

NEW MILFORD BOARD OF EDUCATION
New Milford Public Schools
50 East Street
New Milford, Connecticut 06776

POLICY SUB-COMMITTEE
MEETING NOTICE

DATE: September 17, 2013
TIME: 6:45 P.M.
PLACE: Lillis Administration Building, Rm. 2

AGENDA

New Milford Public Schools Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

1. Call to Order
2. Public Comment

The Board welcomes Public Participation and asks that speakers please limit their comments to three minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the New Milford Public School System.

3. Discussion and Possible Action Items

A. Policies Recommended for Revision and Approval at Initial Board Presentation in accordance with Board Bylaw 9311:

1. 3160 Budget and Transfer of Funds
2. 5000 Equal Educational Opportunity
3. 5113 Truancy
4. 6142.1 Exemption from Instruction
5. 6142.2 Student Nutrition and Physical Activity (Student Wellness)
6. 6146 Graduation Requirements
7. 6200 Adult Education

B. Policy Recommended for Revision:

1. 3541 Transportation

C. Policy Series to be Reviewed in 2013-2014

4. Items of Information

A. Regulation Revisions:

1. 5000 Equal Educational Opportunity
2. 5113 Admission and Excuses
3. 5125 Student Education Records: Access, Confidentiality, and Amendment
4. 6142.1 Exemption from Instruction
5. 6142.2 Student Nutrition and Physical Activity (Student Wellness)
6. Student Notice of Rights (attachment to Regulation 5145.5)

ELIZABETH C. BURGESS
TOWN CLERK

2013 SEP 13 P 12:35

NEW MILFORD, CT



5. Adjourn

Sub-Committee Members: Vacant, Chairperson
Mr. David A. Lawson
Mr. David R. Shaffer
Mrs. Daniele Shook

Alternates: Mr. Thomas McSherry
Vacancy

**RECOMMENDED FOR REVISION AND
APPROVAL AT INITIAL BOARD PRESENTATION**

Bold Italicized language constitutes an addition

Commentary 2013: The proposed revisions are required by Public Act 13-60, which amended Conn. Gen. Stat. Section 10-222. Part of this new law requires the Town to make spending recommendations to the Board on non-educational services as a cost-saving measure. The Town must make these recommendations within 10 days of receiving the Board's budget submission. The Board is free to accept or reject the suggestions, but must provide a written explanation for the reason for any rejection. Although you will need to follow this new practice, the Board need not include the language of this particular requirement in its policy on the budget. If including the language in the policy will help the Board comply with the new rule, then you could insert the following paragraph before the section on "budget transfers:"

Budget Submission

The Board of Education shall submit an itemized estimate of the cost of the maintenance of the public schools to the Town authority making appropriations for the school district at least two months prior to the annual meeting at which appropriations are made. If the Town authority makes spending recommendations and suggestions within ten days of the submission as to how the Board of Education may consolidate non-educational services and realize financial efficiencies, the Board shall provide the authority with a written explanation of the reason for any rejection of such suggestions.

3160(a)

Business/Non-Instructional Operations

Budget and Transfer of Funds

Budget

The administration shall prepare and submit to the Board of Education an itemized estimate of revenues and expenditures for the next fiscal year's budget. ***An "itemized estimate" means an estimate in which broad categories including, but not limited to, salaries, fringe benefits, utilities, supplies and grounds maintenance are divided into one or more line items.*** The budget will be presented in the following format:

<u>Objects</u>	
100	Salaries
200	Benefits
300	Pur. Services (Prof. & Tech.)
400	Pur. Services (Property)
500	Pur. Services (Other)
600	Supplies & Utilities
700	Plant Imp. & Equip.
800	Other (Fees, etc.)
900	Other Items—Revenues

Business/Non-Instructional Operations**Budget and Transfer of Funds****Budget (continued)**

More specific line items (such as summaries by program) may be used by the administration to assist in the development, administration and monitoring of the budget. The administration shall maintain a chart of accounts that is organized to conform to the requirements for state and federal reporting.

Monthly reports shall be prepared and submitted to the Board. These reports will show for each of the line items listed above:

1. Original budget amount
2. Revised budget amount
3. Expended amount
4. Encumbered amount
5. Current balance
6. Percent used

Budget Transfers

The Board of Education may transfer any unexpended or uncontracted-for portion of any appropriation for school purposes to any other item of the Board's itemized estimate, but expenditures shall not exceed the appropriation made by the fiscal authority combined with such money as may be received from other sources for school purposes.

In the event of an emergency (health or welfare of students and/or staff or the protection of district facilities including components of the same) where the urgent need for the transfer prevents the Board of Education from meeting in a timely fashion to consider the transfer, the Superintendent and/or School Business Manager/Director of Fiscal Services shall be authorized to transfer an amount not to exceed \$20,000. Any such emergency transfer(s) shall be announced at the next regularly scheduled meeting of the Board *and a written explanation of the transfer shall be provided to the Board of Selectmen for the Town of New Milford.*

All proposed budget transfers, other than an emergency transfer set forth above, will be submitted to the Board of Education for approval at the next regularly scheduled meeting, and prior to the execution of any procurement dependent on or related to the submitted request for transfer.

Business/Non-Instructional Operations

Budget and Transfer of Funds

Legal Reference: Connecticut General Statutes
10-222 Appropriations and budget

Policy adopted: June 11, 2002
Policy revised: June 10, 2003
Policy revised: June 10, 2008
Policy revised: May 10, 2011

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

**RECOMMENDED FOR REVISION AND
APPROVAL AT INITIAL BOARD PRESENTATION**

Bold Italicized language constitutes an addition

Commentary: The equal access statement regarding the Boy Scouts of America should be included in the non-discrimination policies. This may be approved at the first reading, as the revision is in compliance with a regulatory requirement.

5000

Students

Equal Educational Opportunity

It is the policy of the New Milford Board of Education that students shall be provided an equal opportunity to participate in and benefit from the activities, programs, and courses of study offered by the school district without discrimination on account of race, color, national origin, sex, disability, religion, sexual orientation, gender identity or expression, marital status, parenthood, pregnancy, alienage or any other basis prohibited by local, state and federal law. Additionally, pursuant to Title IX and relevant state law, no individual shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

The New Milford Board of Education complies with all laws pertaining to student disabilities, including but not limited to Section 504 and the Rehabilitation Act of 1973, as amended from time to time, and the Individuals with Disabilities Educational Act, as amended from time to time (IDEA), and applicable state laws and federal and state regulations. ***Additionally, the Board of Education provides equal access to the Boy Scouts of America and other designated youth groups.***

Any student or other individual who feels he or she has been denied an equal opportunity in violation of this policy should immediately bring his or her complaint to the attention of the Building Principal or Assistant Principal, Guidance Counselor or the Title IX Coordinator, unless the Title IX Coordinator is the subject of the complaint in which case it may be brought to the Superintendent of Schools. The Title IX Coordinator may be reached at the Office of the Assistant Superintendent, 50 East Street, New Milford, CT 06776, 860-354-3235.

Legal References: Connecticut General Statutes
 10-15c (Discrimination in public schools prohibited)
 46a-58 (Deprivation of rights)
 United States Code
 20 U.S.C. 1400 (Individuals with Disabilities Education Act)
 20 U.S.C. 1681 (Title IX of the Education Amendments of 1972)
 20 U.S.C. 7905 Boy Scouts of America Equal Access Act
 29 U.S.C. 794 (Section 504 of the Rehabilitation Act of 1973)
 42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
 42 U.S.C. 12101 (Americans with Disabilities Act)

Policy adopted: June 12, 2001
Policy revised: June 12, 2007
Policy revised: June 8, 2010
Policy revised: October 11, 2011

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

**RECOMMENDED FOR REVISION AND
APPROVAL AT INITIAL BOARD PRESENTATION**

Bold Italicized language constitutes an addition

Commentary 2013: In its new Guidelines for implementing the definitions of “excused” and “unexcused” absences, the State Department of Education encourages boards to include the following in their truancy policies:

- 1. Inform parents when their child has reached his/her sixth and ninth absences and remind parents of the stricter rules that apply to absence number 10 and above.*
- 2. Include a provision for regularly auditing a small percentage of the documentation provided for absences in order to reduce the likelihood of receiving questionable notes.*

Neither one of these suggestions is required by law, but they are items that the board should consider adding. The first item above could be added to Section II, “Notification,” as:

“D. Parents and guardians shall be notified when a student has reached nine (9) absences and reminded of the stricter rules that apply to further absences for the remainder of the school year.”

The second item could be added to Section III, “Monitoring attendance,” as:

“C. The Superintendent of Schools or designee shall periodically audit a small percentage of the documentation provided for student absences in order to ensure general compliance with this policy.”

The only other suggested revision is to the legal references, adding the new Guidelines.

5113(a)

Students

Truancy

Attendance

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The attendance policy is intended to promote student success.

The New Milford Board of Education requires parents to ensure that their children attend school regularly during the hours and terms the public schools are in session.

Regular attendance at school is not only required by state law, but is an integral component in student success and a matter of self-discipline which will prove important later in life. Class time is an invaluable opportunity for students and teachers to interact with each other and exchange ideas. It is also the forum for a wide range of learning opportunities which cannot be duplicated outside of the classroom. Therefore, in order to avail themselves of the maximum opportunity for learning, students need to be present in each and every class.

Students

Truancy

Attendance (continued)

The success of a student is determined by the cooperative effort of the student, parents, school, and the community. Failure of these groups to live up to their responsibilities can result in failure for the student. For this reason, responsibilities must be clearly defined and followed.

The procedures and regulations shall be in accordance with Board policy and Connecticut State law. The Superintendent shall insure that administrative procedures and disciplinary actions for student attendance will be contained in each student/parent handbook.

Procedures and regulations shall be maintained and implemented for the schools to provide age-appropriate measures which promote regular and punctual attendance. Schools that share the same grade levels shall have the same procedures and regulations. The procedures and regulations shall clearly define the responsibilities of parents and students regarding attendance in class and school, tardiness, early dismissal, completion of missed work, and other areas which affect the classroom learning experience.

The Principal will give annual written notice to parents/guardian of their obligations according to Connecticut General Statute 10-184. At the beginning of each academic year -- or, in the case of students who enroll during the school year, at the time of enrollment -- the school district will require from the parents/guardians a telephone number where they can be contacted during the school day (i.e. from first bell to dismissal).

The official school day, during which all students are the responsibility of the high school, begins when the student either boards a school bus to come to school or otherwise when the student arrives on campus for the day. Students may neither get off the bus prior to arrival at school nor may they leave campus once they have arrived, without prior approval of the Principal or the Principal's designee.

Standards

A. Student Responsibilities

1. To attend all classes except for reasons stated under "Excused Absence" and to be punctual.
2. To report directly to the Attendance Office or School Office when tardy to school, in accordance with school procedures.
3. To notify teachers of anticipated absence and to make arrangements to make up work promptly upon return from an excused absence. In the case of an extended absence, to seek faculty assistance if needed and to make up work in a reasonable time frame.

Students

Truancy

Standards (continued)

4. To communicate with parents, teachers, and/or school administrators any problems related to lack of attendance and/or tardiness to school or any class.
5. To report one's own absences from school or class in accordance with school procedures if one is legally emancipated.

B. Parent Responsibilities:

1. To communicate and work cooperatively with the school for the benefit of the student.
2. To emphasize the importance of regular attendance and punctuality. To authorize only those absences that are included under "Excused Absence." Also, to make every effort to schedule appointments and vacations outside of school hours.
3. To contact the school regarding an absence or tardy the morning of that absence or tardy.
4. To assist students with arrangements to seek faculty assistance and make up missed work resulting from an absence.

C. School Responsibilities:

1. To take all actions necessary to ensure the success of the student, including parent conferences, counseling, and interaction with the community in making use of community services.
2. To keep accurate attendance records.
3. To notify parents promptly (when parents have not called the school) of all absences whether, for one class or the entire school day.
4. To arrange opportunities for the students to make up missed tests, quizzes and assignments resulting from absences, upon their return to school. In the case of extended absence, to prepare with the student a plan for faculty assistance and an opportunity to make up work in a reasonable time frame.

D. Community Responsibilities:

1. To realize that the success of students contributes to the success of the community.
2. To encourage regular school attendance as a prerequisite for student employment.

Students

Truancy

Standards (continued)

3. To encourage area businesses to refrain from allowing students to congregate during school hours.
4. To encourage medical and dental offices to arrange student appointments outside of school hours.
5. To do all that is possible under current state law to ensure that all students attend school regularly.

Definitions

1. **Truant** - Shall mean a student age 5 – 18 inclusive who has four unexcused absences in any one month or ten unexcused absences in one school year.
2. **Tardy** - A student shall be considered tardy if he/she arrives at class after classes have begun.
3. **Absence** - any non-attendance of an enrolled student. A student is considered to be in attendance if present at his/her assigned school, or an activity sponsored by the school (e.g. field trip), for at least half of the regular school day.
4. **Disciplinary Absence** - an absence that is the result of school or district disciplinary action such as an out-of-school suspension or expulsion. Disciplinary absences are neither excused nor unexcused.
5. **Documentation of absence** – a written explanation of the nature of and the reason for the absence as well as the length of the absence. This includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Separate documentation must be submitted for each incidence of absenteeism. Non-English speaking parents/guardians may submit documentation in their native language.
6. **Excused Absence** - A student's non-attendance from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten school days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes (when the school medical advisor provides notice to a parent or guardian that a student has symptoms of a communicable disease) and meets the following criteria:

Students

Truancy

Definitions (continued)

- A. For absences one through nine, a student's absences from school are considered excused when the student's parent/guardian approves such absence and submits appropriate documentation; and
- B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
 1. student illness (all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence);
 2. student's observance of a religious holiday;
 3. death in the student's family or other emergency beyond the control of the student's family;
 4. mandated court appearances (additional documentation required);
 5. the lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or
 6. extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.
7. **Unexcused absence** – Any absence that does not meet the criteria for an excused absence (including proper documentation) or a disciplinary absence.
8. **Dismissal** - No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee.
 No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal.
 No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

Attendance

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the

Students

Truancy

Attendance (continued)

child to school until age six or seven. The parent or person having control of a child of age five or six shall exercise such option by personally appearing at the school district office and signing an option form. At such time, school personnel shall provide the parent or person with information on the educational opportunities available in the school system. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

Excessive Absences/Truancy

It is the policy of the Board of Education to monitor school attendance so as to identify students who are truant, and to enlist the cooperation of parents and, when necessary, the juvenile justice system, in order to address the problem when it arises. The following truancy procedures are hereby adopted:

For purpose of these procedures, "Parent" means the parent, guardian or other person having control of a child.

