

Hampton Board of Education

INSTRUCTION

6000 SERIES

<u>POLICY</u>	<u>APPROVED</u>
6000	<u>CONCEPT AND ROLES</u> 09/26/2018
6010	<u>GOALS AND OBJECTIVES</u> 11/28/2018
6111	<u>SCHOOL CALENDAR</u>09/26/2018
6112	<u>SCHOOL DAY</u> 09/26/2018
6114	<u>EMERGENCIES AND DISASTER PREPAREDNESS</u> 07/25/2018
6114.1	<u>FIRE EMERGENCY (DRILLS)/CRISIS RESPONSE DRILLS</u> 09/26/2018
6114.3	<u>BOMB THREATS</u>03/14/2007
6114.7	<u>SAFE SCHOOLS</u> 03/14/2007
6115	<u>CEREMONIES & OBSERVANCE: SEPARATION OF CHURCH AND STATE</u> 11/16/2016
6120	<u>OBJECTIVES OF THE INSTRUCTIONAL PROGRAM</u> 09/26/2018
6121	<u>NONDISCRIMINATION IN THE INSTRUCTIONAL PROGRAM</u> 11/16/2016
6121.1	<u>REDUCTION OF RACIAL, ETHNIC AND ECONOMIC ISOLATION</u> 09/26/2018
6140	<u>CURRICULUM</u>09/26/2018
6141	<u>CURRICULUM DESIGN/DEVELOPMENT</u> 03/14/2007
6141.11	<u>CURRICULUM RESEARCH/EXPERIMENTAL PROJECTS</u>05/23/2013
6141.2	<u>CURRICULUM: SEPARATION OF CHURCH AND STATE</u> 03/14/2007
6141.31	<u>BILINGUAL EDUCATION</u> 03/14/2007
6141.311	<u>LIMITED ENGLISH PROFICIENCY PROGRAM</u> 03/14/2007
6141.312	<u>MIGRANT STUDENTS</u> 05/25/2011
6141.32	<u>TECHNOLOGY AND INSTRUCTION</u> 03/14/2007
6141.321	<u>TELECOMMUNICATIONS/INTERNET – ACCEPTABLE USE</u> 03/14/2007
6141.322	<u>WEBSITE/PAGES</u> 03/14/2007
6141.323	<u>INTERNET ACCEPTABLE USE: FILTERING</u>09/26/2012
6141.8	<u>SCHOOL READINESS/DAY CARE</u> 03/14/2007
6142	<u>BASIC INSTRUCTIONAL PROGRAM</u>03/14/2007
6142.1	<u>FAMILY LIFE EDUCATION</u> 03/14/2007
6142.10	<u>HEALTH EDUCATION PROGRAM</u> 01/25/2017
6142.101	<u>STUDENT NUTRITION AND PHYSICAL ACTIVITY (STUDENT WELLNESS POLICY)</u> 03/22/2017
6142.2	<u>READING/LANGUAGE ARTS</u>03/14/2007
6144	<u>CONTROVERSIAL ISSUES</u>05/22/2013
6145.2	<u>INTERSCHOLASTIC/INTRAMURAL ATHLETICS</u>03/14/2007
6145.3	<u>STUDENT PUBLICATIONS</u> 03/14/2007
6145.41	<u>SCHOOL PRODUCTIONS</u> 03/14/2007
6145.8	<u>SCHOOL ACTIVITY FUNDS</u> 03/14/2007
6146.1	<u>GRADING/ASSESSMENT SYSTEMS</u>11/28/2018
6146.11	<u>GRADING/ASSESSMENT SYSTEMS CHANGE OF A GRADE</u> 10/07/1999
6146.2	<u>STATEWIDE PROFICIENCY/MASTERY EXAMINATION</u> 03/14/2007
6146.21	<u>RELEASE OF STUDENT CMT WRITING SAMPLE</u>03/14/2007
6152	<u>GROUPING</u> 03/14/2007
6153	<u>FIELD TRIPS</u> 03/14/2007
6154	<u>HOMEWORK/MAKE-UP ASSIGNMENTS</u> 06/13/2007

Hampton Board of Education

6159	<u>INDIVIDUALIZED EDUCATION PROGRAM/ SPECIAL EDUCATION PROGRAM</u>	12/19/2019
6159.1	<u>TEACHER AIDES</u>	03/14/2007
6161	<u>EQUIPMENT/BOOKS/MATERIALS: PROVISION/SELECTION</u>	03/14/2007
6161.1	<u>EVALUATION OF INSTRUCTIONAL MATERIALS</u>	03/14/2007
6161.2	<u>CARE OF INSTRUCTIONAL MATERIALS</u>	03/14/2007
6161.21	<u>OVERDUE/DAMAGED/LOST INSTRUCTIONAL MATERIALS</u>	03/14/2007
6161.3	<u>COMPARABILITY OF SERVICES</u>	07/25/2018
6161.7	<u>USE OF PROPRIETARY SOFTWARE PRODUCTS</u>	03/14/2007
6162.3	<u>TESTING PROGRAM</u>	03/14/2007
6162.31	<u>TEST EXCLUSION</u>	03/14/2007
6162.4	<u>SCHOOL VOLUNTEERS</u>	03/14/2007
6162.51	<u>SURVEYS OF STUDENTS</u>	07/25/2018
6162.6	<u>COPYRIGHT LAW COMPLIANCE</u>	03/14/2007
6164	<u>INDIVIDUAL SERVICES AND DIAGNOSTIC COUNSELING</u>	10/24/2018
6164.11	<u>DRUGS/ALCOHOL/TOBACCO</u>	10/24/2018
6164.12	<u>ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)</u>	11/28/2018
6164.2	<u>GUIDANCE SERVICES</u>	03/14/2007
6164.4	<u>IDENTIFICATION OF SPECIAL NEEDS AND ABILITIES</u>	03/14/2007
6171	<u>SPECIAL EDUCATION</u>	07/25/2018
6171.2	<u>PRESCHOOL SPECIAL EDUCATION</u>	05/25/2011
6172	<u>ALTERNATIVE EDUCATION PROGRAMS</u>	08/23/2017
6172.1	<u>GIFTED CHILDREN PROGRAM</u>	03/14/2007
6172.21	<u>SUPPLEMENTARY SERVICES</u>	03/14/2007
6172.3	<u>PARENT INSTRUCTION OF CHILDREN AT HOME</u>	02/27/2019
6172.4	<u>TITLE I PARENT INVOLVEMENT</u>	03/14/2007
6172.41	<u>TITLE I PROGRAMS</u>	03/14/2007
6173	<u>HOMEBOUND INSTRUCTION</u>	03/14/2007
6177	<u>USE OF COMMERCIALY PRODUCED VIDEO RECORDINGS/DVDs</u>	03/14/2007
6180	<u>EVALUATION OF INSTRUCTIONAL PROGRAM</u>	03/14/2007
6181	<u>EVALUATION OF SPECIAL EDUCATION PROGRAM</u>	03/14/2007
6200	<u>ADULT/CONTINUING EDUCATION</u>	03/14/2007

Hampton Board of Education

6000

INSTRUCTION

CONCEPT AND ROLES IN INSTRUCTION

Student Achievement

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the District. The Superintendent will ensure development and implementation of a district-wide program for student achievement improvement that engages District stakeholders in a continuous improvement planning process that provides for annual review, revision as needed and reports to the community. The District's program will be reflected in school and district improvement plans and will include, but not be limited to, the following:

- Self-evaluation of current and prior disaggregate student achievement and behavioral data, including student and community demographics, student access to and utilization of educational opportunities to meet standards, district progress toward development and implementation of improvement programs and community satisfaction.
- Data-driven goal setting utilizing methods recommended by the State Department of Education.
- Action planning including provisions for accountability, professional staff development, steps to assure a safe educational environment conducive to learning, identification of local efficiencies and resources, steps to assure all students have access to the educational opportunities needed to meet the high standards of the State and District, resource allocation and realignment strategies needed to support improvement efforts.

The District's program will be consistent with the requirements of the Connecticut Department of Education and reflected in school and district improvement plans.

The Board will, in striving for continuous improvement of student achievement, annually review District and individual school data on student achievement. In addition, the Board will prioritize, allocate and realign resources as necessary.

School Accountability

The primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the State Board of Education prepared Connecticut's Common Core of Learning. The Board of Education gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

Quality Assurance

Hampton Board of Education

The Board shall continuously monitor the quality of the District's work. The Superintendent shall supervise each school's process for continuous school improvement. Further, each District school shall establish school improvement plans that contain:

- District student learning objectives;
- Assessment systems for measuring students' progress in the fundamental learning areas; and
- Reporting systems for informing the community and the State of assessment results.

The Superintendent shall regularly report the District's progress to the Board and seek Board approval for each School Improvement Plan.

Presented: 08/22/18

Final Approval: 09/26/18

Hampton Board of Education

6010

INSTRUCTION

GOALS AND OBJECTIVES

The Hampton Board of Education establishes the following goals for instructional program:

1. To instill in students basic skills as well as the knowledge, attitudes and habits that will allow them to adopt, adapt and utilize these skills in the ever-changing environment;
2. To provide an educational program that challenges each student yet minimizes failure. Everyone willing to make the effort to work and learn should be able to achieve a certain measure of success;
3. To develop an educational program that is comprehensive and involves input from all groups within the school community, especially administrators, staff, parents and students;
4. To create a learning process that emphasizes human worth and incorporates real and relevant experiences that students may identify with and learn from easily; and
5. To provide educational opportunities for students to interact with students and leaders from other racial, ethnic, and economic backgrounds in order to reduce racial, ethnic and economic isolation which may involve providing such opportunities with students from other communities.

