to offer suggestions before recommending a calendar to the Board for final consideration and adoption.

State or federal holidays occurring on a weekend will be observed in the following manner: (a) if the holiday falls on Saturday, school will not be in session the preceding day, Friday; and (b) if the holiday falls on Sunday, school will not be in session the following day, Monday. Other holidays, normally observed by contractual agreement, which occur on either Saturday or Sunday, will not result in a school closing on Friday or Monday.

Legal references: **Connecticut General Statutes**

1-4

10-15

Policy adopted: **August 14, 1995**

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

School Day

Each school day, including days shortened for staff in-service activities, parent conferences or other activities, must meet the statutory requirement of providing at least four hours of actual school work for students. In kindergarten, however, a continuous session of two and one-half hours may be considered as a school day. Any school session of at least two hours, but less than four hours of actual school work, may be counted as a half a day.

In the event of dismissal of school because of weather conditions, completion of the regular morning session may be considered a school day. In kindergarten, a continuous two-hour session may be considered a school day where school is dismissed because of weather conditions or a scheduled early closing.

Number of School Days

The 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. No more than 7 hours of actual school work in any school day may be counted toward the total required for the school year. Graduation shall not be held until 180 days and 900 hours of actual school work are completed.

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, unless parental consent and approval of the State Board of Education is obtained.

Legal Reference: Connecticut General Statutes
 10-16 Length of school day.
 10-16(1) Graduation exercises.
 State Board of Education Regulations
 10-76d-3 Length of school day and year.
 10-76d-11 Individualized education program.
 10-76d-19 Transportation.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
 New Haven, Connecticut

Instruction

Emergencies and Disaster Preparedness

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

The administration shall require building principals to maintain procedures for fire, civil defense, and other emergencies, and to insure the maintenance of the fire alarm system and regular and emergency exits of all buildings.

Legal Reference: Connecticut General Statutes

10-231 Fire drills.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Fire Emergency

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

The principal of each school shall hold at least one fire drill each month in which all students, teachers and other employees shall be required to leave the school building.

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 alternate exits to be used. Teachers must be prepared to select and direct their classes to these alternate exits in the event the designated escape route is blocked.
3. A record shall be kept in the principal's office of each fire drill conducted. A copy of the record shall also be filed in the Office of the Superintendent.

Principals and teachers shall recognize that the essential element in any emergency is prevention of panic. Principals and teachers shall afford students such confidence as clarity of direction and supervision can contribute.

In the event of fire, the principal or his/her designee will immediately report any fire to the Fire Department by dialing 9-911 from all CENTREX Phones.

Note: The number is not on Centrex and requires the prefix #9.

Ask for "Emergency Communications" (conversation will be recorded)

identify self
give school address
give type of emergency and pertinent information

Simultaneously: Evacuate pupils and staff.

As soon as possible: Call Superintendent, 8795 or 8796.
If he/she cannot be reached - call:
Appropriate designee

Instruction

Fire Emergency (continued)

Legal Reference: Connecticut General Statutes
10-231 Fire drills.

Regulation approved: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Bomb Threats

In the event of a bomb scare, principals are responsible for the protection of their pupils, staff, and school to the extent that they must immediately notify both the fire and police departments.

The authority and responsibility for whether or not to evacuate the building resides with the principal who could be assisted with this decision by information from the fire and police departments. If an area is identified by the caller it should be evacuated immediately. The search is conducted by the police or fire department.

IF A BOMB THREAT CALL IS RECEIVED AT SCHOOL OR AT THE CENTRAL OFFICE BUILDING, THE ATTACHED FORM MUST BE COMPLETED BY THE PERSON RECEIVING THE THREAT.

IMMEDIATELY:

-Report to both fire and police departments
Dial 9-911 FROM CENTREX PHONE

-Ask for "Emergency Communications" (conversation will be recorded):

identify yourself

give school address

give all available information - type of emergency, time bomb threat received, exact quotes, if possible, etc.

-Principals will notify security and activate the appropriate Bomb Threat plan of action established at their schools

AS SOON AS POSSIBLE:

-Call Superintendent, 8888 and Associate Superintendent of Instruction, 8810.

-Call appropriate area supervisor

OTHER ACTION:

-Fire and police departments will send proper staffs to school immediately.

RE-ENTRY TO BUILDING

-If a thorough search has been conducted and nothing found, the principal of the school or building should be notified by the senior member of the local protective department that reentry will be permitted.

WITHIN 24 HOURS:

-Written report to the Superintendent

ANNUAL REVIEW:

-Principal will review Bomb Threat procedures annually and orient all staff members to roles and responsibilities. The principal will submit a Bomb Threat Plan of Action to the Area Supervisor.

-Office staff members will receive in-service training regarding proper handling and disposition of all communications.

Instruction

Bomb Threats (Continuation)

DEPARTMENT OF POLICE SERVICE

One Union Avenue
New Haven, CT 06519

HAZARDOUS DEVICES UNIT

Place this card under your telephone

QUESTIONS TO ASK:

- When is bomb going to explode?
- Where is it right now?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Did you place the bomb?
- Why?
- What is your address?
- What is your name?

EXACT WORDING OF THE THREAT:

Sex of caller: _____ Race: _____

Age: _____ Length of call: _____

Number at which call is received: _____

Time _____ Date ____/____/____

BOMB THREAT CHECKLIST

CALLER'S VOICE:

- | | | |
|-----------------------------------|-----------------------------------|--|
| <input type="checkbox"/> Calm | <input type="checkbox"/> Crying | <input type="checkbox"/> Deep |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Normal | <input type="checkbox"/> Ragged |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Distinct | <input type="checkbox"/> Clearing Throat |
| <input type="checkbox"/> Slow | <input type="checkbox"/> Slurred | <input type="checkbox"/> Deep breathing |
| <input type="checkbox"/> Rapid | <input type="checkbox"/> Nasal | <input type="checkbox"/> Cracking voice |
| <input type="checkbox"/> Soft | <input type="checkbox"/> Stutter | <input type="checkbox"/> Disguised |
| <input type="checkbox"/> Loud | <input type="checkbox"/> Lisp | <input type="checkbox"/> Accent |
| <input type="checkbox"/> Laughter | <input type="checkbox"/> Raspy | <input type="checkbox"/> Familiar |

If voice is familiar, who did it sound like?

BACKGROUND SOUNDS:

- | | |
|--|--|
| <input type="checkbox"/> Street noises | <input type="checkbox"/> Animal noises |
| <input type="checkbox"/> Croaky voices | <input type="checkbox"/> Clear |
| <input type="checkbox"/> PA System | <input type="checkbox"/> Static |
| <input type="checkbox"/> Music | <input type="checkbox"/> Local |
| <input type="checkbox"/> House noises | <input type="checkbox"/> Long Distance |
| <input type="checkbox"/> Motor | <input type="checkbox"/> Booth |
| <input type="checkbox"/> Office machinery | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Factory machinery | _____ |

THREAT LANGUAGE:

- | | |
|---|--|
| <input type="checkbox"/> Well spoken (educated) | |
| <input type="checkbox"/> Incoherent | <input type="checkbox"/> Taped |
| <input type="checkbox"/> Foul | <input type="checkbox"/> Message read by |
| <input type="checkbox"/> Irrational | threat maker |

REMARKS:

Report call immediately to:

Phone No. _____

Date ____/____/____

Name _____

Position _____

Phone Number _____

Instruction

Inclement Weather/Emergency Closings

The New Haven Board of Education authorizes the Superintendent to close the schools, delay their opening, and/or to dismiss them early in event of hazardous weather or other emergencies that threaten the safety or health of students or staff members.

The public will be informed of emergency closing, delayed opening, and early dismissal procedures.

CONTRACT REFS.: NHFT Agreement, Art. II, Sec. 2c; Art. XVI, Sec. 19 Crafts Union Agreement, Art. 19

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction**Pledge of Allegiance**

Every administrator in charge of a school shall ensure that time is available on every school day for students to recite the "Pledge of Allegiance." Nothing in this policy shall be construed as mandating that any person must recite the "Pledge of Allegiance."

Policy adopted: October 14, 2003

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Nondiscrimination: Instructional Program

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

1. equal rights and opportunities for students and employees in the school community.
2. equal opportunity for all students to participate in the total program of the schools.
3. continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.
4. training opportunities for improving staff ability and responsiveness to educational and social needs.
5. opportunities in educational programs which are broadly available to students with access not solely based upon race, color, religious creed, age, marital status, national origin, sex, sexual orientation or physical disability.

Each student, at the time he/she becomes eligible for participation, shall be advised of his/her right to an equal opportunity to participate in school programs without discrimination, on account of race, color, sex orientation, religion or national origin, or physical disability.

Legal Reference: Connecticut General Statutes
 10-15 Towns to maintain schools.
 10-15c Discrimination in public schools prohibited.
 10-18a Contents of textbooks and other general instructional materials.
 10-226a Pupils of racial minorities.
 10-145a(b) Certificates of qualification for teachers; Intergroup relations programs.
 Title IX of the Education Amendments of 1972, 20 U.S.C., 1681 et seq.
 Section 504, U.S. Rehabilitation Act, 1973, 29 U.S.C. 791

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
 New Haven, Connecticut

Instruction

Curriculum

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

Curriculum development by the certified staff shall be guided by such factors as the following;

1. Actual studies and information concerning the needs of students in the school district
2. The range of abilities, aptitudes and interests of the students
3. Aspirations of residents of the school district for the students
4. The mobility of the population, making it necessary to provide education for our students useful anywhere in the world
5. Avoidance of discrimination

The Board of Education desires that unnecessary duplication of work among the levels be eliminated, and that courses of study and syllabi be coordinated effectively.

The Board of Education favors providing opportunities for faculty to consult and assist in curriculum development through such devices as workshops, study groups, assistance from outside consultants, and an extended school year to allow teachers to devote summertime to the effort.

The Board of Education reserves the responsibility for establishing curricula for the school district. Teachers shall teach within the approved curricula.

Legal Reference: Connecticut General Statutes
 10-15 Towns to maintain schools. Prescribed courses of study.
 10-18 Courses in United States history, government and duties and responsibilities of citizenship.
 10-18a contents of textbooks and other general instructional materials.
 10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught.
 10-221a High school graduation requirements.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
 New Haven, Connecticut

Instruction

Curriculum Development

The Board recognizes that in order to foster the role of education in a democratic society and to ensure equal educational opportunity to all students, it must not permit the curriculum to remain static. The Board deems it essential that the school system continually develop, evaluate, and improve its curriculum in order to achieve its educational goals and objectives.

While the Board retains its full rights and responsibilities under the laws of the state with regard to the determination of the curriculum, it authorizes the administration to organize curriculum committees, which should be composed of teachers, administrators, parents, and students to review the curriculum and advise the Board on curriculum changes. There should be a process whereby each discipline will be reviewed at least once every five years.

The following guidelines have been established by the Board for use by such curriculum committees:

1. The curriculum shall contain all courses required by the State Department of Education.
2. The curriculum shall provide for the diversified needs of students social, economic, cultural, emotional as well as the varied needs of the community, e.g. civic leadership, skilled employees, and educated citizenry.
3. Committees shall review the feasibility of, and advise the Board of, course offerings requested by students even when they represent a minority of the student body.
4. Committees shall explore course offerings and teaching methods that will strengthen student character, firmness of student conviction, and integrity of purpose.
5. Committees shall review curriculum requirements of the State Department of Education and shall express its recommendations for change, if any, to the Board, which may choose to communicate them to state officials.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Separation of Church and State

In accordance with the mandate of the Constitution of the United States prohibiting the establishment of religion it is the policy of this Board that the public schools will, at all times and in all ways, be neutral in matters of religion. This means that the public schools:

1. Will assume no role or responsibility for the religious training of any student; and
2. Will in no way become involved in the religious belief, disbelief or doubt of any student.

This requirement of neutrality need not preclude nor hinder the public schools in fulfilling their responsibility to educate students to be tolerant and respectful of religious diversity. The district also recognizes that one of its educational responsibilities is to advance the students' knowledge and appreciation of the role that religion has played in the social, cultural, and historical development of civilization.

Therefore, the district will approach religion from an objective, curriculum-related perspective, encouraging all students and staff members to be aware of the diversity of beliefs and respectful of each other's religious and/or non-religious views. In that spirit of respect, students and staff members should be excused from participating in activities that are contrary to religious beliefs unless there are clear issues of compelling public interest that would prevent it.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

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.

If it is determined that the school system has twenty or more limited or non-English speaking children 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.

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

Legal Reference: Connecticut General Statutes

10-17 English language to be medium of instruction. Exception.

10-17a Establishment of bilingual and bicultural program.

10-17d Application for and receipt of federal funds.

10-17e Definitions.

10-17f Required bilingual education.

10-17g Application for grant. Annual evaluation report.

10-146f Waiver of certification requirements for bilingual teachers.

State Board of Education Regulations

10-17h-1 to 10-17h-15. Programs of bilingual education.

Policy adopted: August 14, 1995

**NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut**

Instruction

Computer Literacy

It is the goal of the school system to teach all students to be computer literate.

Computer literacy is defined as that collection of skills, knowledge, values and relationships that allows a person to function comfortably as a productive citizen in a computer-oriented society.

Achievement of the goal of teaching computer literacy to all students is expected to be accomplished over a number of years in a planned and systematic program.

Continuous evaluation of progress toward this goal is to be conducted by the Superintendent and school district staff.

The program of instruction in computer literacy requires attention to the following components:

1. **Curriculum**
Objectives for instruction will be designed to promote sequential learning awareness, theory, and application of computers.
2. **Hardware**
Specifications for selection will be designed to ensure durable, functional, and updated equipment.
3. **Software**
Programs for use in computers, whether commercial or locally developed, will be selected and shared within the school system to promote maximum learning.
4. **Staff Development**
Encouragement will be afforded all employees involved in instruction of students to gain training in awareness, theory and applications of computers.
5. **Providing Resources and Funding**
Commitment of school system resources is required for the development of the computer literacy program. It is expected that general funds will be committed to this program as well as special public and private funding.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Advanced College Placement

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

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

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

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Family Life and Sex Education

The Board of Education recognizes that the purpose of family life education is to help students acquire factual knowledge, attitudes and values which will contribute to the well-being of the individual, the family and society. Among other things, family life education provides instruction directed toward enabling students to discuss effectively problems with family members. Such communication shall include the willingness and ability to listen, accept criticism and respond with openness, frankness and honesty, thus demonstrating a mutual respect and love for other members of the family.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the primary responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in the areas of family life and sex education by offering students factual information and opportunities to discuss concerns, issues and attitudes inherent in family life and sexual behavior, including traditional moral values.

A family life and sex education committee shall be established to plan, develop and monitor the family life and sex education program. It will also serve as a resource for evaluation and ensuing recommendations. The committee shall be responsible to the Board of Education and shall work in cooperation with the Superintendent and any other auxiliary committees the board may appoint for this program.

Students, parents or guardians shall be informed of their right to exempt the student from the family life program.

Legal Reference: Connecticut General Statutes

10-16c State board to develop family life education curriculum guides.

10-16d Family life education programs not mandatory.

10-16e Students not required to participate in family life education programs.

10-16f Family life programs to supplement required curriculum.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Student Nutrition and Physical Activity (Student Wellness Policy)

Whereas, New Haven Public Schools recognizes the importance of family involvement to ensure the adoption of healthy lifestyles by our students;

Whereas, New Haven Public Schools (NHPS) is committed, through Healthy Kids First, to provide access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

Whereas, good health fosters student attendance and education;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, heart disease, cancer, stroke, asthma and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, in 2003-2004 only 31.8 % of New Haven Public School students passed all four physical fitness tests (as compared with 34% for the state of Connecticut);

Whereas, 73% of high school students do not participate in sufficient vigorous in-school physical activity;

Whereas, a large percentage of children (2 to 19 years) fail to eat a healthy diet consistent with the five main recommendations from the United States Department of Agriculture's Steps to a Healthier You - My Pyramid;

Whereas, school districts around the country are facing significant fiscal and scheduling constraints;

Whereas, the "built environment" of today's communities fails to promote adequate daily physical activity consistent with the recommendations for the Center for Disease Control and Prevention (CDC);

Whereas, community participation is essential to the development and implementation of successful school wellness policies; and,

Whereas, the Federal Government, in the Child Nutrition and WIC Reauthorization ACT of 2004 (Public law 108-265) requires that all public and private schools participating in the USDA's child nutrition programs must establish a wellness policy by the first day of the 2006-2007 school year.