1. Whenever a student in grade K-8 is absent from school on a regularly scheduled school day and no indication has been received by school personnel that the parent or other person having control of the child is aware of the student's absence, school personnel or volunteers under the direction of the building principal shall make a reasonable effort to notify the parent of the student's absence. Notification shall be by telephone and by mail. The mailed notice shall include a warning that two unexcused absences from school in a month or five unexcused absences in a year may result in a complaint filed with the Superior Court that the child's family is a family with service needs.
2. When a student is identified as a truant, the Superintendent or his/her designee will conduct a meeting with the parent, the student, if appropriate, and with such school personnel where involvement is determined appropriate. The meeting will occur not later than ten (10) school days after the child's fourth (4th) unexcused absence in a month or the tenth (10th) unexcused absences in a school year and will be for the purpose of reviewing and evaluating the reasons for truancy. In reviewing and evaluating the reasons for the student's truancy, the participants of the meeting should consider the appropriateness of referring the student to the school's [Student Assistance Team] or planning and placement team. At the meeting, school personnel shall be designated to

Students

Truancy

Excessive Absences/Truancy (continued)

coordinate services with and referrals of children to community agencies providing child and family services if appropriate.

3. If the parent of a child who is a truant fails to attend the meeting held pursuant to paragraph 2 above, or fails to otherwise cooperate with the school in attempting to solve the truancy problem, the Superintendent will file not later than fifteen (15) calendar days after such failure to attend or failure to cooperate, a written complaint with the Superior Court pursuant to Connecticut General Statutes §46b-149, alleging that the acts or omissions of the child are such that his/her family is a family with service needs.

Legal References: Connecticut General Statutes
 10-184 Duties of parents
 10-185 Penalty
 10-198a through 10-202 Attendance, truancy - in general
 10-220 Duties of boards of Education
 10-221 Boards of education to prescribe rules, policies and procedures
 46b-149 Child from family with service needs

Connecticut State Board of Education Definitions of Excused and Unexcused Absences Adopted June 27, 2012

Connecticut State Board of Education Statewide Definition of Attendance for Public School Districts in Connecticut, Adopted January 2, 2008.

Connecticut State Department of Education's "Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention," April 2013

Policy adopted: June 12, 2001
 Policy revised: June 24, 2004
 Policy revised: June 12, 2007
 Policy revised: June 8, 2010
 Policy revised: October 11, 2011
 Policy revised: October 9, 2012

NEW MILFORD PUBLIC SCHOOLS
 New Milford, Connecticut

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

ANNUAL NOTIFICATION OF PARENTAL OBLIGATIONS
UNDER C.G.S. 10-184

Dear (Parent Name),

Connecticut law requires that annually the school district provide you a written notice of your obligations under Connecticut General Statute 10-184. This law requires each parent or guardian of a child five years of age and older and under eighteen years of age to ensure that the child attends school regularly when school is in session — unless such parent or other person shows that the child is receiving equivalent instruction elsewhere, or that the child has graduated from high school. Parents or persons having control of a child five or six years of age have the option of not sending the child to school until age six or seven by personally appearing at the school district office and signing an option form. The parent or person having control of a child ~~sixteen or~~ seventeen years of age may consent to such child's withdrawal from school by signing a withdrawal form at the school district office.

Regular student attendance is essential to the educational process. So that we can inform you if your child is absent without a previous explanation, Connecticut laws also require that we obtain from you a telephone number or other means of contacting you during the school day. Please complete and return the form attached.

Thanks for your cooperation.

Sincerely,

Principal

<p style="text-align: center;">RECOMMENDED FOR REVISION AND APPROVAL AT INITIAL BOARD PRESENTATION <i>Bold Italicized</i> language constitutes an addition</p>

Commentary 2013: Revisions are suggested pursuant to the new law permitting parents to request that their child be excused from dissection of animals (Public Act 13-273).

6142.1(a)

Instruction

Exemption from Instruction

Acquired Immune Deficiency Syndrome: The Board of Education shall offer planned, ongoing and systematic instruction on acquired immune deficiency syndrome (AIDS) as required by law. A student may be exempt from this instruction upon the written request to the Superintendent of Schools, or designee, by the student's parent or legal guardian. Students who are exempt from instruction shall be assigned to a supervised study period.

Family Life: 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, to accept criticism, and to respond with openness, frankness and honesty.

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.

The Board of Education may offer programs of instruction regarding family life that may include family planning, human sexuality, parenting, nutrition, and the emotional, physical, psychological, hygienic, economic, and social aspects of family life. When family life programs are offered in the curriculum, a student shall be exempt from any portion of the instruction upon the written notification by the student's parent or guardian to the Superintendent of Schools or designee. Students who are exempt from instruction shall be assigned to a supervised study period.

Dissection of Animals in the Classroom:

~~The dissection of animals has a long and well-established place in the teaching of life sciences. Well-constructed dissection activities conducted by thoughtful instructors can illustrate important and enduring principles in biology. Learning theory further reinforces the benefit of learning from active experiences rather than passive learning alone. The New Milford Public Schools believe that dissection of animals is a valuable method of giving students a motivating, active-~~

Instruction

Exemption from Instruction (continued)

Dissection of Animals in the Classroom (continued)

biological experience in the study of the anatomy and physiology of organisms. When dissection is used in the classroom it is imperative that it is part of an approved and supervised curriculum and that:

- a. — The teacher thoroughly explains the learning objectives of the lesson and utilizes additional worksheet/audiovisual materials to maximize the educational benefit of the experience.
- b. — All specimens be treated with respect.
- c. — All students will be informed, prior to the dissection, that they have the option of discussing individual objections to dissection with the appropriate teacher/administrator. It is possible that such students may be given an alternative assignment. All decisions regarding this matter will be made on an individual basis by the teacher/administrator.

Upon the written request of a parent or guardian, a student shall be excused from participating in or observing the dissection of any animal as part of classroom instruction. Such student shall be required to complete an alternate assignment determined by the administration.

Physical Education: Any student who presents a certificate from a physician stating that, in the opinion of the physician, participation in physical education is medically contraindicated due to the physical condition of such student, shall be excused from the physical education requirement. The credit for physical education required for graduation may be fulfilled by an elective.

Foreign Language: Whenever a course in a foreign language is a required part of the curriculum, the parent or guardian of a student identified as deaf or hearing impaired may request in writing that such student be exempted from such requirement and, if such a request is made, such student shall be exempt from the foreign language requirement.

Legal References:

Connecticut General Statutes: 10-16b Prescribed courses of study
 10-16c through 10-16f, Family life education programs
 10-19(b) Teaching about alcohol, nicotine or tobacco, drugs
 and acquired immune deficiency syndrome
 10-221a(c) High school graduation requirements
 P.A. 13-273, An Act Concerning Dissection Choice

Policy adopted: June 10, 2003
 Policy revised: June 27, 2005
 Policy revised: June 8, 2010

NEW MILFORD PUBLIC SCHOOLS
 New Milford, Connecticut

**RECOMMENDED FOR REVISION AND
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Commentary 2013: The suggested revision comports with the requirement of Public Act 13-173 that each Board of Education adopt a policy by October 13, 2013, "as the board deems appropriate" concerning two issues: (1) school employees preventing elementary students from participating in the entire time devoted to physical exercise during the regular school day; (2) school employees requiring students in K-12 to engage in physical activity as a form of discipline.

6142.2(a)

Instruction

Student Nutrition and Physical Activity (Student Wellness)

The New Milford Board of Education shall use a coordinated school health model in order to make wellness a cornerstone of our educational program. This well-rounded approach to school health connects the various components of health education, physical education, nutrition services, health promotion activities for staff, school health services, counseling and psychological support services, a safe and healthy school environment, and parent and community involvement. The teamwork that is inherent in this comprehensive model is intended to build momentum toward a program that supports positive dietary and lifestyle practices that are essential for students to achieve their academic potential, full physical and mental growth and lifelong health and well-being.

The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence the student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity.

Guiding Principles:

- The Board of Education delegates the responsibility for developing, implementing, monitoring, reviewing and revising the school district's wellness policy guidelines (administrative regulations) to a Wellness Advisory Council comprised of the following members: parents, students, school food service personnel, members of the board of education, administrators, the public, school nurse, physical education teacher, health education teacher and any other person that the team wishes to invite to help achieve its goals.
- The Wellness Advisory Council will create a wellness plan that addresses nutrition education, physical education and physical activity, school meals, beverages and other food, communication and promotion and measurement and evaluation of the plan.
- ***During the regular school day, all students will be provided with*** ~~All students in grades K-12 will have~~ opportunities, support, and encouragement to be physically active. ~~on a daily basis.~~ ***Physical activity shall not be used as a form of discipline. Preventing elementary students from participating in the time devoted to physical exercise shall not be used as a form of discipline.***

Instruction

Student Nutrition and Physical Activity (Student Wellness) cont'd.

- Curriculum:
 - The physical education program shall be a standards-based, sequential physical education curriculum taught in grades K-12 by qualified physical education teachers. A key component of this program is to teach students how to achieve and maintain a healthy level of personal fitness.
 - Nutrition education shall be offered in grades K-12 as part of a planned, sequential, standards-based comprehensive health education program taught by highly qualified teachers.
- Foods and beverages sold or served under school auspices during the instructional school day will meet or exceed the nutrition recommendations of the *USDA Dietary Guidelines for Americans*.
- The District shall provide meals that follow the USDA requirements for Federal School Meal Programs under 7CFR Part 210 and 220.
- Highly qualified nutrition professionals will administer the school meal programs, and will provide affordable, nutrient-dense foods. Guidelines for age-appropriate portion size and maximum amount of fat, sodium, sugar and other additives in foods served and sold will be established and reviewed according to current scientific and medical research.
- Meals will be served in a relaxed, enjoyable climate, with adequate clean, safe space for eating.
- School menus shall be planned in order to meet or exceed state and national nutritional standards. Nutritious and healthy foods, such as fresh or dried fruits, vegetables, low-fat dairy foods, whole grains, and 100% natural fruit and vegetable juices and water, shall be made available wherever food is sold in the District.
- Healthy foods and beverages shall be encouraged at school sponsored activities, such as fundraisers, parties and sporting events. In addition, the District will only permit those foods and beverages that are permitted under state law (in particular, Connecticut General Statutes §§ 10-221p and 10-221q and the guidelines established by the State Department of Education) to be sold to students.
- The district highly values the health and well-being of every staff member and shall plan and implement activities and policies that support personal efforts by staff members to maintain a healthy lifestyle and that encourage staff members to serve as role models.
- Measurement and evaluation:
 - Establish a baseline of school wellness in each school by conducting a self-assessment using standard instruments.
 - Assign school-based leadership and responsibility in each site to monitor compliance to achieve policy goals.
 - The Superintendent and/or his/her designee will ensure compliance with the policy and its regulations.

Instruction

Student Nutrition and Physical Activity (Student Wellness) cont'd.

Legal Reference: 42 USCA 1751, Richard B. Russell National School Lunch Act (as amended by the Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108- 265, Section 204).

Connecticut General Statutes:

- 10-215e Nutrition standards for food that is not part of lunch or breakfast program
- 10-215f Certification that food meets nutrition standards
- 10-221o Lunch periods and recess
- 10-221p Boards to make available for purchase nutritious and low-fat foods
- 10-221q Sale of beverages

Action Guide for School Nutrition and Physical Activity Policies, Connecticut State Department of Education, (Revised April 2009)

Policy Adopted: June 13, 2006
Policy revised: October 13, 2009

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

**RECOMMENDED FOR REVISION AND
APPROVAL AT INITIAL BOARD PRESENTATION**

Bold Italicized language constitutes an addition

Commentary 2013: Suggested revisions by legal counsel are to Section IV and are due to changes in the law (Public Acts 13-57 and 13-122). Additional revisions for approval.

6146(a)

Instruction

Graduation Requirements

To graduate from the New Milford Public Schools, a student must earn a minimum number of credits, fulfill credit distribution requirements and meet district performance standards.

I. Academic credit distribution requirements

A. Students must complete the following credits:

Year of Graduation 2013, 2014	4.0 English 3.0 Mathematics 3.0 Social Studies (including 0.5 credit in civics and 1 credit for U.S. history) 3.0 Science 1.0 Physical Education 1.0 Arts (Fine or Practical) 0.5 Health 7.0 Electives <hr/> 22.5 TOTAL CREDITS
Year of Graduation 2015	4.0 English 3.0 Mathematics 3.0 Social Studies (including 0.5 credit in civics and 1 credit for U.S. history) 3.0 Science 2.0 Physical Education 1.0 Arts (Fine or Practical) 0.5 Health 7.0 Electives <hr/> 23.5 TOTAL CREDITS
Year of Graduation 2016	4.0 English 3.0 Mathematics 3.0 Social Studies (including 0.5 credit in civics and 1 credit for U.S. history) 3.0 Science 2.0 Physical Education 1.0 Arts (Fine or Practical) 0.5 Health 8.0 Electives (including 0.5 in humanities) <hr/> 24.5 TOTAL CREDITS

Instruction

Graduation Requirements

Year of Graduation 2017	4.0	English
	4.0	Mathematics
	3.0	Social Studies (including 0.5 credit in civics and 1 credit for U.S. history)
	3.0	Science
	2.0	Physical Education
	1.0	Arts (Fine or Practical)
	0.5	Health
	8.5	Electives (including 0.5 in humanities and 0.5 in Financial Literacy)
		<hr/> 26.0 TOTAL CREDITS

- B. A credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year unless such credit is earned at an institution accredited by the Department of Higher Education or regionally accredited.