Legal Reference: Connecticut General Statutes

[10-4a](#) Educational interests of state defined, as amended by PA 97-290, An Act Enhancing Educational Choices and Opportunities.

[10-220](#) Duties of Boards of Education.

Presented: 09/02/99

Final Approval: 10/07/99

Reapproval: 11/28/18

Hampton Board of Education

6111

INSTRUCTION

SCHOOL CALENDAR

The Superintendent of Schools shall recommend school calendars meeting all statutory requirements to the Board of Education for its review and modified as it believes appropriate, for its approval.

The calendars recommended to the Board may include the operation of schools on state holidays providing a suitable nonsectarian educational program is held to observe the holiday, except for those holidays that occur in December and January.

The school calendar shall show school days in each school month, the number of school days in each month, legal and local holidays, staff development days, early closing days, vacation periods, and other pertinent dates, including graduation for students in grade twelve.

Note: A Board of Education for a school that has been designated as a low achieving school pursuant to subdivision (1) of subsection (c) of C.G.S. [10-223e](#) may increase the number of actual school sessions during each year, and may increase the number of hours of actual school work per session in order to improve student performance and remove the school from the list of schools designated as a low achieving school maintained by the State Board of Education.

The Board, in establishing a graduation date, may establish for any school year a firm graduation date which is no earlier than the one-hundred eighty-fifth day in the adopted school calendar. The graduation date may be modified, if necessary, after April first in any school year by the Board establishing a firm graduation date which, at the time of such establishment, provides for at least 180 days of school.

To benefit children, families, and school staff in their planning, multiple year school calendars are preferable to single year school calendars.

Note: Section 322 of P.A. 13-247 requires each regional educational service center (RESC) to develop a uniform regional school calendar to be used by each board of education in the area served by such RESC. Such uniform regional school calendars shall be consistent with the guidelines for a uniform regional school calendar established by the Uniform Regional School Calendar Task Force. Such guidelines for a uniform regional school calendar shall include, but not be limited to, (1) at least one hundred eighty days of actual school sessions during each school year, (2) a uniform start date, (3) uniform days for professional development and in-service training for certified employees, pursuant to sections [10-148a](#) and [10-220a](#) of the general statutes, and (4) not more than three uniform school vacation periods during each school year, not more than two of which shall be a one week school vacation period and one of which shall be during the summer.

Hampton Board of Education

The Board of Education may use the RESC developed and approved uniform regional school calendar for the school year commencing July 1, 2017 and each school year thereafter.

(cf. [6146](#) - Graduation Requirements)

Legal Reference: Connecticut General Statutes

1-4 Days designated as legal holidays.

[10-15](#) Towns to maintain schools, as amended by PA 11-85, An Act Concerning the Achievement Gap.

[10-29a](#) Certain days to be proclaimed by governor. Distribution and number of proclamations.

[10-261](#) Definitions.

[10-16l](#) Establishment of graduation date.

[10-233j](#) Student possession and use of telecommunication devices.

PA 13-247, An Act Implementing Provisions of the State Budget for the Biennium Ending June 30, 2015 Concerning General Government, Sections 321-324.

PA 14-38, An Act Concerning the Recommendations of the Uniform Regional School Calendar Task Force

[10-66q](#) Development and adoption of uniform regional school calendar. Report. (as amended by PA 17-220)

Presented: 08/22/18

Final Approval: 09/26/18

Hampton Board of Education

6112

INSTRUCTION

SCHOOL DAY

Grades 1-6

The Superintendent of Schools shall ensure that:

1. The school year in Hampton provides 183 days of school for all grades, because of unusual circumstances which could interfere with fulfilling the 183 days a minimum of 180 days of school will be provided for all grades.
2. The school year provides a minimum of 900 hours of actual school work; in meeting this requirement, no more than seven (7) hours of actual school work on a given day shall be credited toward meeting the 900 hour minimum;
3. In an early school closing or delayed opening because of weather, the district will provide a minimum of 900 hours of actual school work by the conclusion of the school year.
4. Should it be necessary to consider alternative scheduling in any single school year, because of unusual circumstances which could interfere with fulfilling the 180 day school year requirement, the Superintendent shall recommend to the Board a plan for alternative scheduling to be transmitted to the State Board of Education for its consideration and possible approval.

In complying with statutory requirements for a minimum of four (4) hours per day and a minimum of 900 hours per year, the Superintendent shall exclude from the definition of actual school work that time provided for student lunch periods and non-institutional recesses at the elementary schools and students' lunch and passing time in the middle schools and the senior high school.

Note: *A Board of Education for a school that has been designated as a low achieving school pursuant to subdivision (1) of subsection (c) of C.G.S. 10-223e may increase the number of actual school sessions during each year, and may increase the number of hours of actual school work per session in order to improve student performance and remove the school from the list of schools designated as a low achieving school maintained by the State Board of Education.*

Kindergarten

The Superintendent of Schools shall ensure that:

1. The school year provides 183 days of school for all grades, because of unusual circumstances which could interfere with fulfilling the 183 days a minimum of 180 days of school will be provided for all grades.
2. The school year provides a minimum of 450 hours of actual school work; in meeting this requirement, no more than seven (7) hours of actual school work on a given day shall be credited toward meeting the 450 hour minimum school year;

Hampton Board of Education

3. In an early school closing or delayed opening because of weather, either the morning or afternoon kindergarten session shall count as a school day;
4. In the event of an early closing because of weather, the kindergarten session shall count as a school day, regardless of its length.

In complying with statutory requirements for a minimum of 450 hours per year for kindergartens, the Superintendent shall exclude from the definition of actual school work that time provided for student lunch periods and non-institutional recesses.

Legal Reference: Connecticut General Statutes

[10-15](#) Towns to maintain schools. (as amended by P.A. 11-85, An Act Concerning the Achievement Gap)

[10-16](#) Length of school day.

[10-16b](#) Prescribed courses of study.

[10-220](#) Duties of boards of education.

Presented: 08/22/18

Final Approval: 09/26/18

Hampton Board of Education

6114

INSTRUCTION

EMERGENCIES AND DISASTER PREPAREDNESS

The Board of Education recognizes that the health, welfare and safety of its students and employees are dependent upon sound emergency preparedness planning. All employees of the school system are responsible for doing everything in their power to promote the safety of all of the students at all times. District staff shall be prepared to respond immediately and responsibly to any combination of events which threaten to result in a disaster as well as to a disaster when it occurs.

The Superintendent or his/her designee shall use state-approved School Security and Safety Plan Standards and the accompanying School Security and Safety Plan Template to be compliant with the National Incident Management System (NIMS), and incorporate the National Incident Command System when updating District and site-level emergency and disaster preparedness plans. Each school in the District, each school year, will develop and implement a school security and safety plan. Such plan shall be based upon the standards issued by the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS) and the accompanying School Security and Safety Plan Template. In addition to preparedness and response, the plan shall provide guidance on recovery from any emergency incident.

Each school shall establish a school security and safety committee which will assist in developing and administering the school's security and safety plan. The members of the Committee shall include a local police officer, local first responder, teacher and administrator from the school, a mental health professional, a parent or guardian of a student at the school and any other person deemed necessary; (school nurse, custodian, local health director, transportation coordinator, etc.)

First Aid

At least one person at each school site should hold current first aid and/or CPR certification.

(cf. [5141.6](#) - Crisis Prevention/Response)

(cf. [5142](#) - Student Safety)

(cf. [6114.1](#) - Fire Emergency/Crisis Response Drills)

(cf. [6114.3](#) - Bomb Threats)

(cf. [6114.6](#) - Emergency Closings)

(cf. [6114.7](#) - Safe Schools)

Legal Reference: Connecticut General Statutes

[10-221](#) Boards of education to prescribe rules

Hampton Board of Education

[10-231](#) Fire drills

[52-557b](#) Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Section 86, 87, 88)

[10-222m](#) - School security and safety plans. School security and safety committees

[10-222n](#) - School security and safety plan standards

Presented: 06/27/18

Final Approval: 07/25/18

Hampton Board of Education

6114.1

INSTRUCTION

EMERGENCIES AND DISASTER PREPAREDNESS

FIRE EMERGENCY (DRILLS)/CRISIS RESPONSE DRILLS

A fire drill shall be held at least once a month in each school building. The initial fire drill must be held not later than thirty days after the first day of each school year. A crisis response drill shall be substituted for one of the required monthly school fire drills every three months. Each Building Principal shall prepare a definite fire emergency plan, and furnish to all teachers and students information as to route and manner of exit. Fire drills shall be planned in such a way as to accomplish the evacuation of school buildings in the shortest possible time and in the most efficient and orderly fashion.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills. Such drills shall incorporate the basic protocols of lockdown, evacuation and shelter-in-place responses. The activation and utilization of the Incident Command System shall also be a part of the crisis response drills.