Instruction

Student Nutrition and Physical Activity (Student Wellness Policy) (continued)

Thus, NHPS is committed to providing school environments that promote and protect children's health, wellbeing, and ability to learn by supporting healthy eating and increased physical activity. Therefore, it is the policy of the New Haven Public School District that:

- The school district will expand on the success of its existing Nutrition Committee by adding student and school board members to join our parents, teachers, food service professionals, health professionals, and other interested community members in continuing to develop, implement, monitor, and review district-wide nutrition and physical activity policies. The expanded committee will become known as the District Wellness Committee.
- The school district will expand on its highly successful "Healthy Kids First" initiative which has earned the district recognition from national and international press, members of Congress, and other parts of the Federal Government by encouraging the development of a Wellness Committee at each school. The District-wide Wellness Committee will provide support, training, and help coordinate the efforts of the site-based committees.
- The school district will sustain its commitment to keep soda and junk food out of the school day. New Haven has already removed all soda and junk food from its vending machines, its school stores, and its cafeteria service lines as well as from in-school fund-raising activities. We have replaced those with water and 100% fruit juice and baked chips and other healthy snack alternatives as recommended in the Connecticut Healthy Snack Guidelines.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat. In 2003, New Haven opened the Central Kitchen which centrally cooks and fast freezes nutritious, better tasting meals to be delivered, heated and served at our schools. New Haven meets the nutrition recommendations of the U.S. Dietary Guidelines for Americans and the Connecticut Healthy Snack Guidelines and in many areas exceeds them.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

Instruction

Student Nutrition and Physical Activity (Student Wellness Policy) (continued)

- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program, including after-school snacks and the Summer Food Service Program. In 2004, the district went to universal free lunch at all elementary and K-8 schools. In 2005, the district started offering universal free lunch at the two comprehensive high schools with combined enrollment of close to 3,000 students.
- Schools will provide nutrition education to foster lifelong habits of healthy eating and will establish linkages between health education, school meal programs, and related community services. Nutrition education will also extend to the students' homes via workshops for parents, materials given to students and directly sent to parents/guardians such as school menus and other bulletins. The Superintendent's media efforts and the Kids First newsletters will also dedicate time/space to the Healthy Kids First initiative.
- The Board of Education will seek to partner with agencies and other groups in the community to encourage increased physical activity both on the part of the students and their families.
- Schools will provide a quality physical education program that will foster a life long appreciation for physical fitness through participation in fitness activities. Students will acquire the knowledge to lead a healthy and productive lifestyle.

The New Haven Public School's Wellness Policy will be carried out through activities planned and implemented by the District-wide Wellness Committee and the network of site-based committees as they are developed. The overall activities will be monitored by the District Wide Wellness Committee (formerly the Nutrition Committee). The Wellness Committee will make a report to the Board of Education at least annually, with input from the site-based committees as they become active.

Policy adopted: April 24, 2006

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

K - 12 Writing

K - 12 WRITING POLICY

The New Haven Public Schools has identified writing proficiency as a major curriculum goal for all students. The ability to write effectively is a critical foundation skill for lifelong learning and a key requirement in the future workplace. Therefore, writing will be taught and practiced at every level from kindergarten through grade twelve.

Our teaching methods reflect the idea that writing is a process and that writing, reading, listening, thinking, and speaking develop together, and each enhances the growth of the other. The writer's skill in content, grammar, spelling and structure develops and is mastered through this process. The essential components are prewriting, drafting, revising, editing, and publishing. Teaching practices will follow a writer's workshop approach.

The most critical concept in the writing process is that student proficiency will increase when opportunities to write occur daily. Daily writing for all students is a standard that should be expected and encouraged by each classroom teacher, the building administrator, and the parent. Writing happens across the curriculum and supports curriculum integration. Requirements for the types and frequency of writing exist at every grade level and are clearly outlined in each written curriculum document and in this policy.

The responsibility for the implementation of this policy is shared by the student, the parent, the teacher, the building administrator and the district-wide curriculum administrator.

Responsibility of the Student

1. Write every day.
2. Develop and practice all forms of writing, e.g. lists, labeling, stories, reports personal letters or invitations, etc.
3. Develop an understanding that all writing has a purpose and an audience.
4. Develop an understanding that writing is a process including prewriting, drafting, revising, editing, and publishing.
5. Demonstrate knowledge and use of a word processor as a tool for writing.
6. Maintain a folder of works in progress.
7. Share writing with the teacher in the writing conference and with peers in small group sharing, listening for feedback from the intended audience.

Instruction**K - 12 Writing****Responsibility of the Student (continued)**

8. Develop the ability to review and critique one's own work.
9. Develop the ability to select "a work in progress" for editing and developing into a published format.
10. Prepare a portfolio at the end of each marking period with selected favorite works and comments as to why these were chosen.
11. Cooperate with the teacher in completing assignments and being prepared for class work.

Responsibility of the Principal

1. Communicate the Writing Policy and Regulations to parents annually.
2. Discuss the implementation of the writing policy with faculty regularly.
3. Develop a staff development plan with all teachers to implement a process writing approach with students.
4. Monitor the implementation of the writing policy at least with students and staff as a part of the Comprehensive School Plan review.
5. Provide for the positive display of student writing policy annually and make necessary improvement modifications each year.
6. Evaluate the effectiveness of the writing policy annually and make necessary improvement modifications each year.
7. Encourage teachers in all disciplines to utilize the writer's workshop approach with their students.

Responsibility of the Parents

1. Know about the Writing Policy and the requirements expected.
2. Meet or communicate with the teacher about the child's progress.
3. Talk with their child about writing assignments and ask the child to share some of their writing with them.

Instruction

K - 12 Writing

Responsibility of the Parents (continued)

4. Demonstrate and discuss with their child some of the ways they use writing in their own daily lives.
5. Be sure child attends school every day.
6. Read to or with their elementary child regularly, everyday, if possible.

Responsibility of the Teacher

1. Use the writer's workshop approach to teach students to write effectively.
2. Establish writing as a process using prewriting, drafting, revising, editing, and publishing as elements of this process.
3. Establish use of work processors as a tool of writing.
4. Model and demonstrate all forms of writing.
5. Conference throughout the writing process with students individually and in small groups to discuss works in progress.
6. Using the writer's workshop approach, require annually, the following types and minimum number of writing assignments.

K-2 Students

Compose at least two (2) writing projects
One must be a non-fiction writing

3-5 Students

Compose at least four (4) writing projects
One must be a research report

6-8 Students

Compose at least eight (8) writing projects
Two research reports
Two in social studies classes
Two in science/math classes
Two in English/language arts classes

Instruction

K - 12 Writing

Responsibility of the Teacher (continued)

9-12 Students

Compose at least twelve (12) writing projects

Three of the twelve must be research reports or papers (research paper 12th grade only)

Two in social studies classes

Two in science classes

Two in math classes

Six in English classes

7. Evaluate student work holistically.
8. Maintain a folder or portfolio for each student's work.
9. Display student writing in a positive way in the classroom.
10. Provide instruction and practice for students throughout the school year in the following areas:

personal and expressive writing	observation and description
narrative writing	non-fiction writing
information and exposition	persuasion
writing about literature	reports-written and spoken
writing for assessment	
11. Communicate regularly with parents concerning students' progress.

Instruction

Controversial Issues

Instructional policy on controversial issues is designed to protect teachers and school administrators from unwarranted attack by pressure groups, and to insure youth a well-balanced preparation for American citizenship.

Students in the schools shall have the opportunity for responsible discussion of controversial issues.

Such free discussion requires that students have the following rights:

1. The right to study any controversial issue which has political, economic or social significance and concerning which the student, at his/her level, should begin to have an opinion
2. The right to free access to all relevant information, including the materials that circulate freely in the community
3. The right to form and express his/her own opinions on controversial issues without jeopardizing the student's relations with the teacher or the school.

The discussion and study of controversial issues shall be objective and scholarly, with a minimum emphasis on opinion. The teacher shall approach controversial issues in the classroom in an impartial and unprejudiced manner, and must refrain from using classroom privileges and prestige to promote a partisan point of view.

(cf. 1220 - Citizens' Advisory Committees)

(cf. 1312 - Public Complaints)

(cf. 5145.2 - Freedom of Speech/Expression)

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

Legal Reference: Connecticut General Statutes
 31-51q Liability of employer for discipline or discharge of employee on account of employee's exercise of certain constitutional rights.
Keyishian v. Board of Regents 385 U.S. 589, 603 (1967)
 Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
 New Haven, Connecticut

Instruction

Extra-Class Activities: Limited Open Forum

The Equal Access Act requires that public secondary schools grant access to student groups who wish to meet for religious, political, or philosophical purposes, if the school allows other types of non-curriculum related student groups to meet. The law establishes the open forum be held during the lunch hour or as determined by the school principal to ensure equal access to student groups wishing to meet.

The principal may approve student groups use of facilities to conduct a meeting during the open forum provided that:

1. The meeting will take place during the open forum. The open forum is defined as the lunch hour or non-instructional time as determined by the principal.
2. The meeting is voluntary and student initiated. The principal must be assured that students are the ones promoting such activities and they are participating of their own volition. Only students enrolled in the school may request the meetings.
3. School does not sponsor the meetings (i.e. authorities or district employees do not promote, lead or participate in such meetings). Principals may assign personnel to supervise these meetings. This action does not constitute sponsorship by the district of such meetings.
4. The presence of school authorities or district employees or district personnel at any student religious meeting is non-participatory in nature. The presence of school authorities is for the purpose of observation only.
5. The meeting does not in any way disrupt the conduct of regular instructional activities of the schools. Since the education of the student is the prime responsibility of the school, any other activities are secondary. The school may deny facilities to students on the basis that such activities or meetings interfere with the instructional program.

Instruction

Extra-Class Activities: Limited Open Forum (continued)

6. Student meetings are not controlled, conducted or directed by person or groups not affiliated with the schools. Such persons may attend student meetings but not on a regular basis. Visitors to the school must be approved by the principal and clearance obtained prior to the meeting.
7. The meeting is open to all students without regard to race, gender, religion or national origin.

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

Equal Access Act

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Interscholastic/Intramural Athletics

The Board of Education believes individual students will benefit from opportunities to grow physically and intellectually through experiences that provide the opportunity for self discipline and team efforts made possible through competitive interschool and intramural team and individual sports activities.

District participation in interscholastic athletics shall be subject to approval by the board. This shall include approval of membership in any leagues, associations, or conferences, of rules for student participation, and of annual sports schedules.

It is the board's policy to provide to students interscholastic athletic competition in a variety of sports. Students shall be allowed to participate in individual sports on the basis of their physical condition and desire. Qualified personnel shall be provided for coaching and supervising individual sports. In addition, it is the policy of the board to provide intramural athletic activities as an outgrowth of class instruction in physical education commensurate with the grade level of the students involved.

Each student who chooses to participate in an interscholastic athletic program is required to have on file, in the offices of the building administrator and the athletic director, a certificate of consent which is signed by the parent or legal guardian. No student may start practice for any athletic team until he or she has been examined and approved by a medical doctor. This certificate of consent shall be in effect for each student for each sports season.

The purpose of school athletics is both educational and recreational. The athletic program should encourage participation by as many students as possible and should be carried on with the best interests of the participants as the prime consideration. Participation should be without unreasonable interference with other obligations in the school, community and home.

It is recognized that a well-organized and well-conducted athletic program is a potent factor in the morale of a student body and an important phase of good community-school relations.

Instruction

Interscholastic/Intramural Athletics (continued)

Every possible effort shall be made to offer equal opportunities for both sexes in sports and activities which shall include life sports that a student can carry through adulthood.

Legal Reference: Connecticut General Statutes

10-149 Qualifications for coaches of intramural and interscholastic athletics.

Stratton, P.P.A., v St. Joseph's High School, Bridgeport Superior Court, June 4, 1986 (12 CLT 26) 9/87.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Publications

Student publications are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board of Education shall encourage the development of school newspapers, annuals, and magazines.

Freedom of speech and of expression in student publications as guaranteed by the First Amendment is to be observed scrupulously by the administration, faculty and students.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6144 - Controversial Issues)

Legal Reference: *Eisner v Stamford Board of Education*, 440 F. 2d 803 (2nd Cir 1971)

Trachtman v Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435
 U.S. 925 (1978)

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Student Publications

Purposes of Official Student Newspaper

1. To exist as an instructional device for the teaching of writing and other journalistic skills;
2. To provide a forum for opinions of students, school staff, and members of the community; and
3. To serve the entire school by reporting school activities.

Rights of Student Journalists

1. To print factual articles dealing with topics of interest to the student writers; and
2. To print, on the editorial page, opinions on any topic, whether school related or not, which students feel are of interest to themselves or to the readers.

Responsibilities of Student Journalists

1. To submit copy that conforms to good journalistic writing style;
2. To rewrite stories, as required by the journalism advisor, to improve journalistic structure, sentence structure, grammar, spelling and punctuation;
3. To check facts and verify quotes;
4. In the case of editorials on controversial issues, to provide space for rebuttals, in the same issue if possible, but otherwise no later than the following issue; and
5. Subject to the specific limitations in these guidelines, to determine the contents of official student newspapers.

Material Not Permitted in Official School Newspapers

1. Material which is libelous or which violates the rights of privacy;
2. Profanity, hereby defined as the language which would not be used in The Hartford Courant or the New York Times;

Instruction

Student Publications

Material Not Permitted in Official School Newspapers (continued)

3. **Material which criticizes or demeans any race, religion, sex or ethnic group;**
4. **Ads for cigarettes, liquor, or any other product not conducive to good health;**
5. **Any material, the publication of which would cause substantial disruption of the school. Substantial disruption is hereby defined as the threat of physical violence in the school or nearby community and/or the disruption of the school's educational program; and**
6. **Endorsements of political candidates or ballot measures, whether such endorsements are made via editorial, articles, letter or photograph cartoon. The newspaper may, however, publish "fact sheet" types of articles on candidates and ballot measures, provided such articles do not endorse any person or position, and provided equal space is provided for all candidates for a particular office or both sides of a ballot measure.**

Determination of Appropriateness

The newspaper advisor shall have the primary responsibility of reviewing each article prior to its publication to determine if it satisfies all the conditions of these guidelines. The school principal or his/her designated representative other than the newspaper advisor may also review copy prior to its publication. However, such copy must be returned to the student editors within 72 hours after it is submitted for review. No copy may be censored except for reasons specifically listed in these guidelines. Nothing in these guidelines is intended to allow censoring of any article merely because it is controversial or because it criticizes a particular school, a school procedure, or the school system itself.

Resolution of Differences

In the event of disagreement as to whether an article should be printed, each school shall have a publications Board, which shall meet within 48 hours to submit its opinion. The publications Board shall consist of the principal or his/her designated representative; the journalism advisor; the editor-in-chief; representatives from the student government, the PTA/PTO and the advisory council; and other members as mutually agreed upon. If the publications Board cannot solve the dispute, then an appeal shall be made to the Superintendent who shall seek advice from the Board's legal counsel in making his decision. The Superintendent shall act on the appeal within 48 hours.

Instruction

Resolution of Differences (continued)

Legal Reference: *Eisner v Stamford Board of Education*, 440 F.2d 803 (2nd Cir 1971)

Trachtman v Anker, 563 F.2d 518 (2nd Cir 1977), cert. denied, 354 U.S. 925 (1978)

Regulation approved: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Student Performances

Television and Radio Broadcasts

The Board of Education states as a matter of general principle that television and radio broadcasts of public performances by students--including athletic events--are approved only when such telecasts and broadcasts are in the public interest. All such rights shall be granted in accordance with procedures to be established by the Board of Education and the school administration. Under no circumstances is there to be a fee charged for the granting of television or radio rights.

All requests for the right to televise a school event are to be approved by the Board of Education.

The Board of Education delegates to the Superintendent of Schools, and to whomever he/she might designate, the authority to act on all requests for permission to broadcast school events over radio and television.

In either instance--that is, for television or radio broadcasts-- it is essential that school authorities reserve the right to approve all sponsors to make certain that sponsorship does not include firms supplying goods or services inappropriate to school events.

Parental permission must be obtained for the airing of programs in which identifiable students are featured.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Student Organizations

Students have the right to form social or political organizations. In order for such a group to be recognized and granted use of school time and/or facilities, the principal will determine that it meet certain criteria:

1. Membership in the organization must be open to all students.
2. The organization must have an advisor.
3. The organization must be governed by regulations established by the New Haven School System for all extracurricular activities.

The students may indicate a preference in the choice of an advisor; however, the final designation is dependent on the consent of that individual and the approval of the assignment by the principal.

Student organizations may restrict attendance at their meetings to their own membership. These organizations shall have reasonable access to school facilities such as bulletin boards and meeting rooms through locally established procedures.