II. District's performance standards

These performance standards identify the basic skills that students are expected to achieve in order to graduate. A New Milford High School graduate must complete all academic requirements and demonstrate basic skills in Reading & Writing, Quantitative Thinking (Math & Science) and Information Literacy. The Superintendent of Schools or designee shall develop administrative regulations regarding performance standards for each basic skill, including the method(s) of assessing a student's level of competency in such skills. The assessment criteria must include, but not be based exclusively on, the results of the state or national high school state-wide mastery examination.

III. Options if graduation requirements are not met

The Board of Education is dedicated to providing students who may have difficulty fulfilling these requirements with different options and multiple opportunities to meet the academic and performance standards for graduation.

Those students who have not successfully completed the assessment criteria will be afforded alternative means of meeting this criteria. The following is not an inclusive list:

- Pass 0.5 credit of English 4
- Completion of a research project, approved in advance by the Science Department, that involves data collection, and is graded according to an established rubric
- Pass Departmental Exam covering the topics of arithmetic, algebra, geometry and statistics

Instruction

Graduation Requirements

III. Options if graduation requirements are not met (cont.)

- Pass 0.5 credit of Practical Math
- English Writing SAT I of 450 or better
- Math Reasoning SAT I of 450 or better
- Math SAT II Math Level 1C of 450 or better

Seniors who are not eligible for graduation with their class due to a failure to meet the district graduation requirements in one or more subjects may select one of the following options:

1. Successful completion of a summer course or summer courses comparable (as determined by the Principal) to the subject(s) in which the student was deficient
2. Enroll in an on-line course in accordance with Policy 6172.6 (Virtual/On-line Courses/College/University Courses)
3. Make arrangement for re-testing to meet performance standards
4. Return to school in September as a fifth year senior

IV. Exemptions, modifications, and accommodations

- A. If a physician or advanced practice registered nurse certifies in writing that the physical education requirement is medically contraindicated because of the physical condition of the student, this requirement may be fulfilled by an elective.
- B. Exemptions; modifications and accommodations of graduation requirements will be made for any student with a disability as determined by the planning and placement team or 504 team.
- C. Only credits for courses taken in grades nine through twelve shall satisfy graduation requirements except that the Superintendent of Schools or designee may grant credit for certain courses identified in subsection (e) of Section 10-221a of the Connecticut General Statutes.
- D. The Board may permit a student to graduate during a period of expulsion pursuant to Connecticut General Statutes 10-233d if the Board determines that the student has satisfactorily completed the necessary credits for graduation.
- E. ~~The~~ *In accordance with state law, the* Board of Education may award a high school diploma to a veteran of World War II, ~~or the~~ Korean hostilities, *or the Vietnam Era* who left high school to serve in the armed forces and did not receive a diploma as a consequence of such service *as well as any person who withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, did not receive a diploma as a consequence of such work and has resided in the state for at least fifty consecutive years.*

Instruction

Graduation Requirements

Early Graduation

Students may finish in seven semesters provided all graduation requirements have been satisfied. Any student interested in being considered for early graduation must notify his/her counselor of his/her intentions by May 1 of the junior year. Students applying for early graduation must obtain the Early Graduation Policy statement and related application form from the Guidance Office and take course no. 990.

Course No.	Course	Prerequisites
990	Early Graduation	By Special Arrangement Only

(cf. 5121 - Examination/Grading/Rating)
 (cf. 5123 - Promotion/Acceleration/Retention)
 (cf. 6111 - School Calendar)
 (cf. 6145.6 - Travel and Exchange Programs)
 (cf. 6142.2 – Statewide Proficiency/Mastery Examinations)

Legal reference:	Connecticut General Statutes
10-14n	State-wide mastery examination
10-161	Establishment of graduation date
10-18	Courses in United States history, government and duties and responsibilities of citizenship
10-19	Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome
10-221a	High school graduation requirements
10-223a	Promotion and graduation policies. Basic skills necessary for graduation, assessment process

Policy adopted: June 10, 2003
 Policy revised: June 27, 2005
 Policy revised: June 8, 2010
 Policy revised: October 11, 2011
 Policy revised: September 10, 2013

NEW MILFORD PUBLIC SCHOOLS
 New Milford, Connecticut

**RECOMMENDED FOR REVISION AND
APPROVAL AT INITIAL BOARD PRESENTATION**

Bold Italicized language constitutes an addition

Commentary 2013: Suggested revisions are to Section II, new subsection 4 and are due to recent changes in the law (Public Act 13-121).

6200(a)

Instruction

Adult Education

The Board of Education recognizes that education is a lifelong process. Therefore, the Board shall establish and maintain a program of adult education classes for its adult residents of the school district. The Board may choose to provide its adult education program through cooperative arrangements with one or more other Boards of Education, eligible entities, or regional educational service centers.

I. Eligible participants

The adult education program is available to the following:

1. Any person seventeen (17) years of age or older who is not enrolled in a public elementary or secondary school;
2. Students age seventeen (17) or older who have been assigned to an adult education class as an alternative educational opportunity pursuant to an expulsion proceeding;
3. A public school student who is both under seventeen (17) years of age and a mother may request permission from the Board of Education to attend adult education classes. The Board of Education, by motion duly made and voted upon, may assign such student to adult education classes;
4. Students enrolled in full-time program in any local or regional school district may enroll in an adult education activity with the approval of the principal of the school in which the student is enrolled.

II. Instruction

- A. The adult education program must provide classes to adult residents of the school district in the following subjects:
 1. Americanization and U.S. citizenship
 2. English for adults with limited English proficiency
 3. Elementary and secondary school completion
- B. The adult education program may also make classes available to adults (residents and non-residents of the school district) in any of the following subjects:
 1. Any subject provided by the elementary and secondary schools including vocational education
 2. Adult literacy
 3. Parenting skills
 4. *College preparatory classes for adults who have obtained a high school diploma or its equivalent and require further education to enable them to enroll directly in a program at an institution of higher education.*
 5. Any other subject or activity

Instruction

Adult Education

III. Fees

No fees may be charged to adult residents enrolled in any of the classes listed in Section II(A) above. The Board of Education may fix tuition and/or registration fees and collect fees for books and materials provided to students in any class or activity of the adult program listed in Section II(B). Students who are assigned to adult education classes as part of a mandated program may not be assessed fees. The Board may also lend books or materials and require students to pay a deposit which will be refunded upon the return, in good condition, of the books or materials which were loaned to the student. Such deposit may not exceed the actual cost of such books or materials. The Board may waive fees in accordance with law.

IV. Adult Education Diploma

The adult education program provided by the school district shall grant an adult education diploma to a participant who satisfactorily completes a minimum of twenty (20) adult credits, of which not fewer than four (4) shall be in English, three (3) in mathematics, three (3) in social studies (including one in American history and at least a one-half credit course in civics and American government), two (2) in science and one (1) in the arts (fine or vocational).

V. Alternative methods for earning adult education credits

The adult education program provided by the school district shall award credit for the following:

1. Experiential learning, including (a) not more than two non-required credits for military experience, including training; (b) not more than one vocational educational non-required credit and one required or not more than two non-required credits for occupational experience, including training; and (c) not more than one non-required credit for community service or vocational skills;
2. Successful completion of courses taken for credit at state-accredited institutions, including public and private community colleges, technical colleges, community-technical colleges, four-year colleges and universities, and approved public and private high schools and vocational-technical schools;
3. Satisfactory performance on subject matter tests that demonstrate prior learning competencies, but not more than six such credits;
4. Independent study projects, but not more than three such credits, provided that not more than one of such credit shall be applied for a required subject.

The adult education program shall determine the number of weeks per semester that the program shall operate and shall provide certified counseling staff to provide adult education participants with educational and career counseling.

Instruction

Adult Education

Legal Reference: Connecticut General Statutes
10-67 Definitions
10-69 Adult Education
10-70 Rooms and personnel
10-73a Adult Education Fees and Charges
10-73d Request of certain students to attend adult education classes.
Assignment
Public Act 12-120, An Act Concerning Minor Revisions to the Education Statutes.

Policy adopted: June 10, 2003
Policy revised: June 8, 2010
Policy revised: October 9, 2012

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

RECOMMENDED FOR REVISION

Commentary 2013: Suggested revisions by legal counsel.

3541(a)

Business/Non-Instructional Operations

Transportation Services

Statement of Policy

This policy applies to students enrolled in the New Milford Public Schools and such other schools as the district is mandated to provide pupil transportation services. The Superintendent of Schools shall administer the district's operations in such a manner as to:

1. provide for the reasonable safety of students.
2. supplement and reinforce desirable student behavior patterns.
3. assist handicapped students appropriately.
4. enrich the instructional program through carefully planned field trips as recommended by the staff.

Definitions

1. "Bus stop" means a geographical location designated by the Board of Education or School Administration where pupils can board or disembark from a school bus.
2. "School transportation" means the procedure, program, or fully effective and implemented plan by which a pupil is conveyed to and/or from school from his/her residence or the bus stop at public expense, whether by use of publicly owned equipment or by contract. Such transportation shall be over public roads approved by the municipality or private roads approved pursuant to C.G.S. Section 10-220c.
3. "Walking distance" means the linear measure of a prescribed or authorized pedestrian route between the pupil's residence and his/her school from a point at the curb or edge of a public or private road nearest the pupil's residence to a point at the entrance of the school, or a safe entrance to the school grounds located within one hundred feet of the school building entrance or the bus pick-up area, or route from the point on the public thoroughfare nearest the residence to the school bus vehicle embarkation point established by the New Milford Board of Education.
4. "One mile walking distance" means a reasonable measurement of a route to be traversed extending from the point of measurement up to 5,280 feet.
5. "Grade K" means kindergarten, or a school program appropriate to a beginning pupil.

Business/Non-Instructional Operations

Transportation Services

Definitions (continued)

6. "Hazard" means a thing or condition, as prescribed in this policy under "Hazardous Condition—Transportation Guidelines" that affects the safety of pupils walking to and from school, and/or bus stop.
7. "Sidewalk" means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, distinguished by some elevation above the street pavement level and marked by curbing, drainage ditch, grass area or fencing; apart from and independent of any painted safety markings along the street pavement.
8. "Raised walk area" means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, distinguished by some elevation above the street pavement level and marked by curbing, drainage ditch, grass area or fencing; apart from and independent of any painted safety markings along the street pavement.
9. "Pupil" means any individual of school age enrolled in a public or nonprofit private school located within the school district or contiguous school district as the case may be.
10. ***"Backing" of the school bus shall be avoided, if possible. When backing maneuvers cannot be avoided, children shall be retained inside the bus. If there are children outside the bus, no backing maneuvers shall be made unless a competent adult observer is on hand to direct the maneuver.***

Provision of Transportation

Transportation by private carrier may be provided whenever such practice is more economical than using school district-owned/leased facilities.

The Board of Education will furnish transportation to resident public students living outside of the following limits, based on the most direct route from the students' home beginning at a point at the curb or edge of a public road or highway nearest the home to the edge of the school property or bus pickup area:

<u>Grades</u>	<u>Distance</u>
K-3 students	<i>0.5 + mile</i>
4-8 students	1 mile
9-12 students	<i>1.5 + miles</i>

Business/Non-Instructional Operations

Transportation Services

Students living within these limits will receive transportation when, in the opinion of the Board, a hazard is present.

Cul-de-Sac/Dead Ends

Except in cases where hazardous conditions exist as defined in this Policy, buses will not enter any Cul-de-Sac or Dead End Road which distance is the same or less than that proscribed for the age group of children being transported.

Riding Time

It is an objective of this policy that students not be required to spend more than one hour, each way, riding on the school bus. It is understood that in some instances this objective may not be achieved due to road conditions, weather conditions, and the number of stops required on a particular route.

Hazardous Conditions—Transportation Guidelines

1. Any walking route to either the bus stop or the school which is in excess of the previously designated walking distances shall be deemed hazardous.
2. A street or road having an adjacent or parallel sidewalk or raised walk area shall be deemed hazardous when any one of the following conditions exists:
 - (a) For pupils under age ten, or enrolled in grades K through 3, the absence of pedestrian crossing light or crossing guard where three or more streets intersect, and a street crossing where there are no stop signs or cross guards and the traffic count during the time that pupils are walking to or from school exceeds sixty vehicles per hour at the intersection;
 - (b) For pupils age ten or older, or enrolled in grades 4 through 12, the absence of pedestrian crossing light or crossing guard where three or more streets intersect, and a street crossing where there are no stop signs or cross guards and the traffic count during the time that pupils are walking to or from school exceeds ninety vehicles per hour at the intersection;
 - (c) For all pupils, any street, road, or highway with speed limits in excess of forty miles per hour which do not have pedestrian crossing lights or crossing guards or other safety provisions at points where pupils must cross when going to or from school or the bus stop;

Business/Non-Instructional Operations

Transportation Services

Hazardous Conditions – Transportation Guidelines (continued)

- (d) For all pupils, the usual or frequent presence of any nuisance such as open man-holes, construction, loading zones where delivery trucks are permitted to park on walkways, commercial entrances and exits where cars are crossing walking areas at speeds in excess of five miles per hour, and the like, including such nuisance which are hazardous or attractive to children.
 - (e) For all pupils, the usual or frequent presence of snow plowed or piled on the walk area making walkways unusable and the presence of any of the conditions described in Sections 3(a)-(c) immediately hereafter.
3. Any street, road, or highway which has no sidewalks or raised walk areas shall be deemed hazardous if any one of the following conditions exist:
 - (a) For pupils under age ten or enrolled in grades K through 3, any street, road or highway possessing a traffic count of sixty or more vehicles per hour at the time that pupils are walking to or from schools or bus stops;
 - (b) For all pupils, the presence of man-made hazards including attractive nuisances, as described in Section 2(d) 2(e) immediately preceding this section;
 - (c) Any street, road, or highway possessing a speed limit in excess of thirty miles per hour;
 4. ***Any bus stop located on*** any street, road, or highway which has no sidewalks or raised walk areas shall be deemed hazardous when the line-of-sight visibility together with posted speed limits do not permit vehicular braking/stopping in accordance with the ~~Connecticut Department of Motor Vehicles, Connecticut Department of Transportation or other reasonable standard~~ ***American Association of State Highway and Transportation. Due to the rural nature of the New Milford community, it is not possible to apply these line-of-sight requirements to the pedestrian route to and from a bus stop when such pedestrian route is along a road(s) with a speed limit of 30 [25?] miles per hour or less. Similarly, these line-of-sight requirements do not apply to bus stops serving a single family at a location adjacent to their property.***
 5. Any walkway, path, or bridge in an area adjacent or parallel to railroad tracks shall be considered hazardous unless a suitable physical barrier along the entire pedestrian route is present and fixed between pupils and the tracks; and any crossing of railroad tracks that carry moving trains during hours that pupils are walking to or from school shall be deemed hazardous unless, (1) a crossing guard is present; or (2) an automatic control bar is present at

Business/Non-Instructional Operations

Transportation Services

Hazardous conditions – Transportation Guidelines (continued)

crossings used by pupils under age ten, or, a bar or red flashing signal light is operational when the crossing is used by pupils.