Principals shall keep a record of all fire and crisis response drills held in their schools, stating the date the drill was held and the time required for the response protocols utilized in the drill. They shall furnish such reports to the Superintendent or his designate as may from time to time be required.

Local law enforcement and other local public safety officials shall evaluate, score and provide feedback on fire drills and crisis response drills conducted pursuant to Connecticut General Statutes [10-231](#). "Public Safety Officials" include the local emergency management director, fire marshal, building inspector and emergency medical services representative. Each of the named officials should evaluate and provide feedback on a representative sampling of fire/crisis response drills each year. The Board of Education shall annually submit reports to the Department of Emergency Services and Public Protection regarding such fire drills and crisis response drills.

(cf. [5141.6](#) - Crisis Management Plan)

(cf. [5142](#) - Student Safety)

(cf. [6114](#) - Emergencies and Disaster Preparedness)

Legal Reference: Connecticut General Statutes

[10-222m](#) School security and safety plans. School security and safety committees

[10-222n](#) School security and safety plan standards

[10-231](#) Fire drills. (as amended by PA 00-220 and PA 09-131)

Instruction

Fire Emergency Drills/Crisis Response Drills

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

The Principal of each school shall hold at least one fire drill each month in which all students, teachers and other employees shall be required to leave the school building. The initial fire drill must be held not later than thirty days after the first day of each school year.

A crisis response drill shall be substituted for one of the required monthly school fire drills every three months. Such drills shall incorporate the basic protocols of lockdown, evacuation and shelter-in-place responses. The activation and utilization of the Incident Command System shall also be a part of the crisis response drills.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency, the fire department and other community first responders including the local emergency management director, fire marshal, building inspector and emergency medical services representative. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills.

Local law enforcement and other local public safety officials, as listed above, shall evaluate, score and provide feedback on fire drills and crisis response drills.

1. Students, during an evacuation response, must leave the building in an orderly and rapid manner and teachers are required to check to ascertain that no student remains in the building.
2. Real emergencies often call for alternate exits to be used. Teachers must be prepared to select and direct their classes to these alternate exits in the event the designated escape route is blocked.
3. A record shall be kept in the Principal's office of each fire and crisis response drill conducted. A copy of the record shall also be filed in the Office of the Superintendent. In the manner required, the Board of Education annually will submit reports of the fire and crisis response drills to the Department of Emergency Services and Public Protection.

Hampton Board of Education

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

The District shall annually submit a report, by July 1, to the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS) regarding types, frequency and feedback related to the fire drills and crisis response drills, utilizing the DESPP/DEMHS template for such reports.

Legal Reference: Connecticut General Statutes

[10-231](#) Fire drills (as amended by PA 00-220 and PA 09-131)

[10-222m](#) - School security and safety plans. School Security and safety committees.

[10-222n](#) - School security and safety plan standards

PA 13-3 An Act Concerning Gun Violence Prevention and Children's Safety

Presented: 08/22/18

Final Approval: 09/26/1

Hampton Board of Education

6114.3

INSTRUCTION

EMERGENCIES AND DISASTER PREPAREDNESS

BOMB THREATS

The Board recognizes that bomb threats are a significant concern to the schools. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false.

Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The Board directs the Superintendent to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

A. Conduct Prohibited

No person shall make, or communicate by any means, whether verbal or non-verbal, a threat that a bomb has been, or will be, placed on school premises. Because of the potential for evacuation of the schools and other disruption of school operations, placement of a bomb or of a "look-alike" bomb on school premises will be considered a threat for the purpose of this policy.

It is also a violation of Board policy to communicate by any means that any toxic or hazardous substance or material has been placed, or will be placed, on school premises with the intent to endanger the safety and welfare of students or staff and/or to disrupt the operations of the schools. For the purpose of this policy, "toxic or hazardous substance or material" means any material or substance, including biomedical materials or organisms, that, when placed as threatened, could be harmful to humans.

B. Definitions

1. A "bomb" means an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, "Molotov cocktail" or other destructive device.
2. A "look-alike bomb" means any apparatus or object that conveys the appearance of a bomb or other destructive device.
3. A "bomb threat" is the communication, by any means, whether verbal or non-verbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or look-alike bomb on school premises.
4. "School premises" means any school property, school buses and any location where any school activities may take place.

C. Development of Bomb Threat Procedures

Hampton Board of Education

The Superintendent or his/her designee shall be responsible for developing and implementing procedures specific to bomb threats as part of the District's Crisis Response Plan. These procedures are intended to inform administrators and staff of appropriate protocols to follow in the event that a bomb threat is received and should include provisions to address:

1. Threat assessment (for the purpose of identifying a response that is in proportion to the threat, in light of what is necessary to ensure safety);
2. Building evacuation and re-entry (including selection of potential alternative sites for those who are evacuated);
3. Incident "command and control" (who is in charge, and when);
4. Communications contacts and mandatory bomb threat reporting;
5. Parent notification process;
6. Training for staff members; and
7. Support services for students and staff.

The initial bomb threat procedure will be subject to approval by the Board. The Superintendent or his/her designee will be responsible for overseeing a review or evaluation of bomb threat procedures.

D. Reporting of Bomb Threats

A student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to the building principal, teacher, the School Resource Officer or other employee in a position of authority.

An employee of the school unit who learns of a bomb threat shall immediately inform the building administrator. The building administrator shall immediately take appropriate steps to protect the safety of students and staff in accordance with the District's bomb threat procedure, as developed under Section C, and inform the Superintendent of the threat.

All bomb threats shall be reported immediately to the local law enforcement authority, as provided in the bomb threat procedures.

The Superintendent shall be responsible for reporting any bomb threat to the Board of Education. Reports will include the name of the school, the date and time of the threat, the medium used to communicate the threat, and whether or not the perpetrators have been apprehended.

E. Student Discipline Consequences

Making a bomb threat is a crime. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and

Hampton Board of Education

without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action.

The administration shall suspend and may recommend for expulsion any student who makes a bomb threat.

F. Aiding Other Students in Making Bomb Threats

A student who knowingly encourages, causes, aids or assists another student in making or communicating a bomb threat shall be subject to the disciplinary consequences described in Section E of this policy.

G. Failure to Report a Bomb Threat

A student who fails to report information or knowledge of a bomb threat or the existence of a bomb or other destructive device in a school building or on school property may be subject to disciplinary consequences, which may include suspension and/or expulsion.

H. Staff Discipline Consequences

A school system employee who makes or communicates a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with collective bargaining agreements, other employment agreements and Board policies.

A school system employee who fails to report information or knowledge of a bomb threat or the existence of a bomb on school premises will be subject to discipline up to and including termination of employment.

I. Civil Liability

The District reserves the right to bring suit against any individual responsible for a violation of this policy and to seek restitution and other damages as permitted by law.

J. Lost Instructional Time

Instructional time lost as a result of a bomb threat will be rescheduled at the earliest appropriate opportunity as determined by the Superintendent within parameters set by the Board.

Time lost may be rescheduled on a vacation day, or after what would normally be the last day of the school year, except on days when schools must be closed as required by law.

K. Notification Through Student Handbook

All student handbooks shall address the District's bomb threat policy and procedures and explain the educational consequences of bomb threats. In addition, student handbooks shall notify students and parents that bomb threats violate Board policy and civil and criminal law.

(cf. 5114 - Suspension/Expulsion)

Hampton Board of Education

(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5141.6 - Crisis Prevention/Response)
(cf. 5142 - Student Safety; Procedures for Plan During Crisis)
(cf. 6114 - Emergencies and Disaster Preparedness)
(cf. 6144.1 - Fire Emergencies/Drills)
(cf. 6114.6 - Emergency Closings)
(cf. 6114.7 - Safe Schools)

Legal References: 18 U.S.C.§921;8921

A succinct, short version:

The Superintendent or his/her designee shall develop procedures to promote the safety of students and personnel in the event of a bomb threat.

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6114.7

INSTRUCTION

EMERGENCIES AND DISASTER PREPAREDNESS

SAFE SCHOOLS

The Board of Education is committed to the prevention of violence against people or property in the schools or at school activities, whether by students, staff or others. While committed to the protection of each person's constitutional rights, including due process rights, the Board does not condone lawlessness. Any individual committing violent acts in or on school property will be disciplined according to applicable Board policy and regulations.

Staff members who implement this or any other Board policy will receive the full support of the Board and the administration.

The Board shall establish an advisory committee to review specific policies, regulations, plans and procedures in order to ensure a comprehensive and effective program to prevent and punish vandalism and violence occurring in the schools and on district property. Simultaneously with the work of the committee, the Superintendent of Schools and appropriate school administrators shall review the practices at each school and shall submit a separate report to the Board including any findings and recommendations on the implementation of committee suggestions on these and other policies, regulations, plans and procedures concerning safety. Members of the advisory committee* shall include a Board member, the Superintendent of Schools, appropriate school personnel, a student representative, parents, and other community representatives. All members shall be appointed by the Board.

The advisory committee shall examine the policies, regulations, plans and procedures concerning:

1. student conduct and discipline;
2. the maintenance of public order on school property;
3. the banning of weapons on school property;
4. drug and alcohol abuse;
5. school emergency management;
6. coordination efforts with law enforcement agencies;
7. searches and seizures by school officials;
8. training for staff and students in conflict resolution and violence prevention; and
9. building security measures including procedures governing visitors to the schools and access to school buildings.