Recognition of an organization may be withdrawn, but not without a full hearing on the particular situation by the principal or his/her designee.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Honor Society

1. Establishment

The handbooks of the National Junior Honor Society and the National Honor Society are used as general procedural guides in established chapters of these national organizations.

2. Eligibility

- A. Eighth grade students are eligible for membership at the middle school or junior high level; eleventh and twelfth grade students, at the senior high level.**
- B. All students at eligible grade levels who achieve an overall average of B (equivalent or not less than 3.0 on a 4.0 point scale) in courses taken for credit shall be considered for membership.**

3. Selection of Members

- A. In computing the scholastic average, grades in all subjects including special subjects such as physical education, art, music, industrial education, and home arts, shall be used. Grades that have been accepted from another accredited school are also included in computing the average.**
- B. Service to the school or community organizations and leadership qualities shall be considered in addition to scholarship in the selection of students for membership.**
- C. In computing standing for membership at particular grade levels, the following shall apply for membership:**
 - (1) In the eighth grade, all seventh grade and first-semester eighth grade marks shall be considered.**
 - (2) In the eleventh grade, the final ninth, tenth, and first-semester eleventh grade marks shall be considered.**

Instruction**Honor Society****3. Selection of Members (continued)**

- (3) In the fall semester of the twelfth grade, the final ninth, tenth, and eleventh grade marks shall be considered.
- (4) In the spring semester of the twelfth grade, the final ninth, tenth, and eleventh and the first-semester twelfth grade marks shall be considered.

D. A representative faculty council appointed by the building administrator, and consisting of no fewer than five members, shall make the final selection of students for honor society membership. The administrator shall determine the duration of council membership and the basis of representation among the faculty. In the selection process, faculty members other than those on the council may be asked to evaluate for membership any students whom they know well.

4. Probation or Dismissal

Honor society members who are in jeopardy of losing their membership, because of a serious deficiency in one or more of the membership criteria, may be placed on a probationary status or dismissed from membership after a full review by the faculty council. A majority vote of the faculty council shall determine a student's admission to, probationary status in, or dismissal from an honor society.

Instruction

Student Fund Raising and Management of Funds

The New Haven Board of Education approves student fund raising activities which may be generated internally by staff and students to complement and/or supplement the regular program.

In accordance with this, the New Haven Board of Education recognizes the need for sound management of student activity funds.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

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, operation and maintenance of extracurricular accounts, and for the safeguarding, accounting and auditing of all monies received and derived from those accounts are to contribute to that 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.

(cf. 3454 - School Activity Funds)

Legal Reference: Connecticut General Statutes
10-237 School activity funds.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Student Fund Raising and Management of Funds

Fund raising by staff and students for the purpose of augmenting certain programs and activities in the public schools of New Haven must adhere to specific guidelines as set forth and administered by the following staff personnel:

1. **RESPONSIBILITIES OF THE PRINCIPAL**
 - a. Procedure for developing fund raising programs and activities
 - b. Fund raising programs and activities
 - c. Distribution of funds
 - d. Fund use
 - e. Monitoring

2. **RESPONSIBILITIES OF THE SUPERVISOR**
 - a. Monitoring

THE RESPONSIBILITIES OF THE PRINCIPAL

- A. **Procedure for developing fund raising programs**
 1. Students and or staff may identify an area needing financial assistance as long as it is with the full agreement of the principal.
 2. Principal will outline regulations governing fund raising to staff and/or student.
 3. Staff and/or students must submit a fund raising plan in writing to the principal.
 4. The principal will either approve and accept the plan or reject it for reason.

- B. **Fund raising program and/or activity**
 1. Permission on fund raising projects involving sale of products or tickets must be submitted to the appropriate supervisor one full month prior to the event.

Instruction**Student Fund Raising and Management of Funds (continued)****B. Fund Raising Program and/or Activity (continued)**

2. All fund raising activities must be within the limits of local, state and federal statutes.
3. Fund raising activities must comply with the social and moral parameters of the community.
4. No pupils of the school may be used in door to door solicitation or any type of solicitation.

C. Distribution of Funds

1. The fund raising program plan must include a plan of how profits for a program and/or activities are to be distributed.
2. Funds cannot be used for anything other than that stated in the written program and/or activity plan.

D. Fund Use

1. Principals will see to it that funds are utilized as per the program and/or activity plan.
2. Under no circumstances can the funds be used to hire full or part time teaching personnel.
3. Under no circumstances can the funds be used to supplement the Board of Education mandated programs.
4. Funds may be used to augment admission costs, trip expenses, extra curricula after-school activities and special materials.

MONITORING**A. Elementary/Middle**

1. All money will be placed into a bank account with the principal and two other staff members on the bank account. Two signatures must be required to withdraw funds for the account.

Instruction**Student Fund Raising and Management of Funds (continued)**

- A. Elementary/Middle (continued)
2. All records of deposits and withdrawals must be duly recorded.
 3. An annual financial report must be made to the appropriate Supervisor and Business office by June 30 each year. Copy of report must be available in the principals office on request.
 4. All financial records of a school will be audited when there is a change in that school administrative leadership.
- B. High Schools
1. Permission on fund raising projects involving sale of products or tickets must be submitted to the appropriate director one full month prior to the event.
 2. Students will not be allowed to go off school grounds to make sales. (i.e. door to door soliciting, sales at department stores, etc.)
 3. Fund raising activities sponsored within the school must have principal's permission. (i.e. cake sales, car washes, book fairs, dances).
 4. All checks will be co-signed. (principal/designee)
 5. An annual financial report must be made available to appropriate supervisor and Business office for finance and operations. Copy of report must be available in the principals office upon request.
 6. All financial records of a school will be audited when there is a change in that schools administrative leadership.

Regulation approved: August 14, 1995
Revised: May 27, 1997

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

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. Graduation shall not be held until 180 days and 900 hours of actual school work are completed.

A student may not graduate from high school without satisfactorily completing a minimum of twenty-one credits, not fewer than four which shall be in English, not fewer than three in Mathematics, not fewer than three in Social Studies, not fewer than two in Science, not fewer than one in the Arts or Vocational Educational and not fewer than one in Physical Education.

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, shall make available to all the school district's youths alternative programs for meeting standards that will enable them to acquire a high school or vocational school diploma.

(cf. 5121 - Examination/Grading/Rating)

(cf. 6146.2 - Statewide Proficiency/Mastery Examinations)

Legal Reference: Connecticut General Statutes

10-14n Statewide mastery examination. Conditions for reexamination.
Limitation on use of test results.

10-16(l) Graduation exercises.

10-221a High school graduation requirements.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Grading System

The primary purpose of grading is to keep parents and students fully informed of a student's progress and to provide a continuous and accurate record of each student's achievement for use in instruction.

The Board of Education shall approve the grading and reporting systems as developed by the administration and faculty and upon recommendation of the Superintendent of Schools.

(cf. 5124 - Reporting to the Parents)

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Statewide Proficiency/Mastery Examinations

Each student enrolled in the fourth, sixth, eighth and tenth grades shall take a statewide mastery examination (measuring whether or not a student has mastered essential grade level skills in reading, language arts and mathematics). The mastery examination shall be provided by and administered under the supervision of the State Board of Education.

Students who meet or exceed the state-wide mastery goal on each component of the state-wide tenth grade mastery examination, shall have a certification of such mastery made on the permanent record and transcript. A student who has not met the mastery goal level on each component of the mastery examination may annually take or retake each such component at its regular administration until the student scores at or above each goal level or until the student graduates or turns twenty-one (21).

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

Special education students shall participate in mastery testing except when their planning and placement team determines that participation would be inappropriate.

The provisions on mastery testing shall not apply to any student enrolled for three (3) years or less in a bilingual program, or English as a Second Language program.

(cf. 5121 - Examination/Grading/Rating)

(cf. 6146 - Graduation Requirements)

Instruction

Statewide Proficiency/Mastery Examinations (continued)

Legal Reference: Connecticut General Statutes

10-14m Development and submission of educational evaluation and remedial assistance plan.

10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results.

10-14o Compensatory education grant. Financial statement of expenditures.

10-14p Reports by local and regional boards re instructional improvement and student progress.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Class Size

No policy statement on class size is necessary as the New Haven Federation of Teacher's contract covers this issue. (Article II Section 5).

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

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.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Grouping Procedures

Introduction

The New Haven Board of Education is committed to the appropriate grouping placement of all elementary students in instructional classrooms, groups and programs. Placement decisions should be based exclusively on educational considerations that best serve the needs and interests of students.

Research suggests that there is no one best way to group students, that students develop at different rates, that students have different skills and interests and that students can learn from other students as well as from adults.

In discussing grouping definitions and terms, researchers have identified no fewer than 32 commonly used grouping procedures, many of which involve grouping by ability in one way or another. In addition to the more traditional ability grouping practices, there have been other recent developments such as multi-grade, multi-age and open-space grouping practices.

The most commonly used forms of grouping are:

1. Heterogeneous grouping, which means the complete mixing of students regardless of ability.
2. Tracking, which means the assignment of students to a school or to a complete course of study on the basis of their ability.
3. Ability Grouping, which means the assignment of students to a particular classroom or classrooms on the basis of their abilities.
4. Classroom Grouping, which is the grouping of students within a classroom on the basis of ability in a particular subject area.

Elementary Schools: Self-contained classrooms

Responsibilities of the Principal (To implement the New Haven Public Schools flexible grouping policy.)

1. To develop with staff appropriate grouping procedures for all students prior to scheduling and/or assigning students yearly.
2. To ensure that flexibility is used in grouping students based on resources, building space and available personnel.

Instruction

Grouping Procedures

Elementary Schools: Self-contained classrooms

Responsibilities of the Principal (To implement the New Haven Public Schools flexible grouping policy.) (continued)

3. To allow, when necessary, for more than one type of grouping within a building, i.e., departmentalized classrooms, combination grades, bilingual classes and special education.
4. To ensure that the grouping policy regulations are being carried out by staff on an ongoing basis.
5. The progress of all students should be monitored regularly and a process established that would allow student transfer within groups, levels and classes as a student's progress might warrant.

Principals' Responsibilities (Middle and High Schools)

1. To elicit periodic recommendations from subject supervisors regarding innovative and effective grouping practices.
2. To establish a school staff committee to address all issues raised by grouping policies. Recommendations for changes should be considered annually.

Regulation approved: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Field Trips and Community Service

To the extent that budgetary resources permit, the Board of Education encourages and sanctions student trips or other out-of-district school activities, including participation in interscholastic events, community civic projects and international travel which are of value in helping achieve each participating student's educational objectives.

The school staff, under the direction of the administration, shall take all reasonable and prudent steps to safeguard the physical and educational welfare of participating students. Each such student shall be given guidance in setting up educationally sound variations in his/her school program to enable him/her to participate and shall be counseled as to his/her obligations in fulfilling them. The administration may place restrictions upon a student's participation when in the staff's judgment his/her welfare requires it.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Field Trips

Purpose of this Section

This section presents the procedure to be followed by certificated employees in the planning of pupil field trips.

Definitions

In general, the school system allows for three categories of field trips:

1. Day Field Trips: those in which students leave and return to school on the same day.
2. Overnight Field Trips: those in which students are away from home and school for periods ranging from one to five nights.
3. Trips to Foreign Lands: those that take students outside the geographic limits of the continental United States.

Parental Permission

Although the Board of Education has approved carefully planned field trips as part of the curriculum, it is necessary to inform parents of the excursion and to obtain permission for each student to participate. It is important to realize, however, that in case of liability, such a signed permission slip is not legally binding on the parent. Its importance lies in the fact that the parent is fully cognizant of what is going on.

Connecticut State Statutes

CGS 10-235 states:

"Protection of teachers, employees and board and commission members in damage suits. Each board of education shall protect and save harmless any member of such board or any teacher or other employee thereof or any member of its supervisory or administrative staff...from financial loss and expense, including legal fees and costs, if any, arising out of any claim, demand, suit or judgement by reason of alleged death of any person, or in accidental damage to or destruction of property, within or without the school building; provided such teacher, member or employee, at the time of the accident resulting in such injury, damage or destruction, was acting in the discharge of his duties within the scope of his employment or under the direction of such board of education...For the purposes of this section, the term "teacher" shall include any student teacher doing practice teaching under the direction of a teacher employed by a town board of education..." (February, 1965, P.A. 330, S. 43.)

Instruction

Field Trips

Overnight Field Trips and Trips to Foreign Lands

In the development of proposal for either overnight field trips or trips to foreign lands, the principal is responsible for assuring that:

1. The objectives of the trip and activities are compatible with the general objectives of the instructional program.
2. The total ongoing school program will not be adversely affected by participation of staff and pupils on the trip.
3. Participation in the trip and its activities will not be detrimental to the total program of individual pupils.
4. Appropriate educational experiences will be provided for those pupils who do not participate in the activity.
5. Insofar as possible, the opportunity for pupils to participate is nondiscriminatory for economic purposes.
6. The proposed trip is feasible within the time allotted.

Guidelines for Developing Field Trips and Trips to Foreign Lands

A trip proposal should be jointly developed by staff and pupils and should take into consideration the following:

1. A statement of objectives of the trip and its activities and an outline of educational experience or of the course of study to be followed.
2. Basic costs, usually including transportation, meals, and accommodations.
3. Expenses not included in the basic costs, such as laundry, trip insurance (each student must be insured from the onset of the trip until return to home), personal expenses, and in the case of trips to foreign lands, required inoculations, passport and visa expenses, baggage fees in excess of specified allowances, etc.
4. Procedures for maintaining financial records for auditing purposes.

Instruction

Field Trips

Guidelines for Developing Field Trips and Field Trips to Foreign Lands (continued)

5. Transportation arrangements with assurance that when public transportation is required, only a government approved carrier with a certificate of insurance will be employed. Private transportation is discouraged. In those instances where private transportation must be used, evidence must be submitted that both the vehicle and the driver are properly insured.
6. Accommodations to be used must be nondiscriminatory and have adequate health and safety standards.
7. The detailed itinerary--departure, travel schedule, return--are fully understood by parents.
8. Professionally and personally qualified individuals will serve as chaperones.
9. Identification of a travel agency, if used, and evidence that the agency has experience in handling school groups; can provide proof of satisfactory performance; can provide similar group references; has quoted a competitive fee; has well-identified procedures for handling emergencies; and is approved by the American Society of Travel Agents.
10. If a sponsoring organization other than a travel agency is used, such organization must follow the above guidelines.

Orientation Session for Parents and Students

Prior to the submission of the proposal to the appropriate director, the principal should hold an orientation session for parents and students at which time specific written information on the following is provided:

1. Aims and objectives of the trip.
2. Standards of conduct established for the trip.
3. Responsibilities pupils assume by participating.
4. Basic cost for travel, meals, accommodations, and other expenses not included in the basic costs.
5. Travel arrangements, overnight accommodations, daily itinerary.

Instruction

Field Trips

Orientation Session for Parents and Students (continued)

6. Arrangements for dealing with illness, accidents, other emergencies, and notification to parents of any change in expected time of return.
7. Need for special equipment and/or clothing.
8. Arrangements and responsibility for extra costs in the event pupil should need to return home prior to established date of return.

Responsibility for Reviewing and Approving Field Trips

The school principal is responsible for reviewing and approving or disapproving all proposed overnight field trips or trips to foreign lands. In considering such a proposal, all factors relating to the trip, as outlined, but not limited to the above, will be assessed and verified.

The principal is responsible for assuring that every effort has been made to provide a stimulating learning experience and that all reasonable provisions are made for the safety of pupils. The initially approved proposal is forwarded with supporting information to the appropriate supervisor for review and approval. The director will give final approval for all trips within the State of Connecticut. For trips outside the State of Connecticut on an overnight basis and trips to foreign lands the director will forward proposals to the Superintendent of Schools and the Board of Education for final approval.

Day Field Trips

1. Day field trips are defined as those in which students leave and return to school on the same day.
2. Parental permission slips must be obtained for each trip.
3. Requests for day field trips must be submitted to and approved by the principal of the school involved.
4. All students in grades K-12 may participate in day field trips.
5. Except in those cases where the Board of Education provides the transportation, no expenses, including insurance, may accrue to the Board.

Instruction

Field Trips

Day Field Trips (continued)

6. There shall be a minimum of one adult chaperone for every 10 students (or portion thereof) enrolled in grades K-6. Example: A day field trip involving 30 students shall have three chaperones; a trip involving 17 students shall have two chaperones.
7. There shall be a minimum of one adult chaperone for every 15 students (or portions thereof) enrolled in grades 7-12. Example: A day field trip involving 30 students shall have two chaperones; a trip involving 12 students shall have one chaperone.
8. Under certain circumstances the principal should increase the number of chaperones (i.e., trips outside the city limits, nature of the trip, trips attracting large numbers of students from other schools, physical condition of students, supervision requirements specified by host institution, etc.)
9. If more than one classroom in the same building contemplates a day field trip to the same destination, consideration should be given to the coordination of all groups in an effort to maximize the use of transportation.