6. Any walkway, path, or bridge adjacent or parallel to a lake, pond, stream, culvert, water-way, or bridge shall be deemed a hazard for pupils in grades K through 4 in the absence of a fence or other suitable barrier fixed between the pupil and the water.
7. Any area adjacent to a roadway, sidewalk, or bridge having a drop of three or more feet per four feet of travel length on either side of the established lanes, the absence of a fence or other suitable barrier shall be deemed hazardous for pupils in grades K through 4.
8. Any street, road, walkway, sidewalk, or path designated as a walking route for all school pupils that passes through an area which has a history of aggressive acts of molestation resulting in actual or threatened physical harm or moral degradation during the hours when pupils ordinarily walk to or from school shall be deemed hazardous.
9. Walking to or from school or the bus stop at any time prior to one-half hour before sunrise or any time one-half hour after sunset shall be deemed hazardous for pupils in grades K through 8 6.
10. These guidelines are applicable to private roads approved for passage of school transportation vehicles in accordance with C.G.S. Section 10-220c.
11. Pupils with physical handicaps and/or health conditions rendering them unable to walk to either the bus stop or school, as determined by their physician and the school district's medical advisor, shall receive appropriate transportation.
12. Exception: The New Milford Board of Education may grant an exception to any provision of this guideline where a peculiar condition or combination of conditions renders such condition(s) a hazard based upon reasonable judgment.

Students Receiving Special Education

Any modifications of these transportation services for special education pupils and pupils eligible for services under Section 504 of the Rehabilitation Act shall be determined on an individual basis.

Business/Non-Instructional Operations

Transportation Services

Suspension of Transportation Services

The New Milford Board of Education has the authority to suspend transportation services of any pupil whose conduct, while awaiting or receiving transportation to or from school, endangers persons or property or constitutes a violation of a publicized Board policy. The decision to suspend a student from transportation services for improper conduct is not reviewable under Connecticut General Statutes §10-186. Suspension from school transportation will be carried out in accordance with the Board's Policy on Student Behavior on School Transportation [Policy 5131.1(a-b)]

Transportation Safety—Reporting of Complaints

The Superintendent of Schools will develop and implement procedures for reporting of all complaints relative to school transportation.

Legal Reference: Connecticut General Statutes

§§10-186
10-220
10-220c
10-221c
14-275
14-275a
14-275b
14-275c
14-276a(c)

Conn. State Agencies Regs.
§10-76d-19.

Policy adopted: June 11, 2002
Policy revised: December 12, 2006
Policy revised: June 10, 2008
Policy revised: October 11, 2011

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

ITEM OF INFORMATION REGULATION REVISION
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Commentary: The equal access statement regarding the Boy Scouts of America should be included in the non-discrimination policies. This may be approved at the first readying, as the revision is in compliance with a regulatory requirement.

5000(a)

Students

Equal Educational Opportunity

PROCEDURE FOR COMPLAINTS OF DISCRIMINATION

Students are entitled to an equal opportunity to participate in and benefit from the activities, programs, and courses of study offered by the school district without discrimination on the basis of race, color, national origin, sex, disability, religion, sexual orientation, gender identity or expression, alienage or any other basis prohibited by law. ***In addition, the Board of Education provides equal access to the Boy Scouts of America and other designated youth groups.*** Discrimination involves being excluded, rejected, or treated differently based upon one's membership (or perceived membership) in one of these protected groups.

Although discrimination also includes sexual, racial or other unlawful harassment, the prohibition of such conduct is governed by a separate Board policy. Please refer to Board Policy 5145.5 and regulations for the procedure for complaints of sexual, racial or other unlawful harassment.

Students who believe they have suffered discrimination in violation of this policy are encouraged to report such incidents promptly. Timely reporting of incidents of discriminatory conduct enables the school district to properly investigate and resolve such complaints.

Complaints will be investigated promptly and corrective action will be taken when warranted. Any reprisals or retaliations found to have occurred as a result of reporting discrimination are considered to be a violation of this policy and may result in disciplinary action against the retaliator.

Complaints regarding the identification, evaluation, or educational placement of a student with a disability will be addressed pursuant to the procedures established by Section 504 of the Rehabilitation Act of 1973 and/or the Individuals with Disabilities Education Act.

Reporting a Complaint of Discrimination

Any student who feels that he/she has been discriminated against on the basis of race, color, national origin, sex, age, disability, religion, sexual orientation, gender identity or expression, or alienage in violation of Board Policy 5000 should bring his/her complaint to

Students

Equal Educational Opportunity

Reporting a Complaint of Discrimination (continued)

the attention any of the following school officials within 30 days of the alleged incident: Guidance Counselor, Assistant Principal, Building Principal, or the district's Title IX Coordinator.

The district's Title IX Coordinator is:

**Mr. Joshua Smith,
Assistant Superintendent of Schools
50 East Street, New Milford, CT 06776
860-354-3235**

Although there is no requirement that the complaint be in writing, the school official should encourage the complainant to submit the complaint in writing and may assist the complainant in writing the complaint.

The written complaint should state the following (the form in Appendix A may be provided for the convenience of the complainant, but is not required):

1. name of the complainant;
2. date that the complaint was made;
3. name(s) of the person(s) who discriminated against complainant;
4. date and place of the alleged discriminatory conduct;
5. names of any witnesses;
6. list of documentary evidence, if any;
7. statement of the facts supporting the complaint of discrimination.

The Building Principal, Assistant Principal or Guidance Counselor shall immediately forward the complaint to the district's Title IX Coordinator without screening or investigating the report.

If the Title IX Coordinator is the subject of the complaint, the complaint should be submitted to the Superintendent, who shall investigate or appoint a designee to do so. If the Superintendent is the subject of the complaint, it shall be submitted to the Board of Education and the Board shall appoint the investigator.

Investigation of Complaints of Discrimination

Investigator: The Title IX Coordinator is responsible for designating the investigator of any complaint, which may be himself/herself or a properly trained staff member, administrator or outside investigator. The advice of legal counsel should be sought as necessary. The designation of the investigator, if other than the Title IX Coordinator, shall

Students

Equal Educational Opportunity

Investigation of a Complaint of Discrimination (continued)

be done promptly. During any stage of the investigation, the investigator may attempt to resolve the complaint in the least disruptive, most prompt and confidential manner.

Interim measures: The investigator shall assess whether there is a necessity to take immediate interim measures to prevent further allegations of discrimination or retaliation of any kind while the investigation is pending.

Investigation: The investigation shall be conducted with objectivity and completed in a timely manner. The investigation should not be delayed due to a pending criminal investigation by law enforcement authorities. The investigator shall consult with all individuals believed to have relevant information, including the complainant, the person(s) accused of the discriminatory conduct, potential witnesses and other possible victims of the alleged conduct. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the investigative process, the due process rights of the person(s) accused of discrimination shall be respected and both parties shall have an equal opportunity to present evidence. The investigator shall keep the parties apprised of the status of the investigation on a periodic basis.

Documentation: The investigator should carefully document all aspects of the investigation, including any informal resolution of the complaint. Documentation should be maintained in an investigative file. Documentation of disciplinary actions taken should be maintained in the employee's personnel file or the student's disciplinary file.

Written Report: After an impartial and prompt investigation of the complaint, the investigator should ascertain (1) whether the alleged discrimination occurred and (2) whether such conduct constitutes a violation of the Board's policy. In making factual findings, the investigator shall use a preponderance of the evidence standard (i.e., it is more likely than not that the alleged discrimination occurred). If there is a violation, the investigator should recommend any remedial action appropriate to redress the discrimination and/or prevent any recurrence of such conduct in the future. The investigator should commit the findings and recommendations to writing and forward the report to the Title IX Coordinator and Superintendent of Schools. Unless unusual circumstances exist, the written report shall be completed within 40 school days of receipt of the complaint. If the Superintendent is the subject of the investigation, the Board of Education shall receive the findings and recommendations.

Notification of Results of Investigation: The outcome of the investigation will be promptly communicated in writing to the parties involved in a manner consistent with state and

Students

Equal Educational Opportunity

Investigation of a Complaint of Discrimination (continued)

federal laws regarding data and records privacy. The notification will include a statement of the parties' right to appeal the decision by requesting a review within 10 school days of receiving the results.

Request for Review: If any party of the complaint is unsatisfied with the results of the investigation, he/she may request a review within 10 school days of the notification of the results of the investigation. The Board of Education authorizes the Superintendent of Schools to conduct the review. The Superintendent (or designee) shall review the investigator's written report and further investigation may be conducted if necessary. The parties may present additional evidence or witnesses for the reviewer to consider. Absent unusual circumstances, the review process shall be completed within 20 school days of the request for the review. The Superintendent shall promptly notify the parties in writing of the results of his/her review.

Corrective Action: If discrimination in violation of Board policy has been determined to have occurred, the school district will take prompt remedial action to redress the discrimination. School district action taken for violation of this policy shall be consistent with the requirements of applicable collective bargaining agreements, state and federal law, and other school district policies.

Alternative Complaint Procedures

The federal and state agencies that investigate complaints of discrimination of students are the Office for Civil Rights, U.S. Department of Education (OCR) and the Connecticut Commission of Human Rights and Opportunities (CHRO). Any student who wants his or her complaint to be investigated by either of these agencies may do so by contacting the following: CHRO is located at 21 Grand Street, Hartford, CT 06106, (860) 541-5737; Office for Civil Rights-Boston, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (617) 289-0111. The OCR and CHRO apply a statute of limitations of one hundred and eighty (180) days to such complaints.

Regulation Adopted: October 11, 2011
 Regulation revised: July 28, 2011
 Regulation revised: October 11, 2011
 Regulation revised: July 11, 2012

NEW MILFORD PUBLIC SCHOOLS
 New Milford, Connecticut

ITEM OF INFORMATION REGULATION REVISION
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Commentary September 2013: The suggested revision is in Appendix B, removing reference to withdrawal by 16 year old students. Board Policy 5112.3 already has this form, so you could also simply remove Appendix B from this regulation.

5113(a)

Students

Admission and Excuses

Attendance Required

The parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public school regularly during the hours and terms the public school is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. This option may be exercised by personally appearing at the school district office and signing an option form; the school district shall provide that parent or person with information on the educational opportunities available within the school system. (Appendix A)

Entrance Age

The minimum age for admission of any child to kindergarten shall be five years on or before the first day of January of the school year in which admissions is made. A child not less than five years old who has satisfactorily completed a year in a kindergarten which provides instruction equivalent to that of the elementary school may be enrolled in first grade.

School Day

Students are expected to be in school for the full daily schedule. Further commitments, such as after-school activities, special help, or disciplinary detention, may require that a student stay later. The official school day, during which all students are the responsibility of the school, begins when the student either boards a school bus to come to school or otherwise when the student arrives on campus for the day. Students may neither get off the bus prior to arrival at school nor may they leave campus once they have arrived.

Absences

Parents/guardians must notify the school according to school procedures when their child is absent. Any requests for excused absences which are not included in the Board of Education policy must be made in writing to the appropriate school official one week before the date of the planned absence so that the request can be reviewed and processed. Parents/guardians are urged to coordinate family vacations with the school calendar for vacation or trips are inappropriate except in unusual circumstances. The mutual goal of all is to keep all such excused absences to a minimum.

Students

Admission and Excuses

Absences (continued)

The parent/guardian of any student eighteen years or older, absent from school for fifteen (15) consecutive days, will be notified in writing by the attendance office to set up an appointment with the Principal to discuss the reasons for the extended absence. If the parent/guardian or student fails to respond within ten (10) days, the student will be withdrawn from the school.

Factors Relating to Attendance

Class Cutting at the Middle School and High School

Students are required to attend all classes, study halls and activity periods. Class cutting is a serious offense, and students violating this rule are subject to the Discipline code. New Milford schools take great pride in the high rate of class attendance and the amount of time we dedicate directly to the learning process.

Tardiness at the Middle School and High School

Students are required to be on time for classes, study halls, and activity periods. Tardiness to classes, study halls, and activity periods will be dealt with by the teacher in charge. Chronic problems in tardiness will be referred to the school administration. Time is a resource, and there is a definite correlation between a student's time spent on learning and academic achievement.

The following regulations apply in cases of tardiness to the middle school and the high school. Failure to comply may result in an in-school suspension.

1. A student arriving at school after beginning of the first class of the day is considered tardy. Any such student must report to the attendance office to be recorded as tardy to school.
2. Arrival after the beginning of the first period will be excused only if a late arrival has been previously arranged by a parent/guardian or majority student by telephone, letter, or conference with the attendance clerk on the preceding school day or, in an emergency, on the day of the occurrence.
3. All other tardies to school will be unexcused. After the first unexcused tardy the student will be given a verbal warning. After the second unexcused tardy the student will receive a half-hour detention. After three unexcused tardies in any marking period, a letter will be sent home to report that the student has a problem with tardiness and, the student will receive a two (2) hour in-school detention. Students will receive a failing grade for all work missed and have no right to make up any work they miss as a result of unexcused tardiness.