Hampton Board of Education

The advisory committee shall review these and other policies, regulations, plans, and procedures, as directed, to ensure that they are:

1. consistent with law and regulation;
2. clear, complete and enforceable; and
3. appropriately disseminated to students, staff, parents and are available to the general public.

The advisory committee shall report its findings and recommendations to the Board prior to public release. Final reports shall be delivered to the Board at a meeting scheduled by the Board to receive the report.

Any official policy level action is the sole discretion of the Board. The Board is in no way obligated to follow committee recommendations. The Board has the right to accept, reject or modify all or any part of a committee recommendation.

*Districts may also want to use shared decision-making committees for conducting this review in individual school buildings.

(cf. 5131 - Conduct at School and Activities)
(cf. 5131.5 - Vandalism)
(cf. 5131.6 - Drugs/Alcohol and Tobacco)
(cf. 5131.8 - Out of School Misconduct)
(cf. 5131.9 - Gang Action by or Association)
(cf. 5132 - Dress and Grooming)
(cf. 5146 - Child Abuse and Neglect)
(cf. 5142 - Student Safety)
(cf. 5147 - Suicide Prevention)
(cf. 5143 - Student Health Assessments and Immunizations)
(cf. 5144 - Administering Medications)
(cf. 5145 - Communicable and Infectious Diseases)
(cf. 5114 - Suspension/Expulsion/Exclusion/Removal)
(cf. 6114 - Emergencies)
(cf. 6161.11 - Drugs/Alcohol and Tobacco)

Legal Reference: Connecticut General Statutes

4-176e through 4-185 Uniform Administrative Procedure Act.

10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.

10-221 Boards of education to prescribe rules.

10-233a through 10-233f re in-school suspension, suspension, expulsion.
52-572 Parental liability for torts of minors. Damage defined.

Hampton Board of Education

53a-3 Firearms and deadly weapons.

53-206 Carrying and sale of dangerous weapons.

53a-217b Possession of firearms and deadly weapons on school grounds.

GOALS 2000: Education America Act.

18 U.S.C. 921 Definitions.

Title III - Amendments to the Individuals with Disabilities Education Act. Sec. 314 (Local Control Over Violence).

Elementary and Secondary Education Act of 1965 as amended by the Gun Free Schools Act of 1994.

New Jersey v. TLO., 469 U.S. 325; 1055. CT. 733.

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6115

INSTRUCTION

CEREMONIES AND OBSERVANCES

Separation of Church and State

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

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

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

As required by the No Child Left Behind Act, the Superintendent will, by October 1 of each year, certify in writing to the state that students of the District are not prevented by policy or rule from participating in constitutionally protected prayer. The Superintendent will ensure that the staff, parents/guardians and students are made aware of the parameters of acceptable religious speech and actions. The Superintendent will also distribute guidelines to each school concerning religion in the schools, after such guidelines/regulations have been approved by the Board attorney and reviewed by the Board.

Holiday Celebration and Observances

The building Principal is responsible for monitoring compliance with this policy. Pertinent information will be included in the student, parent, and staff handbooks.

Absence for Religious Observation

Student absences for religious observances shall be excused. Furthermore, such absences should not prohibit receipt of attendance related awards nor impact student grades or participation in school events.

Recognition of Religious Holidays

The objective study of religious holidays provides a natural opportunity to promote an appreciation for and respect of diversity. Learning opportunities should extend beyond Judeo-Christian beliefs; reflecting the diversity of global cultures.

1. Recognition of religious holidays will not dominate the educational program and must support curricular objectives.

Hampton Board of Education

2. All religions must be afforded equal dignity, but none advanced nor disparaged.
3. Decorations which are part of custom, that have no direct religious meaning (Christmas tree, Menorah) may be displayed. Tree decoration should not promote religion nor require student participation.
4. Programs should focus on seasonal rather than religious themes' inclusive of concerts, enrichment programs and Parent-Teacher Organization sales.
5. Performances which recognize holidays must be of an artistic nature, not religious. Religious music must not dominate any school program. Program selections should not, by their nature, exclude students from participation.
6. The Cafeteria staff will consider religious dietary restrictions when planning menus (non-meat meals, limiting pork to one menu choice).
7. Parents may exclude their children from programs involving the recognition of religious holidays or if celebration is in conflict with family beliefs. A written request for exclusion should be sent to the Principal.

Silent Meditation

The Board directs that the administration shall provide for students and teachers the opportunity to observe an appropriate period of time for silent meditation at the beginning of each school day.

Pledge of Allegiance

Students will be offered the opportunity to recite the Pledge of Allegiance to the United States Flag at least once during each school day. Participation in reciting the Pledge of Allegiance will be voluntary. Students may refuse to participate in reciting the Pledge of Allegiance for any reason, including religious, political, philosophical or personal reasons. If a student chooses not to participate, he/she may stand or sit in silence.

Legal Reference: Connecticut General Statutes

10-16a Silent meditation.

10-230 Flags in schoolrooms and schools. Policy on the reciting of the "Pledge of Allegiance."

No Child Left Behind Act of 2001

Tentative Approval 2/13/07

Final Approval 3/14/07

Reapproved 11/16/16

6120

INSTRUCTION

OBJECTIVES/PRIORITIES OF THE INSTRUCTIONAL PROGRAM

The ultimate aim of the instructional program of the District shall be the development of proficiency in each student's ability to read well, write legibly, spell accurately, listen attentively, speak clearly, think critically, use basic mathematical computational skills, observe carefully, solve problems, participate effectively in groups, keep healthy, enjoy aesthetic experiences, and understand career development.

The Board is committed to the importance of reading skill development as the basic element in each student's education. The Board also believes that the improvement of specific reading skills of children attending the schools in this district should be continuous.

Therefore, the first priority of the instructional program will be proficiency in reading through a planned sequence of reading skills and language experiences beginning in the kindergarten program and extending through grade 12.

The second priority of the instructional program will be mastery of the fundamentals of mathematics--number operations, informal algebraic and geometric concepts, and the structure of our number system--beginning in the kindergarten program and continuing through grade 12.

The instructional program also will provide a planned sequence in language arts--spelling, handwriting, English grammar, composition, literature. There will be a planned sequence in the social studies--history, geography, civics, economics, world cultures, anthropology, political science, and the other social science disciplines; a planned sequence of science experiences; a planned sequence of fine and practical arts experiences--art education, vocal and instrumental music, home economics, industrial arts, computer skills; a planned sequence of health education and safety; and a planned program of physical education. Planned program adaptations will also be made available for exceptional children. The planned program for all children shall also include library instruction, [bilingual, and multicultural education], individual study, guidance, and other appropriate instructional activities, as well as all instruction required under state law and State Department of Public Instruction regulations.

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Reapproved: 09/26/18

Hampton Board of Education

6121

INSTRUCTION

NONDISCRIMINATION IN THE INSTRUCTIONAL PROGRAM

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

1. equal right and opportunities for students and staff members in the school community.
2. equal opportunity for all students to participate in the total school program of the schools.
3. continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.
4. training opportunities for improving staff ability and responsiveness to educational and social needs.
5. opportunities in educational programs which are broadly available to all students.
6. an appropriate learning environment for students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (2) equitable allocation of resources among district schools and (3) a safe school setting.

Each student, at the time s/he becomes eligible for participation, will be advised of his/her right to an equal opportunity to participate in school programs without discrimination of any kind.

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools.

10-15c Discrimination in public school prohibited.

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

10-226a Pupils of racial minorities.

10-145a(b) Certificates of qualification for teachers; Intergroup relations programs.

10-220 Duties of boards of education.

Title IX of the Education Amendments of 1972, 20 U.S.C., 1681 et seq. Section 504, U.S. Rehabilitation Act, 1973, 29 U.S.C. 791

Tentative Approval 2/13/07

Final Approval 3/14/07

Reapproved 11/16/16

Hampton Board of Education

6121.1

INSTRUCTION

EQUAL EDUCATIONAL OPPORTUNITY

REDUCTION OF RACIAL, ETHNIC AND ECONOMIC ISOLATION

The Board of Education shall provide, in conformity with all applicable state statutes and regulations, educational opportunities for students to interact with students and teachers from other racial, ethnic and economic backgrounds in order to reduce racial, ethnic and economic isolation. Such opportunities may be provided with students from other communities.

In providing such opportunities, the Board will consider such programs or use such methods as:

1. Inter-district magnet school programs;
2. Charter schools;
3. Inter-district after-school, Saturday and summer programs and sister-school projects;
4. Intra-district and inter-district public school choice programs;
5. Inter-district school building projects;
6. Inter-district program collaborative for students and staff;
7. Minority staff recruitment;
8. Distance learning through the use of technology;
9. Experiences that increase awareness of the diversity of individuals and cultures; and
10. Community and parental involvement in the school district.

The Board shall report biennially to the Commissioner of Education on district programs and activities undertaken to reduce racial, ethnic and economic isolation, including information on the number and duration of such programs, the number of students and staff involved and evidence of the progress over time in the reduction of racial, ethnic and economic isolation. Such information shall, through the Commission of Education, be reported to the Governor and the General Assembly.