Overnight Field Trips

1. Overnight field trips are defined as any that require students to be away from home and school for periods ranging from one to five nights.
2. Overnight field trips may be conducted within the greater New Haven area, within the State of Connecticut, or anywhere within the geographic boundaries of continental United States.
3. Overnight field trips are permitted for students enrolled in grades K-4 only within the greater New Haven area.
4. Overnight field trips are permitted for students enrolled in grades 5-12 within the greater New Haven area, within the State of Connecticut, or anywhere within the geographic boundaries of continental United States.
5. Special parental permission slips must be obtained for all overnight field trips.
6. Requests for overnight field trips must be approved by the principal and submitted to the appropriate supervisor at least two months prior to the scheduled trip.

Instruction

Field Trips

Overnight Field Trips (continued)

7. Requests for overnight field trips out of the State of Connecticut will be submitted by appropriate supervisor, to the Superintendent of Schools and the Board of Education for final approval. (Use appropriate Request Form.)
8. There will be a minimum of one adult chaperone for every 10 students (or portion thereof) enrolled in grades 5-8 and one adult chaperone for every 15 students (or portion thereof) enrolled in grades 9-12.
9. Overnight field trips must be fully paid for by the sponsoring group or organization and/or students participating in the trip. No expenses, including insurance, may accrue to the Board of Education.
10. Overnight field trips of more than two nights are recommended during weekends and regularly scheduled vacation periods.
11. If more than one school requests a field trip to the same destination, consideration should be given to coordination of all New Haven school groups in an effort to secure the lowest possible travel rates.

Field Trips to Foreign Lands

1. Field trips to foreign lands are defined as any outside the geographic boundaries of continental United States.
2. Field trips to foreign lands may be taken only by students enrolled in grades 7-12.
3. Special parental permission slips must be obtained.
4. Requests for field trips to foreign lands must be approved by principal and submitted to the appropriate supervisor no later than November 1 of the school year during which the trip is contemplated. (Use appropriate request form.)
5. The supervisor will submit the request to the Superintendent of Schools and Board of Education for final approval.
6. There shall be a minimum of one adult chaperone for every 15 students (or portion thereof) on the trip.

Instruction

Field Trips

Field Trips to Foreign Lands (continued)

7. The trip must be fully paid for by the sponsoring group or organization and/or students participating in the trip. No expenses, including insurance, may accrue to the Board of Education.
8. Trips to foreign lands may be taken only when schools are not in session.
9. If more than one school requests a field trip to the same destination consideration should be given to coordination of all New Haven school groups in an effort to secure the lowest possible travel rates.

Regulation approved: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

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 important 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 grades through the senior high school.

Worthwhile homework benefits students. Homework should be an extension of the class lesson, be clearly understood by students, be well planned and meaningful, and be evaluated, corrected, and count for class credit.

Basically, there are three types of homework:

1. **Practice of Skills**

Practice provides students with the opportunity to reinforce and master specific skills presented in class and to review content.

2. **Preparation For Future Classes**

Prepares students for the next class meeting, and may include reading, library research, or other information-gathering activities.

3. **Extension of Classwork**

Extension focuses on individual application, research, and study; takes students beyond work covered in class.

Guidelines for time required for homework at each level (elementary, middle, high school) will take into consideration the needs of the students. Teachers shall assign homework according to administrative regulations.

Legal Reference: Connecticut General Statutes

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

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Homework/Make-up Work

CONTENT

Introduction
Responsibilities of Principal
Responsibilities of Chairpersons and Teachers
Time Limits for Assignment of Homework
Monitoring Implementation
Effective Date

PROCEDURES

Introduction

Students at all grade levels in the New Haven Public Schools will be required to perform designated assignments and tasks beyond those that can be performed during regular school hours. Said assignments will be directed and required by instructional program personnel assigned to the schools. Subject supervisors will be of assistance in continuing to develop materials and resources that can be utilized by teachers. Homework assignments are to be an integral part of the educational process for the students in membership in regular and bilingual classrooms; teachers of students in special education programs are encouraged to set standards that are consistent with educational pedagogy in their respective fields.

Responsibilities of Principal

To ensure homework is assigned and corrected by the appropriate teachers and department chairpersons. No school can assume exemption from the homework requirements.

To notify parents of the homework policy and regulations at school-parent meetings and by making reference to the regulations in the school handbook. (The latter should be translated in Spanish in those schools that have bilingual programs.)

To notify staff of homework policy and regulations, at staff meetings.

To encourage the PTO and PTA to serve as resource units to schools requesting assistance in order to more effectively communicate the homework requirements to parents.

To develop schedules for homework assignments, particularly in the middle and high schools, in order to ensure that all students enrolled in major areas of study receive required assignments.

Instruction

Homework/Make-up Work (continued)

Responsibilities of Principal (continued)

To require a separate homework rating to be recorded on all report cards for students in grades I-VI. For grades VII - XII, homework effort should be considered in the grade earned by the student. Although homework will not be given a separate mark, the middle and high school principals are to develop internal procedures for developing and monitoring consistent homework requirements within their schools. These procedures must be approved by the appropriate Area Director.

To develop study rooms in schools that have viable after school programs. The study rooms should provide students with quiet study areas and appropriate resource materials.

To notify all teachers that lesson plans are to reflect homework requirements.

To ensure that teachers and appropriate department chairpersons follow through with their responsibilities.

Responsibilities of Department Chairpersons and Teachers

To determine the quantity, type and frequency of homework assignments, while adhering to the prescribed time limits which appear below.

To assign, correct and return homework to students.

Time Limits for Assignment of Homework

Homework in grades I - XII is mandatory. The amount of homework to be assigned appears below, by grade levels:

Kindergarten

Activities for homework in kindergarten should require no more than ten minutes and consist of activities which present the child with the opportunity to reinforce the concepts and skills that have been developed. At this level, home/study activities should be assigned at the discretion of the teacher.

Instruction**Homework/Make-up Work (continued)****Time Limits for Assignment of Homework (continued)****Grades I - IV**

Grade	Times per week	Minutes per assignment	Minutes per week	Hours per week
I	3	10	30	1/2
II	3	15	45	3/4
III	3	20	60	1
IV	4	30	120	2

Assignments should be due the following day and should be given Monday through Thursday, allowing for "assignment free" weekends. Holy days and holidays should be considered the same as weekends. The same applies to students in grades V - VI.

Grades V - VI

Grade	Times per week	Minutes per assignment	Minutes per week	Hours per week
V	5	45	225	3 3/4
VI	5	60	300	5

Students should have experience working on long-term projects. They should be encouraged to use library materials for assignments (e.g., writing book reports) and for pleasure reading.

Students in grades I - VI shall receive a separate grade for homework.

Grades VII - VIII

Grade	Times per week	Total time per week all subjects
VII	At least two major subject area assignments.	6 hours per week
VIII	At least two major subject area assignments.	6 hours per week

Instruction

Homework/Make-up Work (continued)

Time Limits for Assignment of Homework (continued)

Grades IX - XII

Assignments will be given on a weekly basis.

The completion of all homework assignments or lack of it, in grades VII through XII, will be a definite part of each marking period grade. Each subject grade will include credit for homework performance.

Monitoring Implementation

Area Directors are responsible for ensuring that principals implement the regulations specified herein.

Effective Date

These regulations are effective as of September 1, 1980.

Regulation approved: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Use of Computers in Instruction

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

Microcomputers for instruction will be used primarily for the following:

1. Computer-assisted instruction to improve student performance.
2. Managing an instructional program in areas such as a classroom, library and resource room, involving maintenance of test scores, grades, and other data used in evaluating instruction and student progress.
3. Teaching computer skills and/or concepts.
4. Simulations for general interest, enrichment, and motivation.
5. Teaching job skills.

Any student or staff member using microcomputers will be instructed in the proper use and care of the hardware and software prior to its use.

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

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

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Individualized Education Program/Special Education Program

Any child, whether a student of the school district, of pre-school age, or between the ages of five and 20 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a "special education planning and placement team" (PPT) which shall make an evaluative study to determine whether special education is required and to establish the scope of the special education program. All procedures outlined in the Pupil Personnel Handbook will be followed.

Every effort will be made to educate each student in the least restrictive environment (LRE).

Legal Reference: Connecticut General Statutes

10-76a Definitions

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

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

10-76g State aid for special education.

10-76h Special education hearing and review procedure.
State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment

300.533 Placement procedures

300.550-556 Least restrictive environment

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Textbooks and Library Books

The Board of Education requires and accepts its responsibility to provide students, in the New Haven Public Schools, with necessary and appropriate textbooks and library books. Providing these necessary materials is essential to the learning experience and the overall educational program and curricula of the New Haven Public Schools.

At the same time, the Board recognizes the importance of students assuming the responsibility for all textbooks and/or library books assigned to them, and the obligation of the student to maintain the books in a proper condition.

In an attempt to minimize the extent to which textbooks and library books are lost or damaged, and to allow the Board to utilize allocated book funds to expand and enhance the educational program; rather than to continually replace lost or damaged books, the following policy will be in effect:

1. Students and their parents, will be held financially liable for all textbooks and library books assigned in the student's name, when such books are lost or damaged as a result of the student's carelessness, or when a student failed to return books assigned to them, or when books are not returned in proper condition.
2. An appropriate fee (taking into consideration the necessary cost of the books and condition of the books when issued) will be charged to students for loss or damage, as stated in paragraph number one (1).
3. In the event that students, or their parents, do not make financial restitution for lost or damaged books assigned in the student's name, the student's report card will be withheld, and/or the student where applicable, will not be allowed to participate in graduation exercises.
4. Until restitution is made for lost or damaged books assigned, students will only be allowed use of school materials in supervised settings administered at the individual school level.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Evaluation of Instructional Materials

The purpose of these regulations is to provide consistent, systematic standards for evaluating instructional materials proposed for use in Connecticut's public elementary schools to ensure compliance with the Connecticut General Statutes and with the regulations of the State Board of Education.

Children pattern their interests, prejudices, and ideas after what they see and hear. Children dream of and aspire to those goals they are encouraged to attain. Their world can be expansive and filled with exciting and infinite possibilities, or frustrating in its limitations, depending on their exposure. Much of a child's early development takes place in school, and the potentially positive or negative effect of the school experience is well documented.

These guidelines are not intended to supplant the evaluator's judgment, because it would be impossible to do so. They do comprise the minimum standards for acceptability, and they provide criteria by which to judge quality of instructional materials. The guidelines should be used when evaluating both the student material and the teacher material. In no event should instructions in a teacher manual designed to overcome discriminatory pictures or text in a student edition be given any consideration in evaluation of the student edition.

To portray accurately the cultural and racial diversity and the male and female roles in our society, instructional materials must encourage students to understand not only the historical roles and contributions of women and minorities, but also the forces which shaped those roles and contributions, and how and why the contemporary roles and contributions of women and minorities are different.

Limitations

In certain limited situations it would be inappropriate to require that a pictorial or textual item conform exactly to these guidelines. Such an instance would arise, for example, in reprinting a story by a named author or painting by a named artist which is considered to make an important contribution to a given instructional material. In such a situation, however, discussion material should be included indicating that, for example, a particular attitude toward women or minority groups was prevalent during a certain period in history, and how and why that attitude has changed.

Instruction

Evaluation of Instructional Materials

Limitations (continued)

When examining instructional material for adverse reflection on race, creed, sex, etc., the evaluator should make a qualitative judgement with respect to stories or articles having an historical perspective. Any description, depiction, inference, label or retort found to be, by itself, an adverse reflection should not be judged out of context. Rather, the story or article should be examined for appropriate explanations, discussion or other devices included therein, or immediately attached thereto, which may overcome the impact of such offending words or pictures. The instructional material should be rejected only if, on a total basis, the story or article would, in the mind of an average student for whom the material is intended, reflect adversely upon a person because of his or her race, color, creed, national origin, ancestry, sex or occupation.

Materials in a Series

When evaluating instructional materials which are designed to be used as a graded, nongraded or multigraded series, each component thereof shall be judged individually for compliance and without regard to the content of any other component. However, a group or sequence of materials which is designed for use exclusively within a particular single grade shall be judged on a total basis for compliance concerning adverse reflections of one's race, creed, sex, etc. For example, if a package of three different books is designed to be used as fourth grade readers and a student is expected to complete all books in that school year, any portrayal deficiencies found in one book may be balanced against any exemplary portrayal in another book. However, each of the three books must be judged separately for compliance with the adverse reflection prohibitions.

Specific Criteria for Evaluation of Instructional Materials

1. Male and Female Roles

To encourage the individual development and self-esteem of each child, regardless of gender, instructional materials, when they portray people (or animals having identifiable human attributes), shall portray women and men, girls and boys, in a wide variety of occupational, emotional, and behavioral situations, presenting both sexes in the full range of their human potential. The criteria are:

Instruction

Evaluation of Instructional Materials

Specific Criteria for Evaluation of Instructional Materials

1. **Male and Female Roles (continued)**
 - A. Descriptions, depictions, inferences, labels or retorts which tend to demean, stereotype, or patronize females must not appear.
 - B. Instructional materials that generally or incidentally reflect contemporary American society, regardless of the subject area, must contain references to, or illustrations of, males and females approximately evenly, except as limited by accuracy.
 - C. Mentally and physically active, creative, problem-solving roles, and success and failure in those roles, should be divided approximately evenly between male and female characters.
 - D. Emotions of fear, anger, aggression, excitement or tenderness should occur randomly among characters regardless of gender.
 - E. Traditional activities engaged in by characters of one sex should be balanced by the presentation of nontraditional activities for characters of that sex.
 - F. If professional or executive roles, or vocations, trades or other gainful occupations are portrayed, men and women should be represented approximately equally.
 - G. Where life-style choices are discussed, boys and girls should be offered an equally wide range of such aspirations and choices.
 - H. Whenever material presents developments in history or current events, or achievements in art, science, or any other field, the contributions of women should be included and discussed when historically accurate.
 - I. Imbalance or inequality of any kind, when presented for historical accuracy, should, in the student edition of the instructional material, be interpreted in light of contemporary standards and circumstances.
 - J. Sexually neutral language -- for example, "people", "persons", "men and women", "pioneers", "they", -- should generally be used.