Students

Admission and Excuses

Factors Relating to Attendance (continued)

Tardiness at the Middle School and High School (continued)

Note: In order to be recorded as “in attendance” for a school day, each student must be in class on time and have no early dismissal.

Early Dismissal

1. In general, early dismissal should be avoided, particularly if they require a student to miss any instructional time.
2. All requests for early dismissal must be in writing and submitted according to school procedures.
3. If an emergency occurs during the day and an early departure is necessary, an exception may be granted by the school administration.
4. If early dismissal affects any scheduled instructional period and is also an excused absence, the student or parent must follow school procedures for review and approval.
5. Students who have an unexcused early dismissal may receive a failing grade for all work missed and do not have the right to make up any missed work.
6. Students who have an excused early dismissal are eligible to make up work and are eligible thereafter to receive full credit. Each student or parent is responsible for getting missed assignments and submitting them on the next class day.
7. High School students who abuse the regulations concerning early dismissal may be denied permission to leave school early for the remainder of the term.
8. Early dismissal of high school students will be allowed only at the end of a regular class period. All students who have an authorized early dismissal must leave the campus promptly.

Students

Admission and Excuses

Factors Relating to Attendance (continued)

Make-up Work Missed Due to Absence/Tardy at the Middle School and High School

1. Students must provide a re-admission slip from the attendance office indicating the absence was excused in order to be eligible to make up work missed.
2. Students may make up work missed for excused absences.
3. All make-up work will be completed within five (5) days after the student returns to school unless determined otherwise by mutual agreement of the teacher and the student. Students will receive a failing grade (F or zero) for work not made up.
4. It is the responsibility of the student to obtain assignments from the teacher or classmates for absences of up to three (3) days. In the event of a long-term excused absence from four (4) days up to three (3) weeks, a parent/guardian may request in writing that the guidance counselor send assignments home.
5. If any absence is due to an in-school suspension, all makeup work is due on the day of return, and any quizzes or tests owed will be taken on the day of return.
6. If any absence is due to an out-of-school suspension, all work must be made up in the number of days of the suspension.

Homebound Tutoring

1. Homebound or hospital instruction will be provided for either a medial reason or at the direction of the PPT in cases which meet the state and federal mandates for such services.

Participation in School Organizations

A student is eligible to participate as a member of school organizations:

1. If the student is in school on time and remains in school through dismissal with no early dismissal. A student who is absent from school may not participate in any school activities on the day of the absence.

Students

Admission and Excuses

Factors Relating to Attendance (continued)

Participation in School Organizations (continued)

2. If the student has an excused tardiness to school.

This regulation applies to members of athletic teams, cheerleaders, and any other interscholastic athletic or performing groups. It applies to participation in practice, competition, rehearsal, and performance.

Social Events

Various organizations sponsor social events throughout the year as part of the school program. Students are encouraged to attend these events. It should, however, be understood that attendance in class is a necessary prerequisite in social events. Students may attend school social events only if they are present for the normal school day or have an excused tardiness.

Appeals

All appeals regarding the provisions of this regulation should be submitted in writing to the school Principal.

Conclusion

All of the elements of these regulations are intended to establish a common understanding among parent/guardian, students, and school personnel about attendance regulations. These regulations reaffirm our commitment to the cooperative effort necessary to achieve our mutual goals.

Regulation approved: June 12, 2001
Regulation revised: June 8, 2010

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

**ACKNOWLEDGEMENT OF OPTION TO EXEMPT ATTENDANCE
OF A CHILD FIVE OR SIX YEARS OF AGE FROM SCHOOL**

Pursuant to Section 10-184 of the Connecticut General Statutes,

I _____, of _____
Name of Parent, Guardian or Other **Address**

the parent, guardian or other person charged with the care of the following minor child

_____, of _____
Name of Child **Address**

born on _____ do hereby choose not to send my child to public

school during the _____ school year.
School Year

Furthermore, before signing this form, _____, a
Name of representative from school district

representative of the _____ school district met with me and provided me with
information concerning the educational opportunities and school accommodations
available in the school system.

ACKNOWLEDGED BY:

Signature of Parent, Guardian or Other

Date

**ACKNOWLEDGEMENT OF OPTION TO WITHDRAW STUDENT
~~SIXTEEN OR SEVENTEEN YEARS OF AGE FROM SCHOOL~~**

Pursuant to Section 10-184 of the Connecticut General Statutes,

I _____, of _____
Name of Parent, Guardian or Other Address

the parent, guardian or other person charged with the care of the following minor child

_____, of _____
Name of Student Address

born on _____ do hereby elect to withdraw my child from public
Date of birth of student

school. Furthermore, before signing this form, I was provided with information on the educational opportunities available to my child in the school system and the community.

Signature of Parent, Guardian or Other

Date

ATTESTATION OF GUIDANCE COUNSELOR/SCHOOL ADMINISTRATOR:

I, _____, met with the parent/guardian or other person
Name of guidance counselor or administrator

charged with the care of _____ on _____
Name of student Date of meeting

and provided such parent or person with information on the educational opportunities

available in the school system and in the community.

Signature of Guidance Counselor or School Administrator

Date

ITEM OF INFORMATION REGULATION REVISION
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Commentary 2013: Suggested revisions are on pages b and g and reflect the addition of the term "school resource officers" to the list of school officials.

5125(a)

Students

Student Education Records; Access, Confidentiality, and Amendment

I. DEFINITIONS

1. **"Education records"** Records directly related to a student which are collected, maintained or used by the District. It includes information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche. The term does not include records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record. Furthermore, this term does not include the records of a law enforcement unit of the District
2. **"Directory information"** means one or more of the following items: student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, photograph, grade levels, electronic mail address, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student.
3. **"Parent"** means a natural parent, an adopted parent, or legal guardian or an individual acting as a parent in the absence of a parent or guardian. If parents are divorced or legally separated, both the parent granted custody and the parent not granted custody have the legal right of access to the academic, medical, hospital or other health records of the child, unless a court order prohibits access.

Whenever a student has attained eighteen (18) years or is attending an institution of post-secondary education, the permission or consent required of, and the rights accorded to, the parents or guardian of the student shall thereafter only be required of, and accorded to, the student. The parents of such a student may continue to have access to education records or personally identifiable information without the prior written consent of their child if the child is their legal dependent (as defined by the U. S. tax code, section 152 of the Internal Revenue Code of 1986) or if the disclosure is in connection with health or safety emergency.

4. **"School official"** School officials are broadly defined as persons who are employed by the District in an administrative, counseling, supervisory, academic, student support services, research position, or a support person to these positions as well as certain contractors, consultants, volunteers or other parties engaged to perform a special task or service for the District. Using this criteria, the term "school official" includes, but is not limited to the following: employees of the school district such as the superintendent, administrators,

Students

Student Education Records; Access, Confidentiality, and Amendment

DEFINITIONS (continued)

supervisors, teachers, school nurses, medical advisors, psychologists, social workers, guidance counselors, occupational therapists, speech and language therapists, paraprofessionals, support or clerical staff, security personnel, *school resource officers*, members of the Board of Education, attorneys who represent the District, accountants, auditors, bus contractors, medical or educational consultants or therapists; or a person serving on a Board of Education committee or as a hearing officer in discipline cases.

5. **“Disclosure”** means to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records, to any party, by any means including oral, written, or electronic means except the party identified as the party that provided or created the record.
6. **“Personally identifiable information”** The term includes, but is not limited to: the student's name; name of the student's parent or other family members; address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record (measurable characteristic such as handwriting, fingerprints, retina or iris pattern, voiceprints, DNA sequence, facial characteristics); other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.
7. **“Access”** means a personal inspection and review of a record or an accurate copy of a record, an oral description or communication of a record or an accurate copy of a record and a request to release a copy of any record.
8. **“Student”** means a person who is or was enrolled in a school.
9. **“Eligible student”** means a student who has attained eighteen (18) years or is attending an institution of post-secondary education.

Students

Student Education Records; Access, Confidentiality, and Amendment

II. ACCESS

A. Parents have the right to inspect and review their child's education records.

1. Access rights of non-custodial parent
The District gives full rights of access to either parent, unless it has been provided with evidence that there is a court order or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.
2. Parents' access rights when student is age 18 or older
When a student reaches the age of majority (18), the rights accorded to, and consent required of parents transfer from the parents to the student. The parents of such a student may continue to have access to education records or personally identifiable information without the prior written consent of their child if the child is their legal dependent (as defined by the U. S. tax code, section 152 of the Internal Revenue Code of 1986) or if the disclosure is in connection with health or safety emergency.
3. Surrogate parent
A surrogate parent (person appointed by the Commissioner of Education pursuant to Connecticut General Statutes §10-94g to advocate for a student with a disability in the educational decision-making process) of any child shall have the same right of access as the natural parents or guardian to all records concerning the child.

B. Procedure to inspect, review and request copies of education records:

1. Written request
A parent or eligible student may request to inspect, review or obtain copies of a student's education records. All requests shall be made in writing and submitted to the principal of the student's school. For students who receive special education, a copy of the request should also be submitted to the Director of Pupil Personnel and Special Services. The school shall also respond to reasonable requests for explanations and interpretations of the records.

Students

Student Education Records; Access, Confidentiality, and Amendment

ACCESS (continued)

B. Procedure to inspect, review and request copies of education records: (continued)

2. Time for District to respond to request
The District shall comply with a request for access to records from a parent or eligible student within a reasonable period of time and without unnecessary delay, but not more than 45 days after it has received the request. If the student who is the subject of the request receives special education, the District shall comply with a request for records before any meeting regarding an individualized education program or any due process proceeding and no later than ten (10) school days after the request has been made.
3. Fee for copy of education records
 - a. Standard fee for copies:
The fee for copies of education records is fifty (50) cents per page.
 - b. Waiver of fee:
If the imposition of the fee effectively prevents a parent from exercising the right to inspect and review the student's education records, the fee shall be waived.
 - c. No fee for search:
The District will not charge a fee to search for or to retrieve the education records of a student.
 - d. One free copy for students receiving special education:
If the student who is the subject of the request receives special education, the parents have the right to one free copy of those records. A request for the free copy shall be made in writing.
4. Situations where access to records and information may be limited:
 - a. Records relate to more than one student:
If the education records of a student contain information on more than one student, the parents may only have access to the specific information about their child.
 - b. Privileged communications between student and professional employee:
Administrators, teachers and nurses are not required to disclose information concerning a student's alcohol or drug problem if the information was revealed during a communication made privately and in confidence by the student to the professional employee.

Students

Student Education Records; Access, Confidentiality, and Amendment

ACCESS (continued)

B. Procedure to inspect, review and request copies of education records: (continued)

- c. Access to copyrighted instruments:
Any test instrument or portion of a test instrument for which the test manufacturer asserts a proprietary or copyright interest shall not be copied. The parent may review and inspect such information at the location where the records are kept if the records have been retained (state law allows test protocols to be discarded at the discretion of the school administration). The District shall respond to reasonable requests from the parent for explanations and interpretations of the copyrighted material.
- d. Confidential HIV-related information:
If the education records include confidential HIV-related information (whether a person has been counseled regarding HIV infection, has been the subject of an HIV-related test, or has HIV infection, HIV-related illness or AIDS, or information which identifies or reasonably could identify a person as having one or more of such conditions), such information may not be released without a written authorization specifically allowing for the disclosure of confidential HIV-related information.

III. CONFIDENTIALITY

A. Written consent required to disclose information

- 1. Requirements for the written consent
Before the District discloses education records or personally identifiable information from a student's educational records to persons other than the parent or eligible student, the parent or eligible student shall provide a signed and dated written consent. The written consent shall specify the records that may be disclosed; state the purpose of the disclosure; and identify the party or class of parties to whom the disclosure may be made.
- 2. Sufficiency of identification
The District uses reasonable methods to authenticate the identity of parents, students, school officials, and any other parties to whom personally identifiable information from education records is disclosed. "Signed and dated written consent" may include a record and signature in electronic form that identifies and authenticates a particular person as the source of the electronic consent; and

Students

Student Education Records; Access, Confidentiality, and Amendment

CONFIDENTIALITY (continued)

A. Written consent required to disclose information (continued)

indicates such person's approval of the information contained in the electronic consent.

3. Copy of records disclosed

If a parent or eligible student so requests, the District shall provide him or her with a copy of the records disclosed subject to payment of appropriate fees.

B. Exceptions to the requirement for written consent of parent or eligible student

FERPA and its federal regulations give the District discretion to disclose education records or personally identifiable information from education records without the prior written consent of a parent or eligible student in a number of situations. Among these exceptions are the following:

1. Parents of eligible students

The disclosure is to the parents of an eligible student who is a dependent as defined in section 152 of the Internal Revenue Code of 1986.

2. School officials who have a legitimate educational interest:

The disclosure is to other school officials, including teachers who have legitimate educational interests.

a. Criteria for determining who constitutes a "school official"

School officials are broadly defined as persons who are employed by the District in an administrative, counseling, supervisory, academic, student support services, research position, or a support person to these positions. Contractors, consultants, volunteers or other parties to whom the District has outsourced its functions may also be considered as "school officials" provided that such persons or entities perform a function for which the District would otherwise use employees, are under the direct control of the District with respect to the use and maintenance of education records and are subject to the same requirements regarding redisclosure as any other recipient of such information.

Students

Student Education Records; Access, Confidentiality, and Amendment

CONFIDENTIALITY (continued)

B. Exceptions to the requirement for written consent of parent or eligible student (cont'd.)

b. Examples of school officials

Using the criteria in section (a), the term "school official" includes, but is not limited to the following: employees of the school district such as the superintendent, administrators, supervisors, teachers, school nurses, medical advisors, psychologists, social workers, guidance counselors, occupational therapists, speech and language therapists, paraprofessionals, support or clerical staff, security personnel; *school resource officers*, members of the Board of Education; attorneys who represent the District, accountants, auditors, bus contractors, medical or educational consultants or therapists; or a person serving on a Board of Education committee, or as a hearing officer in discipline cases.

c. What constitutes a "legitimate educational interest"

A legitimate educational interest exists where access to information in a student's education records is necessary for a school official to fulfill his or her professional responsibility.