(cf. [1110.1](#) Parental Involvement)

(cf. [1212](#) School Volunteers)

Hampton Board of Education

(cf. [1330](#) Use of School Facilities)

(cf. [5117.1](#) Intra-District Choice/Open enrollment)

(cf. [5117.2](#) Inter-District Choice)

(cf. [5117](#) School District Lines)

(cf. [5118](#) Nonresident Attendance)

(cf. [6010](#) Goals and Objectives)

(cf. [6114.7](#) Safe Schools)

(cf. 7010 Goals and Objectives - Construction)

(cf. 7100 Planning-Construction)

Legal Reference: Connecticut General Statutes

[10-4a](#) Educational interests of state defined.

[10-220](#) Duties of boards of education

[10-226h](#) Programs and methods to reduce racial, ethnic, and economic isolation (as amended by PA 11-179)

Presented: 08/22/18

Final Approval: 09/26/18

Hampton Board of Education

6140

INSTRUCTION

CURRICULUM

In accordance with state statutes, the prescribed course of study shall include at least the following subject matter:

1. The arts, which may include, but is not limited to dance, music, art and theater;
2. Career education;
3. Consumer education;
4. Health and safety, including, but not limited to, human growth and development; nutrition; first aid; disease prevention; community and consumer health, physical mental and emotional health, including youth suicide prevention, substance abuse prevention, and safety and accident prevention;
5. Language arts, including reading, writing, grammar, speaking and spelling;
6. Mathematics;
7. Physical education;
8. Science;
9. Social studies, including, but not limited to, citizenship, economics, geography, government and history;
10. At least on the secondary level, one or more foreign languages and vocational education.

The curriculum development/revision process will be conducted by a District Curriculum Committee that has the responsibility to recommend, develop, review, and approve all curriculum for the District and said curriculum shall be subject to the approval of the Board of Education.

The Board of Education reserves the responsibility for establishing and approved curricula for the school district. Teachers shall teach within the approved curricula. (Alternative language: The Board of Education has responsibility and authority for the district's curriculum, subject to any limits specified by the State.)

(cf. [6121](#) Nondiscrimination: Instructional Program)

Legal Reference: Connecticut General Statutes

[10-16b](#) Prescribed courses of study.

[10-16c](#) et seq. re Family life education.

Hampton Board of Education

[10-17](#) English language to be medium of instruction.

[10-17](#) et seq. re Bilingual instruction.

[10-18](#) Courses in United States history, government and duties and responsibilities of citizenship.

[10-18a](#) Contents of textbooks and other general instructional materials.

[10-18b](#) et seq. re Firearms safety programs.

[10-19](#) Effect of alcohol, nicotine or tobacco and drugs to be taught. Training of personnel. Evaluation of programs by alcohol and drug abuse commission and department of education.

[10-19a](#) et seq. re Substance abuse prevention team.

[10-24](#) Course in motor vehicle operation and highway safety.

[10-21](#) et seq. re Vocational education and cooperation with business .

[10-220](#) Duties of boards of education as amended by PA 08-153.

[10-221a](#) High School graduation requirements.

Presented: 08/22/18

Final Approval: 09/26/18

Hampton Board of Education

6141

INSTRUCTION

CURRICULUM DESIGN/DEVELOPMENT

Curriculum development shall be guided by:

1. Needs assessments and information concerning the education of district students;
2. Range of student abilities, aptitudes, and interests;
3. Aspirations of school district residents for students;
4. Mobility of district population;
5. Avoidance of discrimination;
6. Reduction of duplication of effort and repetitive curricula among various school levels and coordination of courses of study and syllabi;
7. Provisions of negotiated agreements.

(cf. 6121 Nondiscrimination: Instructional Program)

(cf. 6140 Curriculum)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

10-16c et seq. re family life education.

10-17 English language to be medium of instruction.

10-17 et seq. re Bilingual instruction.

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

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

10-18b et seq. re Firearms safety programs.

10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught. Training of personnel. Evaluation of programs by alcohol and drug abuse commission and department of education.

10-19a et seq. re Substance abuse prevention team.

10-24 Course in motor vehicle operation and highway safety.

10-21 et seq. re Vocational education and cooperation with business .

Tentative Approval 02/13/2007

Final Approval 03/14/2007

Hampton Board of Education

6141.11

INSTRUCTION

CURRICULUM RESEARCH/EXPERIMENTAL PROJECTS

The Hampton Board of Education expects the professional staff to be aware of the latest educational research and to utilize the results as they may be applied to improving the instructional program.

The professional staff is encouraged to seek improvement of the educational program of the schools through carefully designed experimental and research projects.

Experimental and/or research projects may be recommended by staff members or district based committees. Proposals will include costs of implementation, a time line in which to judge the success of the project and plans for evaluation of the program.

Projects must have the approval of the Board of Education unless they represent only a minor departure from previously authorized programs. Any such programs requiring additional personnel positions, changes in authorized positions, or the transfer of authorized funds must have Board of Education approval. Approval shall be on a yearly basis, even though the proposal may be for a longer period of time.

After a thorough evaluation, a successful experimental program may be submitted to the Board for consideration as a standard program.

Whenever the district implements educational programs whether or not funded by the United States Department of Education but, designed to explore or develop new or unproven methods or techniques, parents or guardians of children who shall be involved in such programs shall be notified in writing by appropriate school officials and all instructional materials, including teachers manuals, films, tapes and supplementary material, used in connection with any research project or experimental program will be available for inspection by the parents or guardians of the children in the program.

As used here, research project or experimental program means any program or project designed to explore or develop new or unproven teaching methods or techniques. The designation of any program or project as a research project or experimental program shall be made by the Superintendent.

(cf. 6162.51 - Surveys of Students)

Legal Reference: General Education Provisions Act of 1974,
Section 439, 1978 Amendments
20 USC 1232h(a) Regulation

Tentative Approval: 04/24/2013

Final Approval: 05/23/2013

Hampton Board of Education

6141.2

INSTRUCTION

CURRICULUM DESIGN/DEVELOPMENT

SEPARATION OF CHURCH AND STATE

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

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

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

Holiday Celebration and Observances

The building Principal is responsible for monitoring compliance with this policy. Pertinent information will be included in the student, parent, and staff handbooks.

Absence for Religious Observation

Student absences for religious observances shall be excused. Furthermore, such absences should not prohibit receipt of attendance related awards nor impact student grades or participation in school events.

Recognition of Religious Holidays

The objective study of religious holidays provides a natural opportunity to promote an appreciation for and respect of diversity. Learning opportunities should extend beyond Judeo-Christian beliefs; reflecting the diversity of global cultures.

1. Recognition of religious holidays will not dominate the educational program and must support curricular objectives.
2. All religions must be afforded equal dignity, but none advanced nor disparaged.
3. Decorations which are part of custom, that have no direct meaning (Christmas tree, Menorah) may be displayed. Tree decoration should not promote religion nor require student participation.

Hampton Board of Education

4. Programs should focus on seasonal rather than religious themes' inclusive of concerts, enrichment programs and Parent-Teacher Organization sales.
5. Performances which recognize holidays must be of an artistic nature, not religious. Religious music must not dominate any school program. Program selection should not, by their nature, exclude students from participation.
6. The Cafeteria staff will consider religious dietary restrictions when planning menus (non-meat meals, limiting pork to one menu choice).
7. Parents may exclude their children from programs involving the recognition of religious holidays or if celebration is in conflict with family beliefs. A written request for exclusion should be sent to the Principal.

Legal Reference: First Amendment, The United States Constitution

Engel v. Vitale, 370 U.S. 421 (1962)

Lenon v. Kurtzman, 403 U.S. 602 (1971)

Lee v. Weisman, 505 U.S. 577 (1992)

Lamb's Chapel v. Center Moriches Union Free School District, 508 U.S. 384 (1993)

Tentative Approval: 02/13/2007

Final Approval: 03/14/2007

Hampton Board of Education

6141.31

INSTRUCTION

BILINGUAL-BICULTURAL EDUCATION

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

Whenever it is ascertained that there are in any public school building within Hampton School District twenty or more eligible students classified as dominant in any one language other than English, the Board of Education shall provide a program of bilingual education for such eligible students for the following school year.

The Superintendent of Schools will require each School Principal to conduct a preliminary assessment of dominant language of all students in the district as follows:

1. From parents/guardians by personal contact in the student's presumed dominant language.
2. From parents/guardians by use of questionnaires in the student's dominant language.
3. From personal interviews in the presumed dominant language (grades 4-12 only).
4. From school records (only when unable to use one of the methods described in la 1c.)

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

A meeting shall be held with the parents/guardians of eligible students to explain the benefits of the language program options available in the district. A student will be placed in a bilingual program if the parent(s)/guardian(s) elect this option.

An eligible student for the bilingual program shall be limited to no more than thirty (30) months, excluding summer school and time spent in two-way language programs, in a bilingual program. The program must continuously increase the use of English for instruction and provide that more than 50% of instruction be in English by the end of a student's first year in the program.