Instruction

Evaluation of Instructional Materials

Specific Criteria for Evaluation of Instructional Materials (continued)

2. Ethnic and Cultural Groups

To project the cultural diversity of our society, instill in each child a sense of pride in his or her heritage, eradicate the seeds of prejudice, and encourage the individual development of each child, instructional materials, when portraying people (or animals having identifiable human attributes), shall include a fair representation of majority and minority group characters portrayed in a wide variety of occupational and behavioral roles, and present the contributions of ethnic and cultural groups, thereby reinforcing the self-esteem and potential of all people and helping the members of minority groups to find their rightful place in our society. The criteria are:

- A. Descriptions, depictions, inferences or labels which tend to demean, stereotype, or to patronize minority groups must not appear.**
- B. When diverse ethnic or cultural groups are portrayed, such portrayal should not depict differences in customs or life-style as undesirable and should not reflect an adverse value judgment of such differences.**
- C. Instructional materials that generally or incidentally reflect contemporary American society, regardless of the subject area, must contain references to, or illustrations of, a fair proportion of diverse ethnic groups.**
- D. Mentally active, creative, and problem-solving roles, and success and failure in those roles, should be divided in fair proportion between majority and minority group characters.**
- E. The portrayal of minority characters in roles to which they have been traditionally restricted by society should be balanced by the presentation of nontraditional activities for characters of that race.**
- F. Minority persons should be depicted in the same range of socioeconomic settings as persons of the majority group.**
- G. Depiction of diverse ethnic and cultural groups should not be limited to the root culture, but rather expanded to include such groups within the mainstream of American life.**

Instruction

Evaluation of Instructional Materials

Specific Criteria for Evaluation of Instructional Materials

2. Ethnic and Cultural Groups (continued)

- H. If professional or executive roles, or vocations, trades or other gainful occupations are portrayed, majority and minority groups should be presented therein in fair proportion.**
- I. Whenever developments in history or current events, or achievements in art, science, or any other field are presented, the contributions of minority peoples, and particularly the identification of prominent minority persons should be included and discussed when historically accurate.**
- J. Imbalance or inequality of any kind, when presented for historical accuracy, should, in the student edition of the instructional materials, be interpreted in light of contemporary standards and circumstances.**

3. Entrepreneur and Labor

The criteria are:

- A. References or labels which tend to demean, stereotype, or patronize an occupation, vocation, or livelihood must not appear.**
- B. Where appropriate, reference should be made to the role and contribution of the entrepreneur in the total development of Connecticut and the United States, and any such reference should be accurate.**
- C. Where appropriate, reference should be made to the role and contribution of labor in the total development of Connecticut and the United States, and any such reference should be accurate.**

4. Ecology and Environment

The criteria are:

- A. Responsibilities of human beings toward a healthy, sanitary environment are appropriately portrayed.**
- B. Wise use of resources, both human and physical, is actively encouraged.**

Instruction

Evaluation of Instructional Materials

Specific Criteria for Evaluation of Instructional Materials (continued)

4. Ecology and Environment

- C. Interdependence of people and their environment is portrayed.**
- D. The effects of solutions to environmental problems are identified.**
- E. Appropriate means of protecting the environment are suggested.**

5. Dangerous Substances

The criteria are:

- A. The hazards of the use of tobacco, alcohol, narcotics, and restricted dangerous drugs are depicted in illustrations or discussions where references to these substances are included in instructional materials.**
- B. The use of tobacco, alcohol, narcotics, or restricted dangerous drugs is not glamorized or encouraged by illustrations or discussion references.**

6. Religion

The criteria are:

- A. No religious belief or practice shall be held up to ridicule nor any religious group portrayed as inferior or superior.**
- B. Portrayals of contemporary American society should, where religion is discussed or depicted, reflect its religious diversity. Except where material deals with a particular historical era, materials in art and music must, where religious aspects thereof are depicted, reflect the religious diversity of contemporary American society.**
- C. Any explanation or description of a religious belief or practice shall be presented in a manner which neither encourages nor discourages belief in the matter, nor indoctrinates the student in any particular religious belief, nor otherwise instructs students in religious principles.**

Instruction

Evaluation of Instructional Materials

Specific Criteria for Evaluation of Instructional Materials

7. **Brand Names**

The criteria are:

Instructional materials shall not contain illustrations of any identifiable commercial brand names, representations or corporate logos unless such illustrations are necessary to the educational purpose of the instructional material, and that purpose cannot be achieved without using such illustrations, or unless such illustrations are incidental to a scene of a general nature. If, under these exceptions, a brand name, representation or corporate logo is illustrated, prominence shall not be given to any one brand or corporation unless, in turn, such illustration is necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustration.

8. **Food**

The criterion is:

When instructional materials contain illustrations of foods, there shall be an emphasis on foods of high nutritional value.

Legal Reference: Connecticut General Statutes

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

Regulation approved: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Evaluation of Instructional Materials

Specific Criteria for Evaluation of Instructional Materials

The Board of Education of the New Haven Public Schools provides for a wide range of free instructional materials that present different points of view at all levels of difficulty. A review of challenged instructional materials is provided for in this policy. Instructional materials is an all-inclusive term and shall include, but not be limited to, such items as textbooks, library books, magazines, pamphlets, tapes, compact discs, microfilms, videos, filmstrips, etc. The responsibility for the acquisition of instructional materials is legally vested in the Board of Education. This responsibility is then delegated to the Superintendent.

Selection of textbooks to be used as primary instructional sources in the classroom will be coordinated by a committee made up of principals, classroom teachers, library media specialists, supervisors, department heads and parents. The Superintendent will recommend to the Board of Education those textbooks used as the primary instructional sources. A two-thirds vote of all members of the Board of Education is required for adoption of a new basic series. Notice of such intended adoption must have been previously given at a meeting of the board held at least one week previous to the vote.

Selection of materials for the library media center will be coordinated by the school library media specialist, who will help to build and maintain an up-to-date collection of print and nonprint materials that meet the diverse needs of the school community. The library media specialist will work closely with the principal, instructional leaders, supervisors, teachers, parents and students in the selection and evaluation of books and materials. Final recommendation for purchase rests with the certified library media specialist. The materials for New Haven's library media centers are selected in accordance with the principles of the American Library Association's School Library Bill of Rights as interpreted by the American Association of School Librarians.

Legal Reference: Connecticut General Statutes

10-18a

10-221

10-228

10-229

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction**Care of Instructional Materials**

Library books, textbooks, and other educational materials are loaned to the students for their use, and shall be returned when requested by school authorities. Teachers shall emphasize to students that texts and materials are the public's property, and should be appropriately cared for. Students must pay the full replacement cost of any book or educational material lost or damaged beyond ordinary wear.

Students who fail promptly to return or pay for texts and materials may have grades, transcripts or report cards withheld until restitution is made.

(cf. 5131.5 - Student Vandalism)

Legal Reference: Connecticut General Statutes

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

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

Regulation approved: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Overdue, Damaged or Lost Instructional Materials

Care of Books and Supplies

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 Damaged 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 -- flat fee determined by the principal.

2. Paperbacks -- lost or destroyed during:
 - A. First year of use -- full current replacement cost.
 - B. Second year of use -- fifty percent of current replacement cost.
 - C. Third year and beyond -- flat fee determined by the principal.

3. Library Books
 - A. Bound Materials -- lost or destroyed during:
 - (1) First through sixth year of circulation -- full current replacement cost.
 - (2) Beyond seventh year of circulation -- fifty percent of current replacement cost.

 - B. Paperbacks -- lost or destroyed during:
 - (1) First year of use -- full current replacement cost.
 - (2) Beyond second year of use -- fifty percent current replacement cost.

(cf. 5135.5 -- Student Vandalism)

Regulation approved: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Comparability of Services

It is 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.

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

The Board of Education ensures equivalence among schools and will:

1. Provide services with federal, state and local funds on an equitable basis in schools serving Title I project areas that are at least comparable to services in non-project areas;
2. Use federal, state and local funds to provide equitable staff resources (teachers, administrators, auxiliary personnel) in all schools with the same grade levels;
3. Use federal, state and local funds to provide equitable resources in all schools with the same grade levels in the areas of curriculum and instruction.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Use of Proprietary Software Products

It is the intent of the New Haven Board of Education to adhere to the provisions of copyright law (Title 17, U.S. Code) and publishers' license agreements, including trade secret provisions, in the area of proprietary software products. (Proprietary products are those made or marketed by persons having exclusive manufacturing and sales rights, who may or may not be the copyright holders.) Therefore, persons may use or cause to be used on school system computing equipment only software that is included in one of the following categories:

- A. Public domain (i.e., uncopyrighted) software.
- B. Software covered by a licensing agreement with the software author, authors, vendor, or developer, whichever is applicable (a licensing agreement is a legal contract authorizing use of the software).
- C. Software purchased by a school or school system, with a record of the purchase on file.
- D. Software purchased by the user, with a record of purchase available for verification.
- E. Software donated officially accepted by the Board.
- F. Software being reviewed or demonstrated by the users in order to reach a decision about possible future purchase, license, or acceptance of a donation.
- G. Software written or developed by an employee for use by the schools or to assist in training school district personnel.
- H. Software developed by a non-employee under contract to the school system for use by the school system or to assist in training school district personnel.

In addition, none of the software in the categories listed above may be used or obtained in violation of copyright law or licensing agreements.

Licensing agreements or other forms of documentation covering software shall be kept on file at the location where the computer program is used.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Use of Copying Devices

Publication or Creation of Educational Materials -- Copyrights: Printing and Duplication

It is illegal for anyone to duplicate copyrighted materials without permission, except to the extent such duplication may fall within the bounds of the "fair use" doctrine.

The Board further recognizes that severe penalties are provided for unauthorized copying of audio, visual or printed materials unless the copying falls within the bounds of "fair use".

Any duplication of copyrighted materials by employees, therefore, must be done with permission of the copyright holder or within the bound of "fair use" as set forth in the guidelines concerning use agreed upon by various representative groups of publishers, authors, composers, teachers and other affected parties.

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

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Use of Copying Devices

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

Books and Periodicals

1. **Single Copying for Teachers:** A single copy may be made of any of the following by or for a teacher at his individual request for his scholarly research or use in teaching or preparation to teach a class:
 - A. A chapter from a book.
 - B. An article from a periodical or newspaper.
 - C. A short story, short essay or short poem, whether or not from a collective work.
 - D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.
2. **Multiple Copies for Classroom Use:** Multiple copies (not to exceed in any event more than one copy per student in a course) may be made by or for the teacher for classroom use or discussion, provided that
 - A. The copying meets the test of brevity and spontaneity as defined below.
 - B. The copying meets the cumulative effect test as defined below.
 - C. Each copy includes a notice of copyright.
3. **Definitions**
 - A. **Brevity**
 - (1) **Poetry:** A complete poem of less than 250 words, and if printed on not more than two pages, or from a longer poem, an excerpt of not more than 250 words.

Instruction

Use of Copying Devices

Books and Periodicals (continued)

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

(Each of the above may be expanded to permit completion of an unfinished prose paragraph.)

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

B. Spontaneity

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

C. Cumulative Effect

- (1) **The copying of the material is for only one course in the school in which copies are made.**
- (2) **Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.**

Instruction

Use of Copying Devices

Books and Periodicals (continued)

- (3) There shall not be more than nine instances of such multiple copying for one course during one class term.

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

4. Prohibitions

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

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

Educational Uses of Music

1. Permissible Uses

- A. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.

Instruction

Use of Copying Devices

Education Uses of Music (continued)

- B.** For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per student.

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

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

2. Prohibitions

- A.** Copying to create or replace or substitute for anthologies, compilations or collective works.
- B.** Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and similar material.

Instruction

Use of Copying Devices

Educational Uses of Music (continued)

- C. Copying for the performance, except as in 1.A. above.
- D. Copying for the purpose of substituting for the purchase of music, except as in 1.A. and 1.B. above.
- E. Copying without inclusion of the copyright notice which appears on the printed copy.

Reproduction by Libraries

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

1. The reproduction or distribution is made without any purpose of direct or indirect commercial advantage.
2. The collections of the library or archives are open to the public or available not only to researchers affiliated with the library or archives, but also to other persons doing research in a specialized field.
3. The reproduction or distribution of the work includes a notice of copyright.

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

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

Student Rerecordings

Video tape recorders may be used under the following conditions:

1. School rerecordings may be made only by students, teachers and faculty or staff members.

Instruction**Use of Copying Devices****Student Rerecordings (continued)**

2. School rerecordings will be used solely for classroom, auditorium or laboratory exhibition in the course of classroom instruction or related educational activities.
3. School rerecordings will be used only in the educational institution for which made, and will not be given away, loaned, or otherwise made available outside the school.
4. School rerecordings will be used only during the seven-day period of local Educational Television TV and other educational broadcasts licensed by the distribution agency, and will be erased or destroyed immediately at the end of that seven-day period except to the extent specifically authorized in writing in advance by the distribution agency.

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

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

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

Regulation approved: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Educational Software: License

Purpose

The District licenses the use of computer software from a variety of third parties. Such software is normally copyrighted by the software developer. Unless expressly authorized to do so, the District has no right to make copies of copyrighted software except for backup or archival purposes. The purpose of this policy is to prevent copyright infringement and to protect the integrity of the District's computer environment from tampering or viruses. This policy statement must be read and adhered to by all employees and students of the District.

Definitions

Hardware	The physical components that make up a computer system or a computer-controlled machine.
Software	The set of instructions or programming code that constitutes a computer program and allows for manipulation of hardware or data. This may be stored on any media (paper, diskettes, CD-ROMs, etc.)
Network	The hardware and software components which are connected in a group and share information electronically.
License Agreement	The written notice (usually in paper form) that explains the conditions of use of the software program and any pending copyrights. Note that some license agreements are built-into the computer program and request agreement to the license at the point of installation or use.
Shareware	Software that has a copyright, but which the author has agreed may be freely distributed. It is legal to copy and give away this software, but if the school system or a person uses it, they must send a license fee to the author, whose name appears with the copyright notice or license agreement.
Freeware/Public Domain	Software that has been released by its author for public ownership. It may be freely copied, used, shared, or given away. It may not be sold for profit.
Drivers, Extensions, Support Files	Accompanying software components that enable the hardware to correctly operate the software. These files are usually considered freeware and updated often.

Instruction

Educational Software

The Board recognizes that technology is an integral part of everyday living affecting every aspect of our society and, therefore, is committed to providing educational technology for all students.

The Board wishes to ensure that all employees and students of the District who use technology adhere to all statutes concerning software copyrights, use of technology and technology services as well as their ethical use.

The New Haven Public School System maintains full copyright on all software and related materials developed by its employees in whole or in part either during the time(s) for which they are being compensated or during a time for which they are not compensated but have utilized equipment owned by the New Haven Public School System.

Software Usage Guidelines:

1. Duplicating copyrighted software is not permitted unless it is specifically authorized under a policy or license agreement with the software developer.
2. Copying of public domain or shareware programs is permitted provided that there is adequate documentation available to prove that it is public domain. Furthermore, the software should be labeled "Public Domain Software" or "Shareware"
3. Illegal copies of software, according to current copyright laws, may not be used on school system computers.
4. Software usage for both network and stand-alone versions must adhere to the following:
 - Lab-packs may only be loaded and utilized on the number of computers designated by the lab-pack agreement.
 - Site licenses may only be loaded and utilized on the number of computers designated by the site-license agreement. Extensions of such licenses beyond the originally designated number must be fully documented and attached to the original purchase agreement.
 - District licenses may only be loaded and utilized on the number of computers designated by the district-license agreement. All sites involved in such usage will be informed of the usage restrictions in writing by the district designee. Any changes needed at the site level under such an agreement must be approved by the district designee.

Instruction

Educational Software (continued)

Software Purchases

1. All software purchases must have the appropriate object code regardless of the funding source.
2. Purchases from the approved district software listing, regardless of funding source, must be signed by the Director of Curriculum, Instruction and Assessment or designee. (or person designated by local school system)
3. Purchases **not on** the approved district software listing, **MUST FOLLOW** the current district procedure.

(cf. 6161.1 - Guidelines for Evaluation/Selection of Instructional Materials)

(cf. 6161.7 - Use of Proprietary Software Products)

(cf. 6162.6 - Use of Copy Devices, Copyrights)

(cf. 6162.61 - Copyright Compliance)

(cf. 6163 - Instructional Resources for Students)

Legal Reference: Connecticut General Statutes
 1-19(b)(11) Access to public records. Exempt records.
 10-15b Access of parent or guardians to student's records.
 10-209 Records not to be public.
 11-8a Retention, destruction and transfer of documents
 11-8b Transfer or disposal of public records. State Library Board to adopt regulations.
 46b-56 (e) Access to Records of Minors.
 Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).
 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 C.F.R. 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 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.

Policy adopted: August 25, 2003

NEW HAVEN PUBLIC SCHOOLS
 New Haven, Connecticut

Instruction

Educational Software: License

Staff members shall adhere to the following sequence of steps:

Obtaining Software - Four Acceptable Methods

- a. **Purchased Software** - To purchase copyrighted software or shareware, employees must obtain the approval of their administrator or the technology coordinator/director/staff. All software acquired using this method must be purchased through the Building Principal or the business office using normal school or system purchase methods which require a purchase order.
- b. **Purchase Shareware** - Same as above.
- c. **Freeware** - Before downloading or accepting freeware as a gift, employees must obtain the approval of their supervisor or the technology coordinator/director/staff.
- d. **Donated Software** - Software may not be purchased by an employee using private funds and then installed on a District's computer. However, individuals may donate software to be installed on District computers only with the written approval of an administrator or technology coordinator/director/staff. All original materials, licenses, and diskettes or CD's must accompany the software donation and written documentation must exist for the donation prior to installation. Software acquisition channels are restricted as above to ensure that District schools have a complete record of all software that has been installed on District computers and can register, support, track, and upgrade such software accordingly. These restrictions also help to avoid viruses on the computer systems.

Internal Registration of Software - School-Level and System-Level Software Record

The District will internally register every software package with the building-level administrator or his/her designee and with the system technology coordinator/director staff so that there is a complete record of all installed software at both levels. Building-level administrators are responsible for maintaining these records in an appropriate storage device. School-level records may also be coordinated by the school media director. This internal registration procedure will contain: a photocopy or original of the license for the archive purposes; the title and publisher of the software, including freeware and public domain; the date and source of software acquisition, including a copy of the purchase order; the location of each installation as well as the inventory number of the hardware on which each copy of the software is installed; the name of the authorized user; the existence and location of backup copies; and the software product's serial number. In cases where software is installed system-wide, the system technology coordinator/director/staff will maintain the originals and will provide copies of records for each school or building where the software is installed. The system technology coordinator/director/staff will maintain the system-level record of all installed software.