3. Directory Information:

The disclosure is information deemed to be "directory information" by the District and the parent or eligible student has not refused disclosure of such directory information. The term "directory information" refers to information that would not generally be considered harmful or an invasion of privacy if disclosed.

a. Definition of "directory information:"

The District considers the following categories to fall within the definition of directory information: the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, grade level, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent school previously attended.

b. "Directory information" does NOT include either of the following: a student's social security number; a student identification number that, by itself, may be used to gain access to education records.

Students

Student Education Records; Access, Confidentiality, and Amendment

CONFIDENTIALITY (continued)

B. Exceptions to the requirement for written consent of parent or eligible student (cont'd.)

- c. Annual notice of right to refuse disclosure of directory information:
On an annual basis, the school district shall provide parents and eligible students with notice of the right to refuse to let the District designate any or all of the above types of information about the student as directory information. The annual notice shall give the parent or eligible student two weeks to notify the District in writing that he or she does not want any or all of those types of information about the student designated as directory information.
4. Recruiters- Military and Colleges
The disclosure of name, address, and telephone listing is to recruiters and the parent or eligible student has not requested that prior written consent be obtained.
 - a. Access to certain information:
Upon a request made by military recruiters or an institution of higher education, the school district will provide access to secondary school students' names, addresses, and telephone listings.
 - b. Annual notice of right to refuse recruiter access to information:
A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released to recruiters without prior written consent. On an annual basis, the school district shall provide parents and eligible students with notice of the right to file such a request.
5. Student's new school:
The District will forward education records to other agencies or institutions that have requested the records and in which a student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. This includes the transfer of disciplinary records with respect to a suspension or expulsion. When such records are requested without a written consent of a parent or eligible student, notification of the transfer of records shall be sent to the parent or eligible student at the same time that the records are transferred.

Students

Student Education Records; Access, Confidentiality, and Amendment

CONFIDENTIALITY (continued)

B. Exceptions to the requirement for written consent of parent or eligible student (cont'd.)

6. Health or safety emergency
The school district may disclose education records or personally identifiable information from such records to appropriate parties (including the parents of an eligible student) if knowledge of the information is necessary to protect the health or safety of the student or other individuals. In making the decision to disclose information under this exception, the district must look at the totality of the circumstances. Disclosure is permitted where there is an articulable and significant threat to the health or safety of students, staff or other individuals. The disclosure should be limited to parties who need the information to address the emergency situation. The amount of information disclosed shall be narrowly tailored to the specific need and limited to the duration of the emergency. Disclosures for health and safety emergencies must be recorded in the student's education records (see "Recordkeeping").
7. Financial Aid
The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility, amount or conditions for the aid or enforce the terms and conditions of the aid.
8. Judicial order or subpoena:
The disclosure is necessary to comply with a judicial order or lawfully issued subpoena. Unless the law requires otherwise, the school district must make a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance so that the parent or eligible student may seek protective action.
9. Organizations conducting studies
The disclosure is to organizations conducting studies for, or on behalf of the school district to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction as long as specific conditions are met as provided by law. This exception shall only apply when the District has entered into a written agreement with the organization as required by FERPA.

Students

Student Education Records; Access, Confidentiality, and Amendment

CONFIDENTIALITY (continued)

B. Exceptions to the requirement for written consent of parent or eligible student (cont'd.)

10. Certain federal and state officials:
The disclosure is to authorized representatives of the Comptroller General of the United States; the Attorney General of the United States; the Secretary of the U.S. Department of Education; or state and local educational authorities.
11. Criminal justice involvement or dangerousness:
The disclosure is to state and local officials related to the juvenile justice system's ability to effectively serve the student whose records are released or about information received from state or local officials. This includes the following:
 - a. Physical assaults upon school employees by students
School Principals shall report physical assaults made by a student upon a school employee to the local police when such assaults occur on school property or while the employee was in performance of school duties and the employee files a written report with the Principal.
 - b. Students on probation
For students who are on probation, the school district may release information to the courts as long as officials and authorities to whom the records are disclosed certify in writing to the school district that the information will not be disclosed to any other party, except as provided under State law, without the prior written consent of the parent of the student.
 - c. Arrested students
When the Superintendent of Schools receives notice of a student's arrest from law enforcement authorities, the Superintendent may disclose such information to the Principal of the school that the student attends. The Superintendent shall maintain the written report of the arrest in a secure location. The Principal may disclose such information only to special services staff or a consultant (such as a psychiatrist, psychologist or social worker) for the purpose of assessing the risk of danger posed by such child and determining appropriate placement, educational plan or disciplinary action.

Students

Student Education Records; Access, Confidentiality, and Amendment

CONFIDENTIALITY (continued)

B. Exceptions to the requirement for written consent of parent or eligible student (cont'd.)

- d. Potentially dangerous students
When the Superintendent of Schools receives notice from the Department of Children and Families regarding a student's potential dangerousness, the Superintendent shall notify the Principal of the school that the student attends. The Principal may disclose such information only to special services staff or a consultant (such as a psychiatrist, psychologist or social worker) for the purpose of assessing the risk of danger posed by such child and determining appropriate placement, educational plan or disciplinary action.
- e. Registered sex offenders
The disclosure concerns sex offenders and other individuals required to register under the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to the school district under 42 U.S.C. 14071 and applicable Federal guidelines.
- f. State operated detention facility or community detention facility
Upon the request of a state operated or community detention facility, the board of education shall disclose the student's educational records. If the student's parent/guardian did not give prior written consent for the disclosure of such records, the board shall send notification of such disclosure to the parent or guardian at the same time that it discloses the records.

IV. AMENDMENT

The District recognizes its responsibility to permit parents and eligible students to seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A. Request for amendment of education records:

- 1. A parent or eligible student must submit a request for amendment of education records in writing to the school principal. The request should clearly identify the part of the record they want changed and specify why it is inaccurate, misleading or in violation of the privacy rights of the student.

Students

Student Education Records; Access, Confidentiality, and Amendment

AMENDMENT (continued)

Request for amendment of education records (continued)

2. The school will respond within a reasonable amount of time after receiving the request. If school officials decide not to amend the record as requested by the parent or eligible student, they will notify the parent or eligible student of their right to a hearing regarding the request for amendment.

B. Hearing requirements:

1. The District shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.
2. The District shall give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing.
3. The hearing may be conducted by any individual, including an official of the District, who does not have a direct interest in the outcome of the hearing.
4. The District shall give the parent or eligible student a full and fair opportunity to present evidence relevant to the issues raised in the request for amendment. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.
5. The District shall make its decision in writing within a reasonable period of time after the hearing.
6. The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.
 - a. If the decision is in favor of the parent or eligible student, the education record shall be amended.
 - b. If the decision is that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the District shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the District, or both.

Students

Student Education Records; Access, Confidentiality, and Amendment

AMENDMENT (continued)

B. Hearing requirements (continued)

When such a statement is placed in the education records of a student the District shall: maintain the statement with the contested part of the record for as long as the record is maintained; and disclose the statement whenever it discloses the portion of the record to which the statement relates.

V. RECORDS MANAGEMENT

A. Safeguarding confidentiality

The District shall use reasonable methods to protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

1. **Warning recipients of records about redisclosure of information**
The District will inform parties receiving a disclosure of education records that they may use the information only for the purposes for which the disclosure was made and that they are obligated to not disclose the information to any other party without the prior consent of the parent or eligible student. This warning regarding further disclosure of education records need not be given to the parent or eligible student or party receiving directory information.
2. **School officials' access to education records**
The District shall use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests.
3. **Additional requirements for safeguarding the records of students receiving special education**
 - a. The Director of Pupil Personnel and Special Services is the person responsible for ensuring the confidentiality of any personally identifiable information.
 - b. District personnel who collect or use personally identifiable information will receive instruction regarding confidentiality of student records and information.

Students

Student Education Records; Access, Confidentiality, and Amendment

V. RECORDS MANAGEMENT (continued)

Safeguarding Confidentiality (continued)

- c. The Superintendent of Schools, or his/her designee, shall maintain, for public inspection, a current listing of the positions of those employees within the agency who may have access to personally identifiable information.
- d. Upon request, the District shall provide parents with a list of the types and locations of education records collected, maintained, or used by the agency.

B. Recordkeeping Requirements

- 1. List of requests and disclosures of education records disclosure of personally identifiable information from the education records of each student.
 - a. This record shall be kept with the education records of the student.
 - b. There is no requirement to record requests made by or disclosures given to the following parties: the parent or eligible student; school officials with a legitimate educational interest; a party with written consent from the parent or eligible student; a party seeking directory information; and *some* types of subpoenas or court orders.
 - c. This list may be inspected by the parent or eligible student, school personnel who are responsible for the custody of the records or have a legitimate educational interest and federal, state or local authorities responsible for auditing the recordkeeping procedures.
- 2. Information that must be documented in this record
 - a. For each request or disclosure this record must include the names of the parties requesting or receiving information from education records, the date access was given and the purpose the parties had in requesting or obtaining the information.

Students

Student Education Records; Access, Confidentiality, and Amendment

RECORDS MANAGEMENT (continued)

B. Recordkeeping Requirements (continued)

- b. In cases where personally identifiable information regarding a student has been disclosed due to a health or safety emergency, the record of the disclosure must include the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure and the names of the parties to whom the District disclosed the information.
- c. If the District discloses personally identifiable information to a party and authorizes the party to redisclose information on behalf of the District pursuant to 34 C.F.R. 99.33(b), the District shall record the names of the additional parties to which the receiving party may disclose the information and the legitimate interests under 34 C.F.R. 99.31 which the additional parties have in obtaining the information.

Legal References

Connecticut General Statutes:

- 1-210(b) Access to public records. Exempt records.
- 7-109 Destruction of documents.
- 10-15b Access of parent or guardians to student's records.
- 10-94i. Rights and liabilities of surrogate parents
- 10-154a Professional communications between teacher or nurse and student.
- 10-209 Records not to be public.
- 10-220h Transfer of student records
- 10-221b Boards of education to establish written uniform policy re: treatment of recruiters.
- 10-233g Reports of principals to police authority concerning physical assaults upon school employees by students
- 10-233h Arrested students. Reports by police, disclosure, confidentiality.
- 10-233i Students placed on probation by a court
- 10-233k Notification of school officials of potentially dangerous students
- 11-8b Transfer or disposal of public records.
- 19a-583. Limitations on disclosure of HIV-related information
- 46b-56 (e) Orders re custody, care, education, visitation and support of children.
- R.C.S.A. 10-76a-1 Definitions and 10-76d-18 Education records and reports
- Connecticut Public Records Administration, Schedule M8 - Disposition of Education Records

Students

Student Education Records; Access, Confidentiality, and Amendment

Legal References (continued)

- 20 U.S.C. 1232g, Family Educational Rights and Privacy Act of 1974
34 C.F.R. Part 99 (FERPA regulations)
- 20 U.S.C. 1412(a)(8) and 1417(c), Individuals with Disabilities Education Act
34 C.F.R. 300.610-627 (IDEA regulations)
- 29 U.S.C. 794 Section 504 of the Rehabilitation Act of 1974
34 C.F.R. 104.36 (Section 504 regulations)
- 20 U.S.C. 7908 Armed Forces recruiter access to students and student recruiting information.
(Part of No Child Left Behind Act)
- 20 U.S.C. 7165 Transfer of School Disciplinary Records
- 29 U.S.C. 503 Access to secondary schools

Regulation approved:	June 12, 2001
Regulation revised:	June 12, 2007
Regulation revised:	October 13, 2009
Regulation revised:	June 8, 2010
Regulation revised:	October 11, 2011
Regulation revised:	February 26, 2013

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

ITEM OF INFORMATION REGULATION REVISION
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Commentary 2013: Revisions are suggested pursuant to the new law permitting parents to request that their child be excused from dissection of animals (Public Act 13-273)

6142.1

Instruction

Exemption from Instruction

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

Administrative Regulation:

1. Within two (2) weeks after the first day of school, the Superintendent of Schools will forward, or cause to be forwarded, to all parents of children attending the schools of the district, a letter informing them of the following:
 - 1.1 The State requirement for instruction on acquired immune deficiency syndrome and this district's compliance with that requirement; and the family life program.
 - 1.2 Parent's right to exempt their child(ren) from instruction on acquired immune deficiency syndrome; family life, ***or the dissection of animals in the classroom.***
 - 1.3 Procedures to be followed by parents who wish to cause their child(ren) to be exempt from instruction on any of these topics.
 - 1.3.1 Parents who wish to cause their child(ren) to be exempt will notify the Building Principal.
 - 1.3.2 The Building Principal will provide an opportunity for parents requesting an exemption to review the curriculum for acquired immune deficiency syndrome ~~and~~, family life instruction, ***and the dissection of animals in the classroom.*** (Principals will provide an opportunity for all interested parents to learn about the instruction program, whether or not they wish to request that their child(ren) be exempt from such instruction.)
 - 1.3.3 After reviewing the relevant curriculum, the parents may request in writing, that their child(ren) be exempt from all or a designated part of such instruction. All such written requests will be honored.
2. Reasonable effort will be made by the Building Principal to cause the parents to review the curriculum before requesting exemption; however, parental requests for their child(ren) to be exempt from such instruction will be honored even if the parents refuse to review the curriculum.

Regulation approved: June 10, 2003
Regulation revised: June 8, 2010

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

ITEM OF INFORMATION REGULATION REVISION
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Commentary 2013: The suggested revision on page (C) below comports with the requirement of Public Act 13-173. Although this regulation already addresses discipline in the context of recess for K-6 section, the suggested revision emphasizes the policy and uses the language of the new law.

6142.2(a)

Instruction

Student Nutrition and Physical Activity (Student Wellness)

The New Milford School District will use the following strategies to strive toward optimum wellness of the school community as a part of a coordinated school health model.

1. Establish and maintain a district wide *Wellness Advisory Council* with the purpose of

- Explaining the policy to the school community;
- Monitoring the implementation of the policy;
- Evaluating the policy progress;
- Making recommendations for policy revision; and
- Serving as a collaborative hub for information, resources and strategies for the schools and community.