The progress made by each student in the bilingual education program in meeting the English mastery standard developed by the State Department of Education shall be assessed annually. Students not meeting the English mastery standard or those demonstrating limited progress shall be provided with additional language support services which may include, but are not limited to, English as a second language program, sheltered English programs, English Immersion programs, summer school, after-school assistance, homework assistance and tutoring. Transition services offered to students who have not mastered English after thirty months in a bilingual program may not include bilingual education. Students meeting the state standard shall leave the program. The date of initiation into the district's bilingual program and the date and results of the required assessments shall be documented on the student's permanent record card.

Hampton Board of Education

Eligible students enrolling in a secondary school with less than thirty (30) months remaining before graduation shall be assigned to an English as a Second Language program. He/she may also be provided with additional services designed to enable the student to speak, write, and comprehend English by the time the student graduates and to assist the student meet the course requirements for graduation.

Optional: A limited English proficient student is as defined in Title VII of the Improving America's Schools Act of 1994, P.L. 103-382. A student is considered to have limited English proficiency if he/she was not born in the United States or comes from a country where English is not the dominant language; and has sufficient difficulty reading, writing, speaking and understanding English that he/she may not be able to learn successfully in an English-language classroom or participate fully in American society.

Students who are in their first year of enrollment in a U.S. school and participating in the bilingual education program or English as a Second Language program for a period of ten (10) months or less (one school year) may be exempted from participation in the Connecticut Mastery Test (CMT) or Connecticut Academic Performance Test (CAPT) programs. This exemption applies to the areas of reading and writing but not to mathematics nor science (beginning in 2007-2008). The mathematics test may be taken with accommodation if necessary.

Any limited English proficient student who has been enrolled from ten to twenty months and who scores below standard on the English mastery test administered in the month prior to the administration of the statewide mastery examinations may be exempted from participation in the Connecticut Mastery Test (CMT) or Connecticut Academic Performance Test (CAPT) programs.

The district, when required to provide a bilingual education program, shall also investigate the feasibility of instituting two-way language programs starting in kindergarten.

Legal Reference: Connecticut General Statutes

10-14q Exceptions (as amended by PA 02-7, 5/9/02 Special Session)

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

10 17a Establishment of bilingual and bicultural program.

10 17d Application for and receipt of federal funds.

10 17e Definitions.

10 17f Required bilingual education.

10 17g Application for grant. Annual evaluation report.

10-76e Definitions.

10 146f Waiver of certification requirements for bilingual teachers.

State Board of Education Regulations

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

Title VII of the Improving America's School Act of 1994. P.L. 103-382

Tentative Approval 02/13/2007

Final Approval 03/14/2007

Hampton Board of Education

6141.311

INSTRUCTION

LIMITED ENGLISH PROFICIENCY PROGRAM

In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have limited English proficiency (LEP) will be identified, assessed and provided appropriate services.

The Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a Second Language instruction.

The Superintendent or his/her designee shall implement and supervise an LEP program that ensures appropriate LEP instruction and complies with federal and state laws and regulations.

The Superintendent or his/her designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the LEP program, including:

1. Program goals.
2. Student enrollment procedures.
3. Assessment procedures for program entrance, measurement of progress, and program exit.
4. Classroom accommodations.
5. Grading policies.
6. List of resources, including support agencies and interpreters.

The District shall establish procedures for identifying students whose language is not English. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.

Students whose dominant language is not English should be enrolled in the District upon proof of residency and proof of required immunizations and health examination. Students shall have access to and be encouraged to participate in all academic and extracurricular activities of the district.

Students participating in LEP programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

Hampton Board of Education

The LEP program shall be designed to provide instruction that meets each student's individual needs, based on the assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards.

The LEP program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.

At the beginning of each school year, the District shall notify parents of students qualifying for LEP programs regarding the instructional program and parental options, as required by law. Parents will be regularly apprised of their student's progress. Communications with parents shall be in the language understood by the parents, whenever possible.

The District shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

Legal Reference: Connecticut General Statutes
10 17 English language to be medium of instruction. Exception.
10 17a Establishment of bilingual and bicultural program.
10 17d Application for and receipt of federal funds.
10 17e Definitions.
10 17f Required bilingual education.
10 17g Application for grant. Annual evaluation report.
10-76e Definitions.
10 146f Waiver of certification requirements for bilingual teachers.
P.A. 99-211 An Act Improving Bilingual Education.

State Board of Education Regulations
10 17h 1 to 10 17h 15. Programs of bilingual education.
Title VI, Civil Rights Act of 1964
Bilingual Education Act. 20 U.S.C. §§7401 et seq. as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act. Title III, Sections 3001-3304 of HR1, No Child Left Behind Act of 2001, P.L. 107-110.

Tentative Approval 02/13/2007

Final Approval 03/14/2007

Hampton Board of Education

6141.312

INSTRUCTION

MIGRANT STUDENTS

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

This program will include a means to:

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

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

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

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

Migratory Child/Student Definition

A. A “migratory child” means a child who:

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

B. Move or Moved means a change from one residence to another residence that occurs due to economic necessity.

C. Migratory Agricultural Worker means a person has moved from one school district to another in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.

Hampton Board of Education

D. Migratory Fisher means a person who, in the preceding 36 months has moved from one district or another in order to obtain temporary employment or seasonal employment in fishing work.

Legal Reference: No Child Left Behind Act of 2001, §1301 et seq., 20 U.S.C. §6391 et seq.,

34 C.F.R. §200.40 - 200.45.

Federal Register – July 29, 2008 – Final Rule

34 C.F.R. Part 2000

Tentative Approval: 04/27/2011

Final Approval: 05/25/2011

Hampton Board of Education

6141.32

INSTRUCTION

TECHNOLOGY AND INSTRUCTION

In addition to instructional materials and audio-visual materials, an increasing field of technological aids and equipment become integral parts of districts instructional programs. Computers, telecommunications equipment and laser technology all have a variety of applications across the curricula.

The Board of Education wants all students, by the end of grade 12, to be independent, competent, responsible and confident users of information and technology and to be able to apply related strategies for acquiring basic skills and content knowledge, collaborating with others, communicating ideas, solving problems and pursuing personal interests.

When budgeting for computers and related technology, the Board may seek outside funding for computer hardware and software, as well as funds for training programs. Cooperative purchasing/leasing agreements through the education service district are another means of economizing.

The Board fully embraces the program goals for information and technology literacy contained in the Connecticut Information and Technology Curriculum Framework.

In all its technological purchases, training programs and applications, the District should seek to further its basic instructional goals and the goals contained within the aforementioned Framework.

Legal Reference: Connecticut General Statutes
10-221 Boards of education to prescribe rules.

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6141.321

INSTRUCTION

TELECOMMUNICATIONS/INTERNET - ACCEPTABLE USE

The school district believes in the educational value of communications, the Internet, and electronic information services, and recognizes their potential to support its educational program, the curriculum and student learning. Resource sharing, communications, and innovation capabilities for both students and teachers have been increased with access to telecommunications and to the Internet. The district will make every effort to protect students and teachers from any misuses or abuses as a result of experience with an electronic information service. It is therefore imperative that members of the school community conduct themselves in a responsible, decent, ethical, and polite manner while using any network. Further, they must abide by all local, state and federal laws.

Guidelines for General Use

It is important to recognize that with increased access to computers and people all over the world also comes the availability of controversial material that may not be considered of educational value in the context of the school setting. Further, the school district recognizes the importance of each individual's judgment regarding appropriate conduct in maintaining a quality resource system. While this policy does not attempt to articulate all required or proscribed behavior, it does seek to assist in such judgment by providing the following guidelines.

1. All use of the Internet, electronic services or any telecommunications network must be support of educational objectives or research.
2. Any electronic mail accounts shall be used only by the authorized owner of the account. Account owners are ultimately responsible for all activity under their account.
3. All communications and information accessible via a network should be assumed to be private.
4. Any use of the district's computing resources or networks for illegal or inappropriate purposes accessing materials that are objectionable in a public school environment, or supporting such activities, is prohibited. Language that is deemed to be vulgar is also prohibited. Illegal activities shall be defined as a violation of the intended use of the service or network. Inappropriate use shall be defined as a violation of the intended use of the service or network. Objectionable is defined as materials that are identified as such by the rules and policies of the Board of Education that relate to curriculum materials and textbook adoption.
5. Any use of telecommunication opportunities for commercial purposes financial gain, product advertisement, political lobbying, or attempt to disrupt the use of the services by others, is prohibited.
6. The Board of Education has no control of the information on the Internet. Other sites accessible via the Internet may contain material that is illegal, defamatory, inaccurate, or potentially offensive to some people.
7. Violations of the provisions stated in this policy may result in suspension or revocation of access privileges to the Internet, electronic services or district networks.

Hampton Board of Education

The Superintendent shall identify one administrator as the "District Internet Administrator" who will have responsibility for implementing this policy, establishing procedures, and supervising access privileges.

Guidelines for Student Use

Student use of electronic services is considered to be a privilege. Students at the elementary level may use telecommunications or the Internet only when supervised by a teacher or teacher aide. Guidelines for the use of these electronic services by elementary students will be developed by the District Internet Administrator.