Instruction

Educational Software: License (continued)

External Registration of Software with Licenser

Staff members who are the primary users of certain software are encouraged to complete the registration card and return it to the software publisher. All software must be registered in the name of the District and department/school in which it will be used. Because of personnel turnover, software should never be registered in the name of the individual user. If a name is required, the name "Staff" will be used. Registration with software publishers is encouraged because of continued support and upgrades.

Installation of Software

After the registration requirements above have been met, the software may either be installed by the technology coordinator/director/staff or qualified individuals with their permission. No software shall be installed on District computers without the approval of the technology coordinator/director/staff who will need to support this hardware/software tandem and who will periodically report all installations to the Superintendent of Schools. Students are not allowed to install software on District computers under any circumstances.

Additional Requirements/Recommendations

Software User's Manual

Original manuals, tutorials, and other user-oriented documentation will be made available, whenever possible, to assist the software users. The District technology coordinator/director/staff will also continue to train both teachers and students in the use of appropriate computer software. When manuals are not available, staff members are encouraged to locate and request purchase of support materials for the software. It is recommended that one copy or original of all supporting manuals for installed software be filed with the school-level records.

Home Computers - Use of Software at Home

District computers are assets and must be kept both software legal and virus free. Only software obtained through the procedures outlined above may be used on District machines. Employees are not permitted to bring software from home and load it on District computers. Generally, District owned software cannot be taken home and loaded on an employee's computer if it also resides in the District's computer. However, some software companies provide in their license agreements that home use is permitted under certain circumstances. Some CD-ROM-based software, which is mostly read-only, may be checked out of the media center for temporary use at home. District employees or students, prior to taking any software home, must check with the technology coordinator/director/staff, building administrator or school media director to see if it can be legally checked out and follow the sign-out and sign-in procedures.

Instruction

Educational Software: License (continued)

Virus Protection-Data Disks

Virus protection on school computers shall be maintained at all times. Data disks are diskettes that contain information, data, or documents that were created or manipulated by a software program. These are not considered to be software and may be copied to and from school computers. Teachers or students who bring in data disks from home are responsible to ensure that their disks are free from viruses. Virus protection software should be used to examine these disks before they are used in a District computer. It is the responsibility of teachers and other faculty members to constantly monitor student use of computers and review all policies and procedures with the students regarding the acceptable use of technology.

School-Wide Area Network and Internet

All provisions of this policy extend beyond the single computer in use to the entire school network and the Internet. Generally, all software installed for use over the school network under a multiple license will be installed and maintained by the system technology staff.

Original/Created Software

All original software created by staff members or students for the District will not be subject to the provisions of this policy unless commercially marketed, copyrighted, or sold.

Software Audits

The technology coordinator/director/staff will conduct random audits of all District PC's to ensure that the District is in compliance with all software licenses. The technology coordinator/director/staff will submit a written report of any incidents of software violations found to the building administrator and to the Superintendent of Schools. Any installed software for which no documentation or record exists will be reported as a violation. All such software will be eventually removed from District computers. Staff members or students who violate this software policy may lose their use of the computer, the school network, the Internet, and/or be subject to other disciplinary measures.

Instruction

Educational Software

Educational Software Review and Acquisition Process

1. All software will correlate with the curriculum, academic area outcomes, the CMT and/or CAPT.
2. Software will be evaluated by individuals within our school district to ensure that the software is appropriate for our children. In addition, software evaluations from outside sources will be examined.
3. All individuals evaluating software must complete the district's evaluation form.
4. A database of approved software is available to assist schools in making purchases. This database includes the academic outcomes that correlates with the curriculum. A copy of the software evaluations will be kept in a central location.
5. District-wide or large discount purchases may be recommended saving the school system a considerable amount of money and ensuring that only high quality software is purchased.
6. School technology committees will be encouraged to review software on the district's evaluation form. Steps one and two must be followed with a minimum of two site-based individuals reviewing the software based on the district's criteria.
7. Purchase orders and evaluation forms must be sent to either the Director of Curriculum, Instruction and Assessment or designee. The appropriate department head will then be notified of the pending purchase. Updated approved software lists will be available.
8. District-wide software committees are established and welcome volunteers.

Backup Copies of Copyrighted Computer Software

1. Schools may lawfully make one copy of a copyrighted program. The following conditions must be met:
 - A. One and only one copy is made.
 - B. One copy should be labeled with the name of the program, name of the publisher, copyright holder, and computer compatibility.

Instruction

Educational Software

Backup Copies of Copyrighted Computer Software (continued)

- C. Either the original or the copy is stored, and referred to as the "archival" copy. The copy used is referred to as the "circulating" copy.
 - D. The archival copy should be stored in a limited access area with appropriate temperature and humidity controls.
2. Only the circulating copy may be used.
 3. If the circulating copy is no longer usable, another copy may be made from the archival copy.

Software Selection/Use Guideline

The selection and use of software and electronic media will seek to:

- Provide an exploratory environment that encourages risk-taking, leading to an appreciation of life-long learning
- Provide opportunities for problem-solving and development of organizational skills
- Develop and promote interdependence and appropriate social skills
- Provide motivation and/or an alternative means of learning and processing information
- Reduce the gap between those who have computers at home and those who do not have computers at home
- Cultivate the art of responsible thinking
- Provide opportunities for cooperative learning
- Promote respect and proper use of all equipment
- Provide the opportunity to learn and apply strategies using current methods and materials
- Establish a positive outlet for youth's inquisitive nature, capturing motivation and self-confidence at critical points of the development

Steps for Software Selection/Implementation

I. Determine the Purpose of the Software

- to teach a new skill
- to provide remediation
- to determine a student's skill level
- to provide practice to develop a skill
- to apply the skill using true-to-life scenarios
- to provide experiences otherwise not available in the classroom

Software Selection/Use Guideline

Steps for Software Selection/Implementation (continued)

II. Evaluate the Software Based on the Learner's Needs

- Is the software age-appropriate?
- Is the software easy to use? (easily understood documentation)
- What student learning preferences are necessary for the learner to be successful? (sound, read-aloud/along text, screen information, type of activity)
- How much and what type of interaction is utilized?
- How much and what type of feedback is provided?
- What constraints does the software employ which may effect the success of the learner? (timer, spelling, etc.)
- Is the learner's attention span cohesive with this type of software product (based on amount of information presented, screen design, completion time, amount of motivation and interactivity, ease of use)?
- How much time will be required to complete the lesson?
- How many variations in information and experiences will challenge the learner within this software product?
- How many skills are challenged within each lesson?
- How complex is each required task?

III. Implement Using Supplemental Techniques and Materials

- Provide a demonstration highlighting available options
- Promote team activities
- Provide instructor "help" aids (dictionary dollars, map money, etc.)
- Design worksheets to help organize information such as lessons completed and scores

SOFTWARE EVALUATION FORM

Title _____ Publisher _____

Hardware Requirements _____

Academic Area(s) _____ Range of Grade levels _____

Give a one or two sentence description of the program.

What academic area outcome(s), CMT, CAPT and/or curriculum does this software address?
Please state the page number for the outcome(s) from the Academic Area Outcomes book.

Software Type(s)

____ Drill and Practice
____ Tutorial
____ Simulation
____ Problem Solving
____ Word Processing

____ Material Generation
____ Educational Game
____ Computer-Managed Instruction
____ Database
____ Other, please specify:

Enter to the left of the items below one of the following:

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

- _____ Content has clearly defined objectives.
- _____ Content is accurate.
- _____ Content has high educational value.
- _____ Content is presented clearly and logically.
- _____ Content is free of race, ethnic, gender, sex, age and other stereotypes.
- _____ The student responses are handled effectively.
- _____ Software branches to appropriate level of difficulty.
- _____ Software randomly generates questions.
- _____ User can easily and independently utilize the software.
- _____ User can control the rate and sequence of instruction.
- _____ The displays are effective.
- _____ The graphics/music/sound/color have instructional value.
- _____ Software has effective management system (keeps records of student response, provides appropriate reports).
- _____ Software includes diagnostic testing.
- _____ Documentation is comprehensive and effective.

Is the program available in another language? _____

If yes, please specify: _____

RECOMMENDATIONS

Do you recommend the use of this software?

- _____ Highly recommend
- _____ Recommend
- _____ Recommend subject to the following changes:

_____ Do not recommend

Please state reasons.

Strengths: _____

Weaknesses/Questions: _____

Other Comments: _____

Evaluated by _____ Date _____

School _____ Position _____

Grade Level _____ Subject _____

THANK YOU

Instruction

Drugs, Tobacco, Alcohol

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

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

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

(cf. 5131.6 - Drugs, Tobacco, Alcohol)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

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

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

10-19b Advisory councils on drug abuse prevention.

10-220 Duties of boards of education.

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

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction**Acquired Immune Deficiency Syndrome (AIDS)**

Acquired Immune Deficiency Syndrome (AIDS) is one of the most serious health problems that Americans have ever faced. As many as 1 to 1.5 million Americans may be infected with the HIV virus which can cause AIDS. Thousands of them are young adults and teens. AIDS does not discriminate and can affect anyone - male and female, rich and poor, white, Black, Hispanic, Asian and Native American.

Currently there is no cure for those infected with AIDS, but the Board believes that education is the best way to prevent the spread of AIDS. By learning the facts about AIDS, students will be able to make decisions that will keep them healthy and perhaps save their lives.

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

Legal Reference: Connecticut General Statutes

10-19(b) AIDS education.

Policy adopted: August 14, 1995

**NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut**

Instruction

Guidance Services

The guidance program shall be an integral part of the total program of instruction.

The major objective of the guidance program is to help each student make the best of the educational opportunities toward a useful and happy life.

The guidance program shall be directed toward the growth and improvement of all students in the school, recognizing, however, that some students are in greater need of individual guidance than others.

The guidance program shall attempt to provide for each student a sense of belonging, self-respect, emotional security, achievement, recognition, and develop an appreciation and understanding of the world by providing a classroom and school environment in which effective learning and good behavior take place.

The guidance program shall provide a positive program of correction and prevention of antisocial behavior of students. It shall aim to provide a sense of responsibility and self-respect in students.

Legal Reference: Connecticut General Statutes

10-21 Vocational guidance.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Identification of Special Needs and Abilities

The Board of Education recognizes that each student is a unique individual, and that while for most students the conventional school program is appropriate, a substantial number of students have exceptional needs.

The Board of Education therefore directs the Superintendent to develop and implement regulations and procedures which will serve to seek out all individuals with exceptional needs residing in the school district who are eligible for "free appropriate public education."

The search and assessment plans shall be in accord with the provisions of federal and state laws and regulations.

(cf. 6159 - Individualized Education Plans)

Legal Reference: Connecticut General Statutes

10-76a et seq. Special education.

10-76d(a) Identification of school age children needing special education.

State Board of Education Regulations 10-76b-1 et seq.

34 C.F.R. 300 Assistance to States for Education of Handicapped Children.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Student Production of Services and Materials

The use by students of school-owned equipment and materials for production purposes may be authorized at the discretion of the teacher in charge of the equipment and materials, provided the following conditions are met:

1. The teacher in charge must be satisfied that the work to be done provides a desirable educational experience for the students who do the work.
2. The work must be done under the direct supervision of the teacher in charge of the equipment and materials that are to be used.
3. The finished product must be used solely for a school sponsored activity or program.

Whenever requests for materials to be produced in the schools are received from non-school organizations or private individuals, the principal may authorize their production, provided the following conditions are met:

1. The product must be used for a worthy civic purpose or provide an exceptional educational experience.
2. The teacher in charge must be satisfied that the work to be done provides a desirable educational experience for the students who do the work.
3. The students must not be required to do the work, but are to be permitted to do it voluntarily.
4. If school materials are used, they will be replaced or paid for by the individual or the organization receiving the service. A receipt will be given to the individual making the payment.
5. The Superintendent should be notified in writing of the nature of the product/project.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Special Education

The Board of Education accepts its legal duties and responsibilities for providing special education programs for the students of the school district.

The Superintendent of Schools is directed to develop a comprehensive plan for compliance with all of the requirements of federal and state law for the education of all individuals with exceptional needs residing in or attending school in the school district. This plan is contained in the Pupil Services Handbook.

The Board of Education requests that the plan be in harmony with the school district's financial abilities, with the availability of special facilities needed and the availability of trained and certified personnel.

(cf. 3231 - Medicaid Reimbursement for Special Education Students)

Legal Reference: Connecticut General Statutes

10-76a Definitions.

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

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

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

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

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

10-76g State aid for special education.

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

10-76i Advisory council for special education.

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

10-76k Development of experimental educational programs.

Instruction

Special Education

Legal Reference: State Board of Education Regulations

- 10-76m Auditing claims for special education assistance
- 10-76a-1 et seq. Definitions
- 10-76b-1 through 10-76b-4 Supervision and administration
- 10-76d-1 through 10-76d-19 Conditions of instruction
- 10-76h-1 through 10-76h-2 Due process
- 10-76l-1 Program Evaluation
- 10-145a-24 through 10-145a-31 Special Education (re teacher certification)
- 34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Special Education

Preschool Special Education

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

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

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

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

Instruction

Special Education

Preschool Special Education (continued)

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

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

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

Tuition

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

Legal Reference: Connecticut General Statutes

10-76a Definitions.

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

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

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

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

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

10-76g State aid for special education.

Instruction

Special Education

Preschool Special Education

Legal Reference: Connecticut General Statutes (continued)

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

10-76i Advisory council for special education.

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

10-76k Development of experimental educational programs.

State Board of Education Regulations.

10-76m Auditing claims for special education assistance.

10-76a-1 et seq. Definitions.

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

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

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

10-76l-1 Program Evaluation.

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

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

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

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

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

Policy adopted: September 12, 2018

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Talented and Gifted Children Program

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

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

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

Legal Reference: Connecticut General Statutes

10-76a-(e) Definitions.

10-76d(e) Duties and powers of boards of education to provide special education programs and services.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Home Instruction

Parents and those who have the care of children seven years of age and older and under sixteen years of age are obligated by Connecticut Law to cause any such child to attend public day school or its equivalent. However, the New Haven Board of Education acknowledges the rights of parents to educate their child/children at home. Consequently, the New Haven Board of Education has developed procedures to ensure that the child/children whose parents elect to educate their child/children at home receive the education to which they are entitled to.

The New Haven Federation of Teachers contract establishes salary rates pertaining to home instruction. (Article XII, Section 12)

Legal references: Connecticut General Statutes
 10-184 Duties of parents
 10-220 Duties of boards of education

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Home Instruction

Procedures For Home Instruction

In determining whether the education provided a child is equivalent to the instruction provided in the New Haven Public Schools, the New Haven Board of Education observes the following procedures:

1. Parents must file with the superintendent of schools a Notice of Intent Form developed by the State Department of Education. The form should provide basic information about the program to be provided to their child. A notice of intent will be effective for up to one school year.
2. Filing of the Notice of Intent Form must occur within ten days of the start of the home instruction.
3. The New Haven Board of Education will review the notice of intent for completeness and keep it as part of the district's permanent records. A completed form must include basic program information including the name of teacher, subjects to be taught and days of instruction, and the teacher's method of assessment.
4. A parent by filing a notice of intent, acknowledges full responsibility for the education of their child in accordance with the requirements of state law. Receipt of an notice of intent in no way constitutes approval by the New Haven Board of Education of the content or effectiveness of a program of home instruction.
5. If a parent fails to file a notice of intent or files an incomplete form, then a certified letter shall be sent to the parent requesting compliance within ten days.
6. An annual portfolio review will be held with the parents and New Haven Public Schools officials to determine if instruction in the required courses has been given.
7. Any continued refusal by the parent to comply with the reasonable request of the school district for completion and filing of the notice of intent or to participate in an annual portfolio review may cause the child to be considered truant.
8. The New Haven Public Schools will not accept nor require a notice of intent for any child younger than seven years or older than sixteen years.