Members of this council shall consist of but not be limited to the following members:

- District Food Service Director
- Registered dietitian
- Local health practitioner
- School nurse
- Physical education and health education teachers
- Family and consumer science teacher
- Student representative
- School board member
- District administrator
- Parent

2. Nutrition education

- Nutrition education shall be a part of a comprehensive, sequential K-12 health education curriculum.
- The goal of nutrition education is to provide students with age-appropriate, fundamental and comprehensive knowledge of nutrition and how it relates to their overall health and to learn skills and foster decision making that promote healthy eating behaviors.
- Revise health education curriculum K-8 to reflect current district, state and national guidelines and standards for nutrition education.
- Collaborate with physical educators in their curriculum revisions for a coordinated school health and wellness approach to K-12 health and physical education that includes nutrition education.

Instruction

Student Nutrition and Physical Activity (Student Wellness) cont'd.

- Collaborate with nutrition and food services to reinforce messages on healthy eating and allow students to practice healthy eating behaviors.
- Nutrition education will be taught by qualified health educators, family and consumer science educators or, in the elementary schools, by certified teachers who have received curriculum-specific preparation and professional development.
- Nutrition education is encouraged in other content areas to reinforce and support health messages.
- Utilize a standard health education assessment tool (i.e. Health Education Assessment Project) district wide to assess nutrition education.
- Utilize recommendations from *Wellness Advisory Council* for program improvements.
- Utilize the *Wellness Advisory Council* to plan and promote age-appropriate nutrition education to parents at all grade levels.

3. Physical Education and Physical Activity

The New Milford Public School district shall provide physical activity and physical education opportunities that provide students with the knowledge and skills necessary to lead a physically active lifestyle.

- **Physical Education Instruction**

- As recommended by the National Association for Sport and Physical Education, Physical Education (NASPE) classes shall be standards-based and sequential, building from year to year. Content will include movement, personal fitness, and personal and social responsibility. **NASPE recommends physical education 150 minutes/week for elementary school-aged students, and 225 minutes/week for middle and high school students.**
- NASPE standards state that students shall spend at least 50% of P.E. class time participating in moderate to vigorous physical activity.
- Students should be able to demonstrate competency through the application of knowledge, skill, and practice.
- Children should be exposed to a wide variety of physical activities.
- Self-monitoring is encouraged so students can see how active they are and can set their own goals.
- Intensity of activities should be individualized.
- Feedback should be focused on the process of doing your best rather than on product.
- Teachers should be active role models for health and fitness.
- Developmentally appropriate components of a health-related fitness assessments (e.g. President's Council) should be introduced to the students at an early age to prepare them for future assessments.
- Each child will receive his/her own baseline.

Instruction

Student Nutrition and Physical Activity (Student Wellness) cont'd.

- Technological advances should be utilized to support the curriculum (e.g. heart monitors, pedometers, computerized fitness programs).
- Revise 9-12 physical education curriculum to reflect a coordinated health and physical education program that is based on wellness and fitness.
- Develop a wellness elective for the high school level that incorporates a final assessment that requires a fitness and nutrition plan for lifetime fitness and wellness.
- Study scheduling barriers and investigate strategies to increase the amount of weekly physical activity at all grade levels.
- Utilize recommendations from the *Wellness Advisory Council* for program improvements.
- **Daily Recess**
 - On typical school days, recess shall be offered daily for a minimum of 30 minutes for all K-6 students.
 - During inclement weather, efforts should be made to provide an indoor back-up plan for physical activity opportunities.
 - Physical activity opportunities (e.g. intramurals and clubs at all levels and interscholastic sports at the middle and high school level) shall be offered daily before school and/or after school.
 - ~~Exercise is not to be used as punishment, and opportunities for physical activity are not to be withheld as a consequence for behavior or incomplete assignments.~~
 - Extended periods (periods of two hours or more) of inactivity are discouraged for elementary school-aged children.
 - Physical activity or energizing breaks should be incorporated into the academic classroom. Physical education and health instructors can be a resource for this information.
- **Physical Activity and Discipline**
 - *Physical activity is not to be used as punishment. School employees may not require students at any grade level to perform a physical activity as a form of discipline.*
 - *Opportunities for physical activity during the regular school day for elementary students may not be withheld as a disciplinary consequence for misbehavior, incomplete assignments or other misconduct.*

Instruction

Student Nutrition and Physical Activity (Student Wellness) cont'd.

- **Use of School Facilities Outside of School Hours**
 - School facilities should be made available to facilitate physical activity events.
 - Agencies using the facility are responsible for leaving the facilities in the same condition as they were found.
 - Plan and sponsor community events that focus on fitness and wellness.
- **Health Fitness Assessment**
 - In elementary school, teacher observation will be used to assess student's performance based on the benchmarks of the curriculum.
 - Fitness or activity logging will begin in the upper elementary school.
 - Beginning in the middle school, and through high school, a health-related fitness assessment will be administered. Students will receive results and use them as a baseline in understanding their own levels of fitness, create fitness goals and plans, and log activities identified to achieve these goals.

4. School Nutrition Program

- Establish a *School Nutrition Subcommittee* of the *Wellness Advisory Council*. This subcommittee will consist of but not be limited to the Food Services Director, a registered dietitian, teachers who teach nutrition education, a parent and a student. The subcommittee will assist the school district in implementing and monitoring the regulations regarding the school nutrition component of the policy.
- The Food Services Director must be certified by the "National School Nutrition Association" at level three or a registered dietitian. The district will provide staff development for all nutrition professionals according to their levels of responsibility.
- The District shall continue to provide meals that follow the USDA requirements for Federal School Meal Programs under 7 CFR Part 210 and 220.

The New Milford Public School district strongly encourages the sale and distribution of nutrient-dense foods for all school meals, functions and activities. This includes all before- and after-school activities, including clubs, sports, and PTA functions. Nutrient-dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy and include whole grains, fresh fruits, vegetables, and low fat dairy products. In an effort to support the consumption of nutrient-dense foods in the school setting, the district has adopted nutrition standards governing the sale of food, beverages and snacks on school grounds. They are delineated below and are to be used as minimal guidelines.

- All food items made available for sale to students aside from the reimbursable National School Breakfast Program, and National School Lunch Program in the New Milford Public School District shall meet the standards set forth in the Connecticut State

Instruction

Student Nutrition and Physical Activity (Student Wellness) cont'd.

- Department of Education Healthy Snack List. It is recognized that there may be rare special occasions when the school principal may allow a school group to deviate from these standards, but those special occasions must be recorded and included in the Council's annual report.
- A breakfast in the classroom concept shall be piloted in the elementary schools, and the breakfast program shall be made available in the Middle School. Education regarding the breakfast program shall be provided for staff and parents.

Snack Categories: The healthy snack standards group snack items into three categories, including: (a) Beverages; (b) Snacks and Desserts; and (c) Fruits and Vegetables.

a) Acceptable beverages include:

- **Milk** - No more than 32 grams total sugar per 8 ounce serving (4 grams per ounce) for skim or 1% flavored milks (includes both naturally occurring lactose or milk sugar and added sugar). Serve low-fat dairy products (skim and 1% milk). Milk may not contain artificial sweeteners.
- **Dairy Alternatives** such as soy milk and rice milk - No more than 32 grams total sugar per 8 ounce serving (4 grams per ounce). No more than 35 percent of total calories from fat and no more than 10 percent of calories from saturated fat per serving. Dairy alternatives may not contain artificial sweeteners.
- **Fruit or Vegetable Juice (100%)** - 100 percent juice is exempt from the sugar standard.
- **Water** - Includes flavored waters without added sugar, artificial sweeteners or caffeine, and water with added juice but no added sugars, sweeteners or artificial sweeteners.
- **Beverages Portion Sizes** - Limit portion sizes of all beverages to no more than 12 ounces (except water).

b) Snacks and Desserts:

This category addresses chips, crackers, popcorn, cereal, trail mix, nuts, seeds, peanut butter and other nut butters, jerky, cookies, animal/graham crackers and cereal bars, granola bars, bakery items (e.g., pastries, toaster pastries, muffins, soft pretzels), frozen desserts, ice cream, cheese, yogurt and smoothies (made with low-fat yogurt or other low-fat dairy alternatives and/or fruit/juice).

- **Fat** - No more than 35 percent of total calories from fat **and** 7 grams maximum per serving (with the exception of nuts, seeds, peanut and other nut butters and cheeses).
- **Saturated Fat and Trans Fat** - No more than 10 percent of calories from saturated fat and/or trans fat **and** 2 grams maximum per serving.

Instruction

Student Nutrition and Physical Activity (Student Wellness) cont'd.

- **Added Sugar** - No more than 35 percent by weight **and** 15 grams maximum per serving (excludes sugars naturally occurring in fruits, vegetables and dairy). For smoothies (made with low-fat yogurt or other low-fat dairy alternatives and/or fruit/juice), yogurt and pudding, no more than 5 grams **total** sugar (added and naturally occurring) per ounce. Snacks may not contain artificial sweeteners.
 - **Whole-Grain Foods** - Encourage the availability of whole grains and foods containing fiber. Provide choices of whole grains and naturally occurring grains (those with minimal/trace amounts of added fat and no added sugar). Limit grain-based snack items made from enriched flour.
- c) **Fruits and Vegetables:**
- Make quality fruits and vegetables available at any place snack items are sold. For example, dried fruit in vending machines, fresh fruit like pineapple slices or melon cubes or fresh vegetables like baby carrots in à la carte lines and school stores. ("Quality" means fruits and vegetables prepared and packaged without added fat, sugar, or sodium.)
- **Fat** - No more than 35 percent of total calories from fat and 7 grams maximum per serving.
 - **Saturated Fat and Trans Fat** - No more than 10 percent of calories from saturated fat and/or trans fat and 2 grams maximum per serving.
 - **Added Sugar** - No more than 35 percent by weight and 15 grams maximum per serving.
 - **Portion Sizes** - If products meet the preceding standards for fruits and vegetables, they may be served in the following portion sizes:
 - 1/2 cup minimum for quality fruits and vegetables
 - 1/2 cup or 1 ounce for vegetables or fruits with added fat
 - 1.5 ounces for dried fruit
- In order to accommodate students and staff with dietary restrictions, whenever several sources of protein are provided at the same time, care will be given to offering as diverse a selection of protein sources as possible (i.e., red meat (from mammals), poultry, fish, dairy, and/or plants.)
 - Snacks, including beverages, brought from home by students should be nutritious. Classroom snacks should reinforce the importance of healthy choices. Teachers should encourage students to adhere to the list of snacks recommended by the District's Nutrition Standards.
 - Foods defined as giving minimal nutritional value shall not be sold anywhere on school premises.

Instruction

Student Nutrition and Physical Activity (Student Wellness) cont'd.

Meal Readiness:

Schools shall schedule lunch periods to follow recess periods in all elementary schools. Middle schools shall schedule recess before lunch whenever possible.

Environment:

The cafeteria environment shall be maintained as a place where students have a relaxed, enjoyable climate, and adequate space to eat with clean and pleasant surroundings. The display of corporate logos and trademarks are prohibited. There should be adequate time to eat meals. (The School Nutrition Association recommends at least 20 minutes sit down time for lunch and 10 minutes sit down time for breakfast.) Convenient access should be made available to hand washing or hand sanitizing facilities before meals.

At the Middle School and the High School nutrition information for products offered under the National School Lunch Program, and á la carte will be clearly visible and displayed near the item's availability site. Vending machines, school stores, and fundraising events shall have nutrition information readily available.

Student Incentives:

Schools shall not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages as rewards for academic performance or good behavior, and shall not withhold food or beverages (including food served through school meals) as a punishment.

Classroom celebrations:

Schools should limit celebrations that involve food during the school day. Schools should encourage celebrations that promote physical activity. Parents, guardians and families shall receive guidance from the Nutrition Advisory Council on foods that are appropriate for celebrations, which include healthy choices and serving sizes.

Fundraising:

To support children's health and school nutrition-education efforts, school fundraising activities shall not involve ready to eat food, and shall use only foods that meet the above nutrition and portion size standards for foods and beverages. Schools will encourage fundraising activities that promote physical activity. The Nutrition Advisory Council will make available a list of ideas for acceptable fundraising activities.

5. Other School Wellness Activities

- A. Parent/Guardian/Staff Information: Nutritional information should be provided to parents and staff members through newsletters, publications, health fairs, and other activities focusing on, but not limited to...

Instruction

Student Nutrition and Physical Activity (Student Wellness) cont'd.

1. Healthy snack ideas
 2. Healthy lunch ideas
 3. Healthy breakfast ideas
 4. Nonfood birthday celebration ideas
 5. Calcium needs of children
 6. Healthy portion sizes
 7. Food label reading guidelines
 8. Fun activities to encourage increased physical activity inside and outside of school
- B. Require staff to consider health/wellness/nutritional implications in scheduling and promoting school activities (i.e. lunch, recess, assembly programs, extra-curricular activities, etc.)
1. Staff should promote appropriate student dress for recess during all seasons
 2. Recess is ordinarily outdoors every day unless extreme weather, safety or other conditions make outdoor recess imprudent or impractical. The principal, in consultation with the nurse, should have the discretion to determine if recess needs to be held inside.
 3. When recess must be indoors, staff should make every effort to provide opportunities for physical activities on a regular basis
 4. Provide assembly programs that promote healthy lifestyle choices
 5. Provide extra-curricular physical activities
- C. The district highly values the health and well-being of every staff member and shall plan and implement activities and policies that support personal efforts by staff members to maintain a healthy lifestyle and that encourages staff members to serve as role models.

6. Marketing and Promotion

The New Milford BOE has established a coordinated school health program in order to provide a well-rounded approach to wellness. An integral component of this model is the involvement of students, parents and the community as a whole. Student, parent and community based marketing of the wellness plan will be consistent with district-wide nutrition and physical education and health promotion concepts. Indeed, the classroom, the cafeteria and school activities should provide and promote a clear and consistent message that explains and reinforces healthy eating and physical activity habits. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet nutrition standards for meals or for food and beverages sold individually.