Students in grades 6-12 who wish to use electronic services and networks that are available to them may do so provided that they:

1. Read and agree to the Acceptable Use Policy;
2. Sign Internet Use Agreement" (contract);
3. Obtain the signature of one parent/guardian (if under the age of 18) on the contract;
4. Have at least one teacher sign the contract form as a sponsor; and
5. Submit the completed contract to the designated person in each building.

Any parent or student who wishes to appeal any decision relative to Acceptable Use Policy should contact the District Internet Administrator.

Legal Reference: Connecticut General Statutes
51a-182b Harassment in the first degree: Class D Felony (as amended by PA 95-143)
20 U.S.C. Section 6777, No Child Left Behind Act
20 U.S.C. 254 Children's Internet Protection Act of 2000
47 U.S.C. Children's Online Protection Act of 1998

Tentative Approval: 02/13/2007

Final Approval: 03/14/2007

Hampton Board of Education

6141.322

INSTRUCTION

COMPUTERS: WEB SITES/PAGES

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

Materials displayed on web sites are published on the Internet. Therefore, the content should be professional quality and consistent with the education mission of the school system. Web sites shall follow standards for ethical behavior in regard to information and technology by showing respect for the principles of intellectual freedom, intellectual property rights and the responsible use of information and technology. Pages shall reflect an understanding that both internal and external audiences will be viewing the information

Any pages or links representing the school district shall follow guidelines and responsibilities pertaining to content standards, student records, copyright, and technical standards which are contained in the administrative regulations which accompany this policy.

(cf. 1110 - Communications with the Public)

(cf. 5125 - Student Records)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6145.3 - Publications)

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

(cf. 6162.6 - Use of Copying Device, Copyrights)

(cf. 6163.3 - Instructional Resources for Students/Live Animals in the Classroom)

Legal Reference: Connecticut General Statutes

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

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

10-209 Records not to be public.

11-8a Retention, destruction and transfer of documents

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

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

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

Hampton Board of Education

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

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

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

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6141.323

INSTRUCTION

INTERNET ACCEPTABLE USE: FILTERING

The Hampton School District is fortunate to have access to the Internet. This access provides increased opportunities for students and staff to conduct research and to communicate locally, nationally, and internationally.

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

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

1. Professional development opportunities to help teachers integrate the use of the Internet into classroom teaching.
2. Use of the computers, computer systems, software electronic access privileges and networks shall be restricted to those users who have signed the District's "Acceptable Use Policy." In the case of minors, the "Acceptable Use Policy" must also be signed by the student's parent or guardian.
3. Implementation of a system developed to filter out Internet sites with content considered unacceptable for student viewing. A committee of teachers, parents, and administrators shall be used to receive appeals from users who have a specific use in mind for a filtered site.

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

The District recognizes its responsibility to educate students regarding appropriate behavior on social networking and chat room sites about cyberbullying. Therefore, students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response.

(cf. 6141.321 - Acceptable Use of the Internet)

(cf. 6141.322 - Web Sites/Pages)

Legal Reference: Connecticut General Statutes

1-213 Access to public records. Exempt records.

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

10-209 Records not to be public.

Hampton Board of Education

11-8a Retention, destruction and transfer of documents

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

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HR 4577, Fiscal 2001 Appropriations Law (contains Children's Internet Protection Act)

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

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

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

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

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

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

Tentative Approval: 08/22/2012

Final Approval: 09/26/2012

Hampton Board of Education

6141.8

INSTRUCTIONS

SCHOOL READINESS/DAY-CARE

The critical importance of the early years in determining the educational development of children is recognized by the Board of Education. Insofar as resources permit, programs designed to help meet the physical, emotional, social and intellectual needs of preschool children ages three and four are encouraged. Such programs shall promote the health and safety of children and prepare them for formal schooling. In the utilization of resources, however, including available space, first priority is assigned to the regular school program for grades K through 12. A cooperative arrangement with another school district may be considered.

The Board directs the Superintendent, in cooperation with the chief elected official of the town, to develop and submit a plan to the State Department of Education which fulfills the requirement of C.G.S. 17b-749a and which enables the district to seek funding on a competitive grant basis established for this purpose.

In addition, recognizing the need to fulfill the statutory program requirements for school readiness programs, detailed in C.G.S. 10-169, the Board directs that an emphasis shall be placed on a plan for the incorporation of appropriate pre-literacy practices and teacher training in such practices and professional development for staff which includes, but is not limited to, training in pre-literacy skills development and designed to assure respect for racial and ethnic diversity.

The Board regards parental involvement and community cooperation as an integral part of this program. A local school readiness council, its composition and duties specified by statute, shall be formed and convened by the Superintendent.

Legal Reference: Connecticut General Statutes

17b-749a Establishment of school readiness program. Council as amended by PA 97-259 An Act Concerning School Readiness and Child Day Care.

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6142

INSTRUCTION

BASIC INSTRUCTIONAL PROGRAM

The basic instructional program shall be prescribed by the Board and be in accordance with the law.

Although learning experiences offered students vary according to their individual needs and abilities, the instructional program will be designed to give all students a common body of skills, understandings, attitudes, and knowledge needed for living in a democratic society.

An atmosphere fostering healthy growth shall prevail, recognizing in which ability encouraging excellence and providing a model of productive life as a model to emulate.

As required by law the Board shall provide a program of instruction which shall include at least the following subject matter as taught by legally qualified teachers, the arts; career education; consumer education; health and safety; including, but not limited to, human growth and development, nutrition, first aid, disease prevention, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention, and safety, which may include the dangers of gang membership, and safety and accident prevention; instruction on acquired immune deficiency syndrome (AIDS); language arts, including reading, writing, grammar, speaking and spelling; mathematics, physical education; science; social studies, including, but not limited to, citizenship, economics, geography, government and history; and in addition, on at least the secondary level, one or more foreign languages and vocational education.

Language arts may include American sign language or signed English, provided such subject matter is taught by a qualified instructor under the supervision of a certified teacher.

The implementation of these programs shall be the responsibility of the building Principals.

Optional: (District choice)

Holocaust education and awareness, the historical events surrounding the Great Famine in Ireland, African-American History, Puerto Rican History, Native American History, and Personal Financial Management shall also be provided as part of the district's program of instruction.

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study. (as modified by PA 97-45, PA 97-61 and PA 08-153

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. Training of personnel.

Tentative Approval: 02/13/2007

Final Approval: 03/14/2007

Hampton Board of Education

6142.1

INSTRUCTION

FAMILY LIFE EDUCATION

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

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

To comply with the provisions of the No Child Left Behind Act, the Superintendent will, in writing, notify the professional staff of the federal requirements concerning sex education and the prohibitions and restrictions concerning distribution of contraceptives or materials that encourage sexual activities. The District will comply with federal guidelines concerning age appropriate sex education.

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

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

Legal Reference: Connecticut General Statutes
10-16c State board to develop family life education curriculum guides.

10-16d Family life education programs not mandatory.

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

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

20 U.S.C. 7906 No Child Left Behind Act of 2001
Policy adopted:

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6142.10

INSTRUCTION

HEALTH EDUCATION PROGRAM

The Board recognizes that student health and success in school are interrelated. Schools cannot achieve their primary mission of education if students are not healthy and fit physically, mentally and socially. In order to play a proactive role in preventing disabling chronic health conditions, unnecessary injury and disease, to help students learn to take responsibility for their own health and to adopt health-enhancing attitudes and behaviors, the District shall adopt a comprehensive health education program consistent with the requirements of state and federal law.

The District's program will be developed in cooperation with staff, parents, members of the community and state and local agency representatives, as appropriate, and adopted by the Board.

The input of students will be encouraged. Development of the District's program will be guided by the following goals:

1. Each District school shall be a safe and healthy place for students and employees to learn and work, with a climate that nurtures learning, achievement and growth of character;
2. All students shall be taught the essential knowledge and skills they need to become health literate - that is, to make health-enhancing choices and avoid behaviors that can damage their health and well being;
3. Each District school shall be organized to reinforce students' adoption of health-enhancing behaviors and staff shall be encouraged to model healthy lifestyles; and
4. School leaders shall ensure that the nutrition health services and social services students need in order to learn are provided, either at the school site or in cooperation with other community agencies.

Contributing to the fulfillment of the above-stated goals and in conformity with state statute, the Board requires that in all District schools, full-time students shall be provided a daily lunch program of not less than twenty (20) minutes. In addition, all students enrolled in elementary school shall have included in the regular school day, time devoted to physical exercise, of not less than twenty minutes in total, except that this requirement may be altered by a Planning and Placement Team (PPT) for a child requiring special education and related services according to state and federal law, as may be amended from time to time.

Note: the new legislation requiring the daily period of physical activity for students in elementary school does not spell out types of activity. It can be a combination of planned physical education classes, recess, and/or teacher-directed classroom activities.

School employees (*teacher, substitute teacher, administrator, superintendent, guidance counselor, psychologist, social worker, nurse, physician, paraprofessional, coach, or any other individual working in a District school, who in the performance of his/her duties has regular contact with students and provides services to or on behalf of students enrolled in a District school, pursuant to a contract with the Board of Education*) refrain from denying a student's participation in the entire time devoted to physical exercise in the regular school day as a form of

Hampton Board of Education

discipline or punishment, nor should they refrain from cancelling it for instructional makeup time. In addition, any student in kindergarten through grade twelve shall not be required to engage in physical activity as a form of discipline.