Instruction

Home Instruction

Any questions concerning these procedures should be directed to:

_____ at _____
Name Phone

Legal references:

Connecticut General Statutes

10-184 Duties of parents

10-220 Duties of boards of education

Regulation approved: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

**NOTICE OF INTENT
INSTRUCTION OF STUDENT AT HOME**

NAME OF STUDENT: _____

ADDRESS: _____

TELEPHONE #: _____ DATE OF BIRTH: _____

NAME OF TEACHER: _____

ADDRESS: _____

TELEPHONE #: _____

THE SUBJECTS TO BE TAUGHT ARE: YES NO

(REQUIRED)

READING
WRITING
SPELLING
ENGLISH GRAMMAR
GEOGRAPHY
ARITHMETIC
U.S. HISTORY
CITIZENSHIP

(Including a study of town,
State and Federal Governments)

(RECOMMENDED)

SCIENCE

(OTHER)

TOTAL NUMBER OF DAYS SCHEDULED FOR INSTRUCTION: _____

TEACHER'S METHODS OF ASSESSMENT OF STUDENT PROGRESS: _____

ANNUAL PORTFOLIO REVIEW WILL BE HELD ON OR ABOUT: _____

Date

**NOTICE OF INTENT
INSTRUCTION OF STUDENT AT HOME
PAGE 2**

**I ACKNOWLEDGE AND ACCEPT FULL RESPONSIBILITY FOR THE EDUCATION OF
MY CHILD IN ACCORDANCE WITH THE REQUIREMENTS OF STATE LAW.**

PARENTS

DATE

**I ONLY ACKNOWLEDGE RECEIPT OF THIS FORM AND RENDER NO OPINION AS
TO THE APPROPRIATENESS OF THE PLANNED PROGRAM.**

SUPERINTENDENT

DATE

Instruction

Title 1 - Parental Involvement

Participation by the parents of Title 1 students follows the New Haven Public Schools Policy Manual under Parent Participation. In addition to the school based parent group, there is a district level parent organization. Parents are actively involved in the planning process through a comprehensive needs assessment. A parent representative signs off on the grant application, along with the school Superintendent. A central office administrator is available to discuss the project with the parents.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Career and Vocational Education

The Board of Education believes that constructive attitudes and concepts involving the dignity of all kinds of work should be woven into existing curriculum, commencing with the beginning grades. Educational programs shall continuously expose students to the nature of the wide variety of careers in the world of work. Occupational education shall take into account technical and economic conditions and changes, and, as a core component of comprehensive education, shall share with other aspects of the curriculum the purpose of development of character and attitudes as well as skills. Guidance and counseling services shall be provided to each student throughout his or her academic program.

The Board of Education directs the administration to offer a planned, ongoing and systematic program of instruction in career education and, at least on the secondary level, in vocational education.

Legal Reference: Connecticut General Statutes

10-221 Board of education to prescribe rules

10-265a Definitions.

10-265b State grants for vocational education equipment.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Evaluation of the Instructional Program

Appropriate means for continuing evaluation of the entire education program shall be established and maintained. Special attention shall be given to (a) elimination of discrimination as to race, color, creed, religious creed, age, marital status, national origin, sex or physical disability and (b) recognition of the individual child. (cf. 6121 - Nondiscrimination in the Instructional Program)

Elements of this evaluation may include the following:

1. **Defining each objective in terms that can be measured/observed:**
 - A. Measurable student behavior (tests, surveys, inventories, checklists, etc.)
 - B. Observable student behavior (that which can be assessed subjectively by (1) teachers, (2) peers or (3) the students themselves.)
2. **Planning and carrying out experiences for students which are designed to bring about the desired outcomes.**
3. **Employing pertinent test, measurements, observations:**
 - A. During the learning experiences
 - B. Following the learning experiences
4. **Comparing outcomes with objectives**
5. **Continuing, revising or expanding learning experiences which seem to result in the desired objectives.**

Legal Reference: Connecticut General Statutes

10-14m Development and submission of educational evaluation and remedial assistance plan.

10-76d(g) Duties and powers of boards of education to provide special education programs and services.

Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq.

Policy adopted: August 14, 1995

**NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut**

Instruction

Evaluation of Special Education Program

The Superintendent shall make an annual report to the Board of Education concerning the special education programs of the school district, with particular attention to the individual education programs, by program and school.

The report shall include recommendations of the Superintendent and staff, and by any advisory groups, for improvement in the program.

In addition to the annual report the Superintendent shall make interim reports whenever any phase of the program is significantly less satisfactory than was expected so that necessary adjustments may be made.

The Superintendent shall make certain that the individualized education plan of each student is reviewed periodically, or at least annually.

Legal Reference: State Board of Education Regulations

10-76d-1 - 10-76d-19 Duties and powers of boards of education to provide special education programs and services.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Statement of Philosophy

New Haven Adult and Continuing Education Program

The New Haven Adult and Continuing Education Program is committed to serving adults with educational deficiencies which create barriers to full participation in our society. The emphasis of this program is on providing a course of instruction designed to meet the goals and objectives of these students, as well as preparation for meaningful employment. Assisting students to achieve their personal goals will result in effective development of intellectual, occupational, basic and social skills. Ultimately, this program will produce citizens who can more effectively contribute to society.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Vocabulary Development: Research and Implications for School Leaders

By Edward Joyner, Ed.D.

Verbal ability is one of the most powerful indicators of intelligence. It is a major factor in both the transmission and reception of all knowledge, since most content is primarily conveyed through language. Students cannot master any academic subject unless they can decode and comprehend the range of words that constitute the specific language within the specific disciplines taught in school. Science, mathematics, literature, social studies, physical education, art, drama and music all contain **high frequency** words that do not occur in commonly written and spoken language. Yet, each discipline contains **low frequency** words with meanings unique to that particular discipline. This presents quite a challenge for teachers, students, and school leaders.

Schools must establish and maintain practices to insure that students develop a wide range vocabulary so that they can decipher the written and oral communication that is used to teach them the skills and content in the school's curriculum. Moreover, what is done should be based on sound research and common sense, and it should be done consistently across grade levels and subject areas.

It should be noted that schools with high concentration of poor students, and students for whom English is a second language (who also may be poor) have an especially difficult challenge. Children who are reared in a home and community culture of standard language and both high and low frequency words enter school with an advantage that maximizes their chances of reading, writing and speaking well. Children who come from a school and community culture where English is not the first language or where a dialectical variation of English is the dominant language, can handle the oral transactions within their sub-culture and be exceptionally fluent, yet experience some difficulty in a standard language environment. Since much of the intellectual discourse in any modern society is in standard language, mastery of its words and rules is crucial. This must be done without demeaning the student or suggesting that his first language is inferior rather than different.

What then must we do to help these students develop the ability to move in and out of multiple language contexts? How can we help them to develop the standard vocabulary that is the currency of intellectual exchange in mainstream society, and that is so essential to academic success? Finally, how can we help students to decide how or whether to take what is essential from both languages to develop their own style of communication, and to establish their voice in the shifting social contexts that we encounter as we move through time and space.

I believe that we must investigate the research in this area and incorporate insights from the personal experiences of successful individuals who come from low-income, language different backgrounds. I also believe that principals and teachers must lead the language development process in their schools and that relevant central office staff must provide consistent support. This effort must also engage parents and students in order to create the pervasive press for excellence that will be needed to bring each child to high-level proficiency in the language arts.

My own experiences have taught me that people have a tendency to develop an emotional attachment to their first language. This may be true whether this language is dialectical or foreign. One comprehends the world through the five senses and represents this understanding through language. We construct a multimedia and multisensory dictionary in our head that stores the words, phrases and images that we encounter as we grow and develop (Pinker, 1997). We develop a certainty about what to label people, places, and things based on our exposure to the language first brought to us by primary caregivers.

We expand this dictionary as we interact with secondary caregivers and others that we have contact with either directly or through the media. Over time, we develop the relatively independent capacity to expand this dictionary with entries of our own choosing. A degree of comfort is achieved that allows for the level of verbal interaction needed to transmit and receive the information that insures individual and group functioning. This comfort level breaks down when we move into a different language context. All of a sudden, we hear unfamiliar words and phrases. We literally lose our voice and our ability to decipher the sounds that represent the same things that we

identified with certainty in our own language. We cannot regain these precious gifts until we have mastered the written and oral language that is representative of the new system of communication that surrounds us.

The act of learning another language on top of one's original language is intrusive. If this process conveys the message that the student's first language is inferior, students may even resist. This is problematic for younger children, but it can be devastating for older ones who have constructed a more elaborated inner cognitive world that labels and describes everything they know using terms from their first language. When we introduce another language, we are asking them to be bi-cognitive and make nearly instantaneous translations as they go back and forth from first to second language in the various situations they encounter in the classroom and other social settings. When we reject children's first language, we are, in effect, rejecting them.

I had an experience in a fifth-grade classroom in Louiza, Puerto Rico that made me acutely aware of this challenge. I was in a science classroom in a cooperative learning group with fifth grade boys. The teacher gave us a black rubber bag filled with items that we had to identify using our tactile sense. I felt what I believed to be a toy car, water, a pencil, and a round object that I believed to be a lid from a bottle. I was right on all accounts but I could not demonstrate my genius because I do not speak Spanish. I was the poorest performer in the class and felt humbled when one of my tablemates, Hector, helped me to name the objects correctly. His English was much better than my Spanish. He was very sensitive to my limited Spanish proficiency and delighted in teaching me to mastery. He accepted me unconditionally and taught me with compassion and a wonderful desk side manner.

Children and adults encounter similar problems when they speak a dialectical variation of a standard language. If authority figures are not sensitive, they send the message that labels the language and its speaker as inferior. My first language was Black, Southern, North Carolina dialect. I knew the terms *tata*, *nana*, *smo*, *chirrens*, and *yawl* before I was three. My primary grade teachers taught me their standard equivalents in short time without ever making me feel ashamed of the language spoken in my home. I learned the terms potato, banana, some more, children and you all in short order. I also learned that

fish and sheep were not pluralized by adding an “s.” This was done in a seemingly effortless manner. I owe a great debt to Miss Jordan, Miss Ligon, and Mrs. Fraiser for teaching me with tender, loving care. My principal, Mr. Mebane set the tone by insisting that we read widely and become linguistically versatile. He could speak French, German, English, and Black dialect fluently. My school experiences were filled with rich oral language, and books, books and “mo”—excuse me—more books. The research about vocabulary acquisition is consistent with my experiences.

We know that in the world of high-level (and low level for that matter) intellectual discourse that each word that is learned empowers the learner. Words are the currency of spoken and written communication. For poor children, exceptional language facility using standard form is one of the most important tools for succeeding in school and in life. Social skills, high levels of self-worth, a moral compass, and a solid work ethic are others. This reality suggests a compelling reason for schools to invest resources in developing strategies to insure that students receive multiple opportunities to develop a broad vocabulary. There is a body of research that can help schools make sound decisions regarding vocabulary instruction.

Becker (1977) observed that the primary difficulty with sustaining early gains in reading is the lack of adequate vocabulary that meet the broad academic demands that begin in the upper-elementary academic grades and continue through schooling. He also noted that the primary cause of academic failure of disadvantaged students in grades 3 through 12 was vocabulary size. Stanovich (1986) attributed school failure to the development of phonological awareness, reading acquisition, and vocabulary growth. We know that students learn on average as many as 3,000 words per year, or 8 words per day. Some students however learn as few as one or two words daily. Even as methodological improvements in vocabulary research have occurred, one unequivocal finding has remained: Poor achieving students know alarmingly fewer words than students with rich vocabularies. For example, Beck and McKeown (1991) discussed a study conducted by Smith in 1941, which reported that high-achieving high school seniors knew four times as many words as their low-achieving peers. Smith also

reported that high-achieving third graders had vocabularies that were about equal to those of low-achieving twelfth graders.

In 1982, Graves, Brunetti, and Slater (cited in Graves, 1986) reported a study on differences in the reading vocabularies of middle-class and disadvantaged first graders. In a domain of 5,044 words, disadvantaged first graders knew approximately 1,800 words whereas the middle-class students knew approximately 2,700 words. Using a larger domain of words (19,050), Graves and Slater (cited in Graves, 1986) reported that disadvantaged first graders knew about 2,900 words and middle-class first graders approximately 5,800 words.

We can reasonably assume that the vocabulary gap is a significant factor in the achievement gap. Thus, any program within a school should aim to aggressively bring poor children to levels of vocabulary development equivalent to their middle class peers. Benjamin Mayes, the great Morehouse educator and mentor to Martin Luther King, Jr. said that “He who is born behind in the race of life must run faster.”

Qualities of Effective Vocabulary Instruction

Vocabulary instruction must provide adequate definitions and illustrations of how words are used in natural sounding contexts (Nagy 1988). Based on research surveys (Stahl 1986; Graves and Prenn 1986; Carr and Wixson 1986), three strategies have proven to be helpful in improving vocabulary growth. They are **integration**, **repetition**, and **meaningful use**. The following explanation of these three terms is taken from Nagy (1986).

Integration is the first property of powerful reading and vocabulary instruction. To execute this strategy, teachers must understand that instructed words should be integrated with what students already know. This is an outgrowth of schema theory which is based on at least two important principles:

- Knowledge is structured—it is not just a list of independent and unrelated facts, but based on sets of relationships between facts.

- We understand new information based on what we already know.

This principle must be applied whenever we are teaching new terms and concepts. When I taught high school history in the seventies, I used the description of a vampire to help students understand the concept of colonialism. They all knew Dracula and Blacula. And I frequently encounter students who are in their forties who still remember that particular class session. Bela Lugosi and William Marshall would have been proud.

Repetition in word knowledge is related to the verbal efficiency hypothesis propagated by Perfitti and Lesgold (1979) which suggests that:

- A reader has only limited processing capacity for tasks that require conscious attention
- If a reader can decode well, identifying words in the text proceeds automatically so that most of the attention can be given to comprehension, *thus reading with understanding depends on automatic recognition of words in a text*

Limited word knowledge can have the same effect on comprehension as poor decoding skills. Vocabulary instruction must insure that readers know what a particular word means and have had sufficient practice to recall its meaning quickly and easily during reading.

Meaningful use is the third principle of vocabulary instruction. This requires active involvement of the student with the opportunity to deeply process the information taught. Instruction should provide an opportunity for students to think about a word and the meaning or utility that a particular word has for them

The rationale that I used when the words appeared to have no immediate personal meaning and no apparent use was to suggest to my students that they needed to put words in their personal mental dictionaries anyway as a verbal defense system. I reminded them of the power of articulate language to discredit any stereotype that others had about their intellectual ability. I reminded them of the powerful quote from Malcolm X (El Hajj Malik El Shabazz): “ Education is our passport to the future, for tomorrow belongs to those who prepare for it today.” I made it clear that the great speeches and writings made by people of color were given in standard language using

King's "I Have a Dream" speech as one of the most powerful examples. Yet, these speeches had a rhythm and a flavor that was uniquely African-American.

Many educators believe that students can learn new words through reading widely. They will learn these words without assistance through context. This is misleading unless one considers that the student cannot infer the meaning of a new word in context unless he or she understands the context. Beimer (1999) has suggested that the reader must understand at least ninety-five percent of the words in a passage in order to infer the meanings of unfamiliar words. So, while we can facilitate vocabulary development through extensive reading, it is important to match children with books that are at an appropriate level of difficulty.

Studies of the factors in reading comprehension have also found consistently, from the 1920s to the present, that vocabulary meanings are the strongest factor in reading comprehension (Chall & Stahl, 1985; Thorndike, 1973- 1974). Indeed, word-meaning scores are so highly correlated with reading comprehension scores that a reading vocabulary test (word meaning) may be substituted for a paragraph-meaning test. Research on readability has also found, over the past 60 years, that vocabulary difficulty (as measured either by word familiarity, word frequency, word length in syllables or letters, abstractness of words, or difficulty of concepts) has the highest correlation with comprehension difficulty, more than syntax and other structural and organization factors (Chall, 1958; Dale & Chall, in press; Klare, 1963). (McKeown & Curtis 1987, p. 11)

We all learn most of our unfamiliar root words in the context of written and spoken language when we ask for their meanings or look them up in a dictionary. Thus, students must learn new words intentionally. Their meanings are more likely to be retained in their mental dictionaries if they are integrated with what they already know, if they are used and encountered frequently, and have some meaningful use for the individual student.

Implications for Building Leaders

Low achieving schools will move to higher levels of achievement with deliberate efforts by principals to work with teachers to establish effective instructional practices. In the

case of vocabulary development, principals must work with teachers to established research-based practices in all classrooms that facilitate word acquisition. They must procure the resources and set aside the time for teachers to make individual and group decisions about this worthy goal. They must monitor classrooms to insure that everyone is working effectively. And one of the most effective determinants of instructional excellence is the quality of student work. When students are doing well on challenging work related to standard assessments, one can be reasonably assured that they are receiving good instruction. They must also impress upon the students that they are personally responsible for certain aspects of what they learn, and they must keep parents informed of important academic initiatives.

Principals should work with their teachers to establish classroom standards for teaching vocabulary in every subject area. Such practices could include:

1. Direct instruction of unfamiliar word in all lessons in all content areas.
2. Systematic teaching of important prefixes and suffixes.
3. Direct teaching of grade level vocabulary lists with strategies to integrate the words with what students already know
4. Provisions for repeated meaningful use of the word (s) through writing and speaking in and out of the classroom
5. The development of classroom games and school wide contests to facilitate the love of words.
6. Provision of opportunities for staff and students to invent ways that language development can become a goal for all students.