Instruction

Student Nutrition and Physical Activity (Student Wellness) cont'd.

Students will have a strong voice in order to promote ownership in creating a positive nutrition and physically active environment. The promotion of healthy foods, including fruits, vegetables, whole grains and low-fat dairy is encouraged.

The district will support parent's efforts to provide a healthy diet. The district will offer an annual event designed to support healthy food and activity choices while giving parents an opportunity to share their practices with others in the school community. Healthy nutrition tips will be posted on the district's web site along with nutrient analysis of school menus.

Engaging staff in the creation of a positive, healthy environment is crucial to the success of this policy. Nutrition and physical activity education opportunities to promote staff health and role modeling behavior is encouraged.

Community support of this initiative is integral to the wellness policy's success. A community environment that supports healthy lifestyles and choices is key to creating a well-rounded picture for children and their families. The school district needs to carry its wellness message beyond the district's gate. Participation on key healthy community-based initiatives will help to achieve school-parent-community coordination. Some additional opportunities worth exploring include:

- Setting up cross generational activities with health related themes
- Consider setting up a local speaker's bureau
- Explore role of Channel 17 and student broadcasts to carry message
- Explore role of local papers to carry message
- Planned promotions such as health fairs and contests
- School based health committee to build support for wellness strategies

Measurement and Evaluation:

Physical education teachers: provide annual written summary of student's reaction to phys ed activities. Goal: Extend the age when students decide they no longer want to be active.

List activities that demonstrate incorporation of marketing strategies into the fabric of school life.

List wellness related activities that demonstrate outreach to students, parents, community

7. Measurement and Evaluation

- Each school will complete a self-assessment of school wellness in the first quarter of the 2006/07 school year to provide a baseline for improvements needed.

Instruction

Student Nutrition and Physical Activity (Student Wellness) cont'd.

- Measurement and evaluation:
 - Establish a baseline of school wellness in each school by conducting a self-assessment using a standard instrument.
 - Determine school-based leadership and responsibility in each site to monitor compliance to achieve policy goals.
 - Determine district-wide Administrator to ensure district-wide implementation of the policy.

<p style="text-align: center;">ITEM OF INFORMATION REGULATION REVISION</p>

NOTICE TO ALL STUDENTS

**DISCRIMINATION IS AGAINST THE LAW
SEXUAL, RACIAL AND OTHER UNLAWFUL HARASSMENT
IS AGAINST THE LAW**

Everyone in the New Milford Public Schools has a right to feel respected and safe. Consequently, we want you to know about our policies to prevent unlawful harassment and other forms of discrimination.

The New Milford Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, gender identity or expression, or sexual orientation, in any of its programs, activities and employment practices *and provides equal access to the Boy Scouts of America and other designated youth groups.* Furthermore, it is the policy of the Board to maintain a working and learning environment that is free from all forms of unlawful harassment based upon a student's race, color, national origin, sex, disability, religion, sexual orientation, gender identity or expression, alienage or any other basis prohibited by law.

A harasser may be a student, school employee, or any other person involved in or present for school-sponsored events or programs.

Harassment may include the following when based upon a student's race, color, national origin, sex, disability, religion, sexual orientation, gender identity or expression, or alienage:

1. name calling, jokes or rumors;
2. pulling on clothing;
3. graffiti;
4. notes or cartoons;
5. unwelcome touching of a person or clothing;
6. offensive or graphic posters or book covers;
7. any words, images or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.

If any words, images or actions make you feel uncomfortable or fearful, you need to tell a guidance counselor, the Principal, Assistant Principal or the district's Title IX Coordinator. You may also make a written report.

Your right to privacy will be protected as much as possible.

We take seriously all reports of harassment or violence and will take all appropriate actions based on your report. The school district will also take action if anyone tries to intimidate you because you have reported harassment.

This is a brief summary of the district's policies on non-discrimination and unlawful harassment. Complete policies (Nos. 5000, 5145.5) are available at the Board of Education offices.

Students who harass other students or school employees may be subject to discipline as severe as expulsion from school for up to one calendar year.

For more information or to file a complaint of discrimination or unlawful harassment, contact the school district's Title IX Coordinator:

**Mr. Joshua Smith
Assistant Superintendent of Schools
50 East Street, New Milford, CT 06776
(860) 354-3235**

**New Milford Board of Education
Policy Sub-Committee Minutes
September 17, 2013
Lillis Administration Building, Room 2**

GEORGE C. DUCKBEE
TOWN CLERK

2013 SEP 19 P 2:07

NEW MILFORD, CT

Present: Mrs. Wendy Faulenbach
Mr. David A. Lawson
Mr. David R. Shaffer
Mrs. Daniele Shook

Also Present: Dr. JeanAnn C. Paddyfote, Superintendent of Schools
Mr. Joshua Smith, Assistant Superintendent of Schools
Mr. Gregg Miller, Director of Fiscal Services
Ms. Ellamae Baldelli, Director of Human Resources
Ms. Roberta Pratt, Director of Technology

1.	Call to Order The meeting of the New Milford Board of Education Policy Sub-Committee was called to order at 6:45 p.m. by Mrs. Faulenbach acting as chairperson. Mr. Lawson entered at 6:47 p.m.	Call to Order
2.	Public Comment <ul style="list-style-type: none">None	Public Comment
3.	Discussion and Possible Action	Discussion and Possible Action
A.	Policies Recommended for Revision and Approval at Initial Board Presentation: <ol style="list-style-type: none"> Policy 3160 Budget and Transfer of Funds Policy 5000 Equal Educational Opportunity Policy 5113 Truancy Policy 6142.1 Exemption from Instruction Policy 6142.2 Student Nutrition and Physical Activity (Student Wellness) Policy 6146 Graduation Requirements Policy 6200 Adult Education <ul style="list-style-type: none"> Mrs. Faulenbach noted that these policies were being reviewed and would be considered for approval at the next Board of Education meeting in accordance with bylaw 9311. She noted there was commentary on each with rationale from counsel for the revisions. Each 	A. Policies Recommended for Revision and Approval at Initial Board Presentation: <ol style="list-style-type: none"> Policy 3160 Budget and Transfer of Funds Policy 5000 Equal Educational Opportunity Policy 5113 Truancy Policy 6142.1 Exemption from Instruction Policy 6142.2 Student Nutrition and Physical Activity (Student Wellness) Policy 6146 Graduation Requirements Policy 6200 Adult Education

	<p>policy will be considered separately for discussion with one motion for all at the end.</p>	
1.	<p>Policy 3160 Budget and Transfer of Funds</p> <ul style="list-style-type: none"> Dr. Paddyfote stated that a correction should be made to page 3160(b): "Board of Selectmen" should be replaced with "Mayor". She suggested adding the paragraph recommended by counsel that clarifies the practice now required. She noted the ten day response timeframe and said this could require a special meeting if requested. Mr. Lawson asked about the definition for non-educational services and Dr. Paddyfote said it was defined by statute and probably open to interpretation. Mr. Lawson stated that he wished it was more definitive. 	<p>Policy 3160 Budget and Transfer of Funds</p>
2.	<p>Policy 5000 Equal Educational Opportunity</p> <ul style="list-style-type: none"> Dr. Paddyfote noted this revision adding the Boy Scouts of America language was in compliance with a regulatory requirement. 	<p>Policy 5000 Equal Educational Opportunity</p>
3.	<p>Policy 5113 Truancy</p> <ul style="list-style-type: none"> Dr. Paddyfote recommended the inclusion of the two statements suggested by counsel as she thinks it will help clarify for administrators. She will talk to counsel as to where they should be inserted in the policy prior to the Board meeting. Mr. Shaffer asked if the parent notification referenced on page c actually happened and Dr. Paddyfote said that was the practice. She said the district is looking into making this automated through School Messenger to standardize the practice and for consistency. Mr. Shaffer asked if the definition on page d was correct with 18 being inclusive as these students had reached age of majority. Mr. Lawson said state education law overrules. Dr. Paddyfote agreed saying any student in district schools is the district's responsibility. 	<p>Policy 5113 Truancy</p>

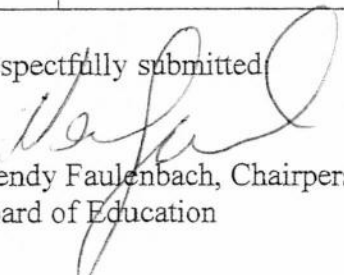
	<ul style="list-style-type: none"> Mr. Shaffer asked for a more specific definition of periodically. Dr. Paddyfote said she would be determining the specific guidelines. 	
4.	<p>Policy 6142.1 Exemption from Instruction</p> <ul style="list-style-type: none"> Mrs. Faulenbach noted the elimination of a paragraph and the addition of new wording on dissection pursuant to the new law. 	<p>Policy 6142.1 Exemption from Instruction</p>
5.	<p>Policy 6142.2 Student Nutrition and Physical Activity (Student Wellness)</p> <ul style="list-style-type: none"> Dr. Paddyfote stated that the public act requires the Board to adopt a policy by October 13, 2013 concerning two issues of physical exercise by students. After discussing the issues with counsel, it was decided they would incorporate well into the existing wellness policy. Mr. Shaffer questioned on page b the item about meals being served in an adequate, clean space for eating and asked if the district was able to comply with that cleanliness statement at the high school and other schools. Ms. Baldelli said that the cafeteria staff makes every attempt to clean the area between lunches but that it is not always easy to do with time constraints. Mrs. Shook said she thought the onus was on the students to leave their area clean. Mr. Lawson said it was a question of asking students to be responsible and he was confident we have supervision for that. Mrs. Shook asked if the changes meant recess could not be taken away as a form of discipline and Dr. Paddyfote said yes that was the meaning. 	<p>Policy 6142.2 Student Nutrition and Physical Activity (Student Wellness)</p>
6.	<p>Policy 6146 Graduation Requirements</p> <ul style="list-style-type: none"> Mrs. Faulenbach noted this was an additional change to this policy which had just been approved for other revisions. The change is due to recent changes in the law and does not affect 	<p>Policy 6146 Graduation Requirements</p>

	graduation requirements changes just approved.	
7.	Policy 6200 Adult Education <ul style="list-style-type: none"> Mrs. Faulenbach said this revision was due to a change in the law. Mr. Shaffer asked what defined an adult credit. Mr. Smith said he would find out the answer. Mr. Lawson asked if adult education was required by law and Mr. Smith said it was. <p>Mr. Lawson moved to bring Policies 3160, 5000, 5113, 6142.1, 6142.2, 6146 and 6200 to the full Board for approval. Motion seconded by Mr. Shaffer.</p> <p>Motion passed unanimously.</p>	Policy 6200 Adult Education <p>Motion made and passed unanimously to bring Policies 3160, 5000, 5113, 6142.1, 6142.2, 6146 and 6200 to the full Board for approval.</p>
B.	Policy Recommended for Revision:	B. Policy Recommended for Revision:
1.	Policy 3541 Transportation <ul style="list-style-type: none"> Mrs. Faulenbach noted that this policy would go to the Board for first review. If there were no substantive changes recommended it would move on for second review. If substantive changes were required it would come back to Policy following first review. Dr. Paddyfote said the policy changes are being recommended primarily as a result of discussions between counsel and Mr. Miller regarding issues arising under the current policy. Mr. Miller said they looked at the policies of surrounding towns for consistency and then at issues we have and tried to establish better guidelines with less interpretation required. Mr. Miller said the new language regarding backing of buses is a Department of Motor Vehicles requirement and is added to the policy for clarification. Mrs. Faulenbach noted the changes in distance limits. Mr. Miller said the addition of cul-de-sac/dead end language was added for clarity. Mr. Lawson suggested adding a phrase under 	1. Policy 3541 Transportation

	<p>Riding Time conditions that said “not limited to”. Mr. Miller said he would check with counsel.</p> <ul style="list-style-type: none"> • Dr. Paddyfote noted a correction to a reference on page d and said the correct speed limit reference should be 25 miles per hour. • Mrs. Faulenbach noted the change from 8 to 6 on page e. 	
C.	<p>Mrs. Shook moved to bring Policy 3541 to the full Board for first review. Motion seconded by Mr. Shaffer.</p> <p>Motion passed unanimously.</p> <p>Policy Series to be Reviewed in 2013-2014</p> <ul style="list-style-type: none"> • Dr. Paddyfote recommended reviewing series 1000, 2000 and 3000 as these are the oldest series not to be reviewed in general. Counsel may go out of order depending on priority as they are reviewed. 	<p>Motion made and passed unanimously to bring Policy 3541 to the full Board for first review.</p> <p>C. Policy Series to be Reviewed in 2013-2014</p>
4.	<p>Items of Information</p>	<p>Items of Information</p>
A.	<p>Regulation Revisions:</p> <ol style="list-style-type: none"> 1. Regulation 5000 Equal Educational Opportunity 2. Regulation 5113 Admission and Excuses 3. Regulation 5125 Student Education Records: Access, Confidentiality, and Amendment 4. Regulation 6142.1 Exemption from Instruction 5. Regulation 6142.2 Student Nutrition and Physical Activity (Student Wellness) 6. Student Notice of Rights (attachment to Regulation 5145.5) <ul style="list-style-type: none"> • Mrs. Faulenbach stated that the Board does not approve regulations so these revisions are given as items of information only. • Dr. Paddyfote said that regulations typically accompany policies, so as policies change regulations are often revised. 	<p>A. Regulation Revisions:</p> <ol style="list-style-type: none"> 1. Regulation 5000 Equal Educational Opportunity 2. Regulation 5113 Admission and Excuses 3. Regulation 5125 Student Education Records: Access, Confidentiality, and Amendment 4. Regulation 6142.1 Exemption from Instruction 5. Regulation 6142.2 Student Nutrition and Physical Activity (Student Wellness) 6. Student Notice of Rights (attachment to Regulation 5145.5)

5.	Adjourn Mr. Shaffer moved to adjourn the meeting at 7:28 p.m. seconded by Mrs. Shook and passed unanimously.	Adjourn Motion made and passed unanimously to adjourn the meeting at 7:28 p.m.
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Respectfully submitted



Wendy Faulenbach, Chairperson
Board of Education