There are probably many more ways that schools can get students hooked on language through systematic word study. This paper will hopefully provide school leaders with an opportunity to mobilize students, staff, and parents to pursue this worthy goal.

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A VERY ROUGH DRAFT (WILCOX, 2021)

Statement on Policies Related to Teaching and Learning

Language unlocks every content area door” is a statement that substantiates the primacy of reading, speaking, writing, and thinking in the curriculum of our classrooms and schools. Expressive and receptive language development and higher order thinking are the core academic skills linked to academic and life success. Enhancing language development is a matter of special concern to educators who work in poor urban school districts where a disproportionate number of students come to school with unearned social, economic, and linguistic disadvantages. Such disadvantages are largely due to poverty and the historical factors that have limited the education of caste groups and assigned the children of the poor and marginalized to spaces deprived of life’s necessities. Under such circumstances, children learn a first language that is different from the academic language in classrooms. This distinction becomes more challenging as students move up in grade levels and across various content in the school curriculum. English language learners may be doubly disadvantaged if they are poor and speak a dialect in their first language. Since our student population is predominantly poor and multilingual, the school district must develop and implement a high interest and skill-based curriculum across classrooms and schools to put students on a trajectory for short and long-term success.

The achievement of low-income children has been documented when school leaders create the policies, goals, administrative procedures, and instructional methodologies to build their capacity to navigate academic content. Additionally, building relationships with parents and other community stakeholders provides the web of support that reinforce what student learn in schools and classrooms. The scope of this policy is to institutionalize best administrative, instructional, and parenting practices across all content areas to provide students with the skills, knowledge, and dispositions to achieve in school and in life.

Learning is mediated through relationships and oral and written response to text as well as rigorous discourse characterized by interesting and meaningful content. Providing teachers with the resources, support, and freedom to teach creatively and effectively using research-based principles and findings is additive. Developing instrumentation and protocols to monitor, evaluate, and provide constructive feedback provides the helpful mechanism for continuous improvement.

Language development across the curriculum provides the volume of reading, writing, speaking, and thinking that is likely to improve student achievement as measured by criterion and standardized assessments. By necessity, we must establish instruction across all content areas emphasizing word knowledge, comprehension of written and oral text, critical thinking, and the skill to communicate what one has learned. This should be the core of our instructional programming. This effort is broad in scope and requires a robust commitment by every stakeholder in the education enterprise.

The New Haven Public Schools Board will develop teaching and learning policies to "establish direction for the district, set goals, and assign authority." Concerning effective teaching, curriculum content, assessment, program evaluation, professional development, and other areas of schooling, school boards must create policies that establish criteria for practices associated with evidence-based education reform at all levels of the system. District administrative procedures further define the policy and provide guidelines for its implementation. To avoid role confusion, the school board establishes policies, and the Superintendent and professional staff execute the administrative procedures and teaching protocols to implement policy. Policy development is the product of collaboration between experienced educators and the school board with participation structures that engage parents and members of the broader community. We must create policies on teaching and learning based on the best evidence and collective wisdom at the time of policy formulation with a process for revision to accommodate new knowledge in the specific policy domain. The School Board must hear the voice of teachers, support staff, students, parents, and school administrators at every step of the policy-making process.

Teaching and Learning Elements to Incorporate into District Policy

The following practices serve to organize and provide direction for teaching and learning initiatives throughout New Haven Public Schools:

- Instructional practices (teaching models)
- Instructional materials (content and skills)
- Authentic assessment of student learning
- Instructional grouping and scheduling
- Efficient use of instructional time
- Professional learning and development
- Administrative practices and procedures
- Affective curriculum
- Parent and community engagement

District staff will use the following principles for choosing content and teaching methodologies to maximize students learning opportunities:

Student achievement increases when students set their own goals. In collaboration with peers, the classroom teacher conducts a baseline inventory of cognitive and affective skills to develop the systematic instruction designed for students to meet grade-level expectations. Teachers assist students in setting goals, picking strategies to meet those goals, monitoring their progress, and providing feedback and correctives. Research and conventional wisdom have documented a strong, positive correlation between students setting their own achievement goals and student achievement. (Citation)

Students engage more fully with learning when they see real-world connections and relevance to their own lives. Students' understanding of these connections happens when they engage in real-world applications of knowledge. Teachers must use culturally relevant pedagogy to establish high expectations for all students, engage students in a critical analysis of their learning, and prepare them to advocate for a socially just world. There should also be purposeful attempts to make learning relevant to students' interests, cultures, and communities. The more teachers get to know individual students, the more this is possible; however, teachers need not have in-depth knowledge of every aspect of the students to create relevant lessons. It is essential that teachers create a space for students to express their perspectives, make their connections to the learning, and appreciate that their classmates might think differently.

Students learn by interacting with subject-specific texts. The term “text” includes fiction and non-fiction texts as well as directions, forms, and all types of information visually displayed in graphs, charts, or maps, music, art, and digital sources on a range of topics. Students must interact with subject-specific texts, process the information included, make conclusions, and communicate their ideas with others to develop their learning. These interactions will also require the development of appropriate academic vocabulary in each subject area.

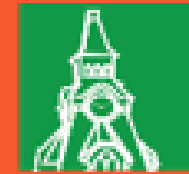
Language mediates student learning. Receptive and expressive language contribute to the vital process of making thinking visible, listening to others, and revising meanings and understandings through critical thinking. Students learn subject concepts, ideas, and issues by explaining, critiquing, and building shared knowledge through discourse. Discourse is one of the most effective ways for students to practice sense-making and decision-making and justify their conclusions with facts pertinent to the issue.

Social and emotional growth are critical underpinnings of learning. Learning is a social activity dependent on cooperation and mutual respect afforded to the learner and the teacher. The social and emotional climate within classrooms and schools can either enhance or inhibit student achievement and maturation.

Guidance on Instruction

The New Haven Public Schools shall publish and revise bi-annually instructional frameworks based on effective teaching and learning practices to support educators planning effective instruction. The instructional frameworks will describe instructional arrangements across content areas to help students graduate from each successive grade level with the knowledge, literacy, and critical skills necessary to succeed. The New Haven Public Schools instructional frameworks, aligned to standard principles of instruction, will emphasize independent reading,

vocabulary development, writing, project learning, oral discourse across the disciplines, and critical thinking.



NEW HAVEN PUBLIC SCHOOLS

NAVIGATING THE SCHOOL CHOICE PLACEMENT PROCESS

Presented By:

The **Office of School Choice & Enrollment**

School Choice Matters

- The New Haven Public Schools - *Office of School Choice & Enrollment* seeks to empower families to make well-informed decisions concerning viable school choices that best fit their student's academic and social needs and ensure their success in college, career and beyond.



To **EDUCATE** students and families about all NHPS schools, choice options and the school choice assignment process.

To **ENSURE** our assignment processes are equitable and transparent.

Our GOALS

School Types in New Haven



Neighborhood
Schools



City-Wide
Magnet
Schools



Interdistrict
Magnet
Schools



Charter
Schools

A photograph of three students in a science classroom. In the foreground, a young man with dark hair is looking through the eyepiece of a white and blue microscope. Behind him, a young woman is also looking through a microscope. Another student is partially visible in the background. The microscopes are on a dark table. The brand name 'AmScope' is visible on the base of the microscope in the foreground.

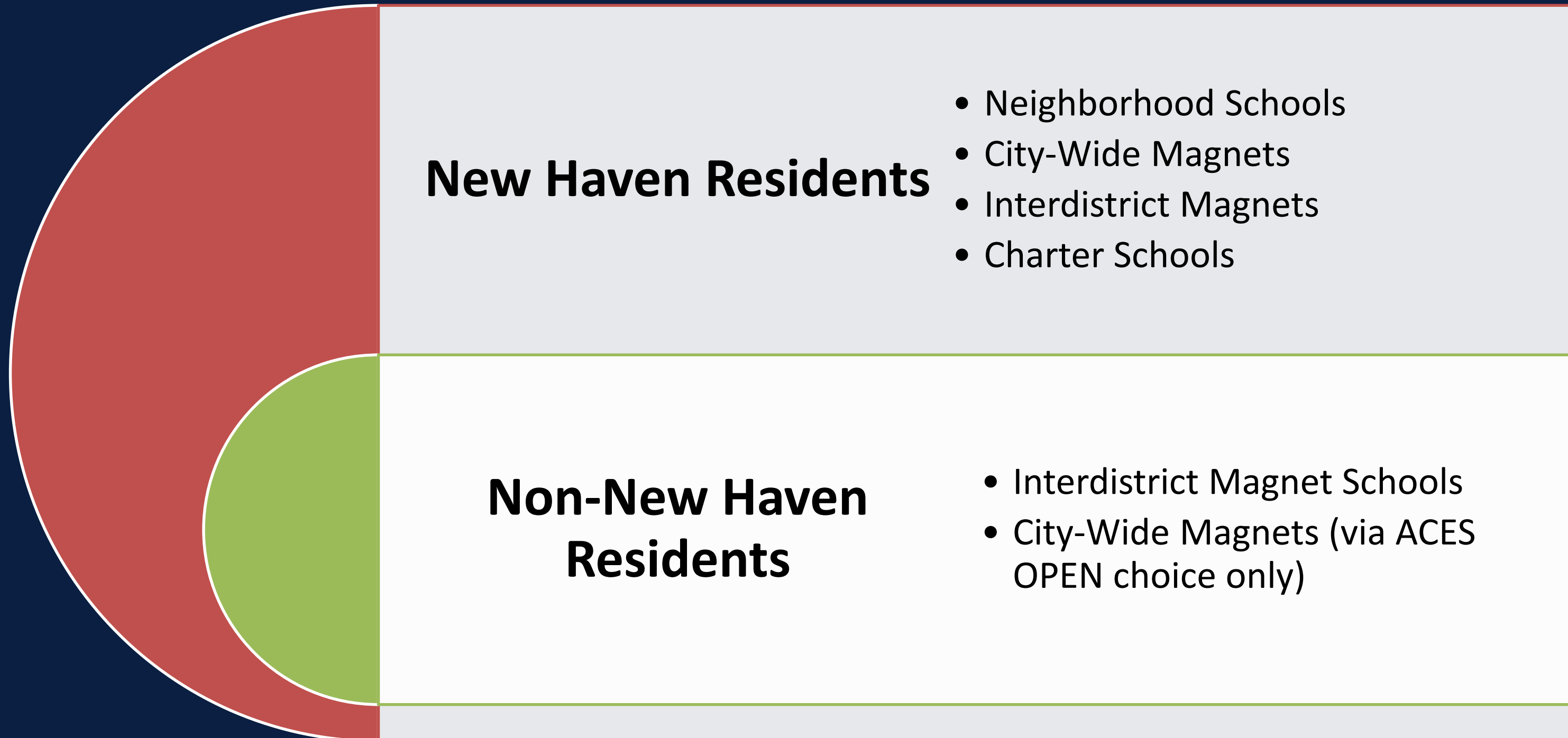
School Options

School Choice Options in New Haven

New Haven Schools of choice are designed to foster racial, ethnic and economic diversity among students. Students and families can apply to the following options (based on their residence):

- **14** Interdistrict Magnet Schools
- **9** City-Wide Magnet Schools
- **10** Community Neighborhood Schools
- **2** Comprehensive High Schools
- **6** Charter Schools

Where Can I Apply?



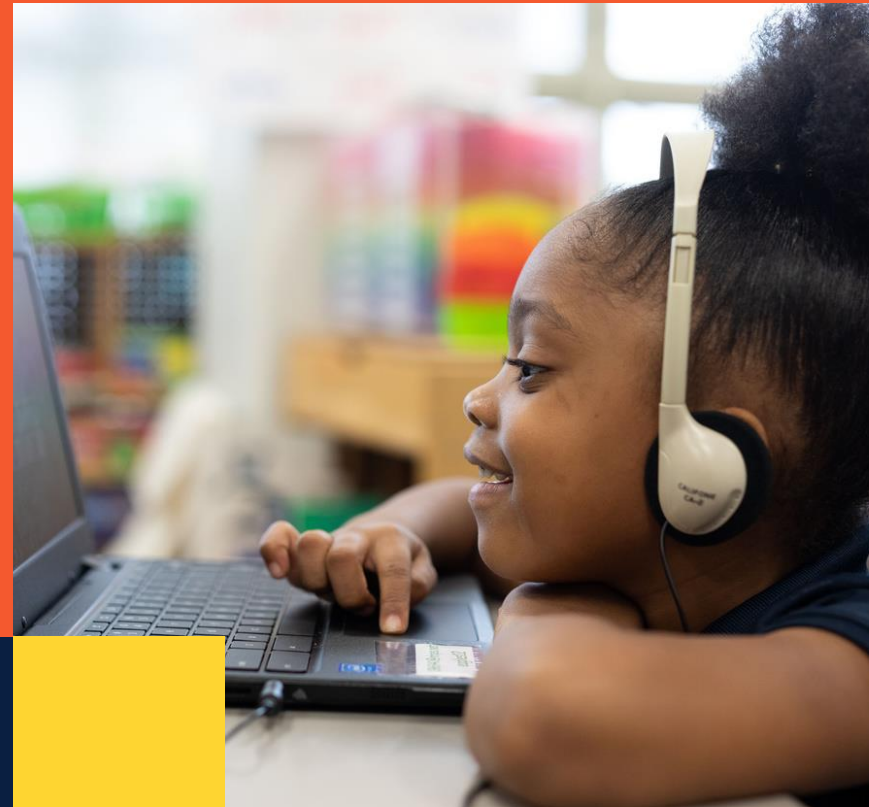


Applying is Easy...



EXPLORE

- Identify your child's interests.
- Explore and learn about schools.



APPLY

- Application is available on **January 31, 2022**
- Applications are due by February 28, 2022.



ACCEPT

Applicants will receive their placement results on **March 31, 2022**.



REGISTER

Complete the NHPS student registration process online by the posted deadline on your child's school offer letter.



Student Placements

All students applying through the choice process are considered for the schools and grade indicated on their application.

To ensure the school choice application process is equitable, each applying student is considered for placement at each school they selected on their application in the order they ranked them.

A student's academic grades, scholastic achievements and attendance are **NOT** considered in this process.

Which School is The "Best Fit" For My Child?

What is the academic or instructional theme of the school?

- Be sure to know your child's interests.
 - Art & Music
 - STEM
 - Literacy
 - Discovery

Distance from your Home or residence

- How long will my child's bus ride be?



Which School is The "Best Fit" For My Child?

Availability of Services

- Special Education Services
- Biliteracy Programs

School Hours

- Before and After School Programs
- Family Schedule

Open Seats

- School Entry Grades





Visit & Explore

Parents, Families and Students should...

- Consider the instructional themes of all schools they are interested in.
- Give ample consideration to how well a school's themes is aligned to the interests of the student.



Apply

Parents should...

- Complete the School Choice application online at www.newhavenmagnetschools.com no later than **February 28, 2022**.
- Parents can identify up to **SIX** schools of interests the student would like to attend.



Await Results

Await your child's placement results on or before March 31, 2022 via email

- Please pay close attention to the deadlines on your placement letter.
- You will need to **ACCEPT** your seat offer and *may* need to **COMPLETE** the district's online student registration process by the listed deadline.



It's Simple No Strategy!

- The best strategy for parents to do is to list the school(s) that they like, in the **order** that they like them.
- Student placements are made using a computer-based algorithm. This algorithm takes into consideration the applicant's preferred schools and their verified preferences.

Neighborhood Preference

A student applying to a school in their identified attendance zone will receive priority to attend that single school.

Sibling Preference

A student applying to a school where they have a sibling currently attending can receive sibling preference.



New Tools to Help You!

These helpful tools will help families considering School Choice options in New Haven.

LOG ON

Visit www.newhavenmagnetschools.com and check out helpful video and view the list of upcoming virtual open house opportunities for many of our amazing schools.

EXPLORE

Use the **NEW** School Explorer tool on our website to view virtual school tours of a few of our schools and even simulate your child's chances of placement at a school you like using the **NEW** simulator tool.



WWW.NEWHAVENMAGNETSCHOOLS.COM



EXPO

Visit our website on **Saturday, January 29, 2022** from **9:00am - 12:00pm** and view live presentations from Magnet Schools and Charter Schools in New Haven.

APPLY

On **Monday, January 31, 2022** the School Choice Application will be available online. *If you need assistance please contact the Office of School Choice & Enrollment.*

DEADLINE

All school choice applications must be completed and submitted *no later than* **February 28, 2022** to be processed as eligible.

www.NewHavenMagnetSchools.com

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Choiceenrollment@new-haven.k12.ct.us
475-220-1430 | 475-220-1431**