In addition, it is the intent of the Board that District schools take a proactive effort to encourage students to make nutritious food choices. Food and beverages sold or served in District schools shall include nutritious food choices. Food and beverages sold or served in District schools shall include nutritious, low-fat foods and drinks, which may include, but shall not be limited to, low-fat dairy products, natural fruit juices and fresh or dried fruit at all times when food or drink is available for purchase by students during the school day.

The Superintendent will develop administrative regulations as needed for the implementation of this policy, including a process for the regular review and evaluation of the District's program.

Presented: 12/21/2016

Final Approval: 01/25/2017

6142.101

INSTRUCTION

STUDENT NUTRITION AND PHYSICAL ACTIVITY (SCHOOL WELLNESS POLICY)

Student wellness, including good nutrition and physical activity, shall be promoted in the district's educational program, school activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296)

Goals for Nutrition Education

The goals for addressing nutrition education include the following:

- The district will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
- The District will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive school health education curriculum and will be integrated into other classroom content areas, as appropriate.

Goals for Physical Activity

The goals for addressing physical activity include the following:

- The district will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a standards-based, developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.
- Unless otherwise exempted, all students will be required to engage in the District's physical education program.
- Institute of Child Nutrition Guidelines for Foods will be available in schools

In keeping with the implementation of the healthy food certification program under C.G.S. 10-215f.

Students will be offered nutritious food choices consistent with the current Dietary Guidelines for Americans and ***My Plate***, published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education in addition to federal and state statutes. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food and beverage sales that compete with the District's nonprofit food service in compliance with the Child Nutrition Act. The District shall prohibit the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold to students separately from school meals meet the Connecticut Nutrition Standards. All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute.

In keeping with the implementation of the healthy food certification program under C.G.S. 10-215f.

All sources of food sales to students must comply with the Connecticut Nutrition Standards including, but not limited to, cafeteria a la carte sales, vending machines, school stores and fundraisers. The District shall ensure that

Hampton Board of Education

all beverages sold to students comply with the requirements of state statute. The District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

Monitoring

The Superintendent shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy.

Community Input

The Superintendent will invite suggestions and comments concerning the development, implementation, periodic review and improvement of the school wellness policy from community members, including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, members of the Board of Education, school administrators, and the public.

Evaluation of Wellness Policy

In an effort to measure the implementation of this policy, the Board of Education designates the Superintendent as the person who will be responsible for ensuring that each school meets the goals outlined in this policy.

The District will make available to the public an assessment of the implementation, including the extent to which the schools are in compliance with policy and a description of the progress being made in attaining the goals of this policy.

(cf. 3542 - Food Service)

(cf. 3542.33 - Food Sales Other Than National School Lunch Program)

(cf. 3542.34 - Nutrition Program)

(cf. 3452.45 - Vending Machines)

(cf. 6142.6 - Physical Education)

(cf. 6142.61 - Physical Activity)

(cf. 6142.62 - Recess/Unstructured Time)

(cf. 6142.10 - Health Education)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

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

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

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

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

10-216 Payment of expenses.

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

10-215f Certification that food meets nutrition standards.

10-221o Lunch periods. Recess.

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

Hampton Board of Education

10-221q Sale of beverages.

Regulations of Connecticut State Agencies

10-215b-1 Competitive foods.

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

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

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

Nutrition Standards in the National School Lunch and School Breakfast Programs, 7 CFR Parts
210 & 220

Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296, 42 U.S.C. 1751

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

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

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

The District promotes healthy schools by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children. Improved health optimizes student performance potential and ensures that no child is left behind.

Presented: 2/22/17

Final Approval: 3/22/17

Hampton Board of Education

6142.2

INSTRUCTION

READING/LANGUAGE ARTS

Reading and language skills are integral parts of all phases of the learning process. Each individual, therefore must learn to speak, read, write, and listen to words in order to function effectively in school and society. Since it is primarily with words that ideas and thoughts are communicated, it is imperative that the individuals develop competency in the reading and language arts areas for self-fulfillment, effective communication, creative expression, and to assume a productive role in society. Each individual must be provided with an educational program at his or her level of ability and achievement. Such a program will emphasize the differentiation of instruction, flexible grouping, and a multi-modality approach.

Recognizing the importance of establishing the appropriate foundation during the primary grades and its statutory requirements, the Board of Education will develop and implement a three year plan to improve the reading skills of students in grades K through 3 inclusive. The goal of such plan is to have all students attain the state's reading competency standard.

The Superintendent is directed to include in the plan:

1. The specific instructional methods, strategies and activities that will be used to teach reading;
2. Ways to assess and help students in danger of not learning to read by the end of first grade;
3. Periodic evaluations of students' reading levels;
4. More time for instructing students who do not progress or who read below grade level;
5. In-service training for elementary school teachers in how to teach reading and language arts;
6. Ways to involve parents in addressing their children's reading problems;
7. Ongoing data collection and monitoring of program effectiveness; and
8. A school and public library partnership to improve pre-reading and reading skills.

REQUIREMENTS FOR PRIORITY SCHOOL DISTRICTS:

A summer reading program shall be offered to children enrolled in kindergarten who are determined by their teachers to need additional reading and reading readiness instruction.

Annually, commencing after July 1, 2006, in the middle and at the end of the school year, the reading level of students in grades one through three, inclusive, shall be determined in relation to measures established by the State Board of Education. Each school shall provide a reading program for students determined to be substantially deficient in reading that incorporates the competence required for early reading success and effective reading instruction as delineated in C.G.S. 10-2211. If a student is determined to be substantially deficient in reading based

Hampton Board of Education

on a middle of the school year or end of the school year evaluation, the parents/guardians shall be notified of such result. A personal reading plan will be developed and implemented for the student. Such plan shall include additional instruction, within available appropriations, such as but not limited to, tutoring, an after-school, school vacation, or weekend program or a summer reading program.

Personal reading plans pursuant to this legislation shall be (1) reviewed and revised as appropriate after each evaluation or state-wide examination, as appropriate, (2) discussed with the provider of the additional instruction, and (3) given to the student's parent/guardian and include recommendations for reading strategies that the parent/guardian can use at home. In providing additional instruction, preference shall be given first to elementary schools and then to middle schools, with the highest number of students who are substantially deficient in reading.

Promotion of students with personal reading plans from first, second, or third grade shall be based on documented progress in achieving the goals of the personal reading plan or demonstrated reading proficiency. The Principal must justify in writing to the Superintendent the decision to promote a student from first, second or third grade who is substantially deficient in reading. A personal reading plan that incorporates the competencies required for early reading success and effective reading instruction as delineated in C.G.S. 10-2211 shall be maintained for a student who is substantially deficient in reading until the student achieves a satisfactory grade level proficiency as determined by a reading evaluation or state-wide examination.

Subject to the provisions of legislation and within available appropriations, each local and regional board of education for a priority school district shall require for the 2006-2007 school year, and each school year thereafter, students in grades one to three, inclusive, who, based on an end-of-the year evaluation, are determined to be substantially deficient in reading, to attend school the summer following such evaluation. The superintendent of schools may exempt an individual student from such requirement, upon the recommendation of the school principal, based on the student's progress with the student's personal reading plan. If a student does not receive such an exemption, has been offered the opportunity to attend a summer school program and fails to attend summer school, the local or regional board of education shall not promote the student to the next grade.

Beginning in the 2006-2007 school year and each year thereafter, boards of education for priority school districts, shall, within available appropriations, require District schools to develop and implement a personal reading plan for each student who fails to meet the state-wide standard for remedial assistance on the reading component of the third, fourth, or fifth grade mastery examination unless the school principal determines that such additional instruction is not necessary based upon the recommendations of the student's teacher.

The Board of Education for a priority school district school may require, within available appropriations, (1) for the 2005-2006 school year, students in the fourth and sixth grades in schools under its jurisdiction who fail to make progress with the additional instruction provided in their personal reading plans to attend school during the summer following the school year in which the student fails to make such progress, and (2) for the 2006-2007 school year, and each school year thereafter, students in the schools under its jurisdiction who fail in fourth, fifth or sixth grade to make progress with the additional instruction provided in their personal reading plans to attend school the summer following the school year in which they failed to make such progress. The Superintendent of Schools may exempt an individual student from such requirement upon the recommendation of the school principal. If a student does not receive such an exemption, has been offered the opportunity to attend a summer school program and fails to attend summer school, the Board of Education shall not promote the student to the next grade.

Legal Reference: Connecticut General Statutes

Hampton Board of Education

10-220a In-service training. Professional development. Institutes for educators. Cooperating and beginning teacher programs, regulations.

10-221h Plan to improve reading skills.

10-265g summer reading programs required for priority school districts. Evaluation of student reading level. Personal reading plans.

10-266p Priority school district grant program.

P.A. 06-135 Budget Implementer Act

Policy adopted:

Tentative Approval: 2/13/07

Final Approval: 3/14/07

6144

INSTRUCTION

CONTROVERSIAL ISSUES

Controversial issues are those subjects about which there are significant differences of opinion based on differing values people bring to an issue; as a basic educational competency, students should develop abilities to deal with controversial issues.

Controversy is inherent in the democratic way of life, and study and discussion of controversial issues is essential to citizenship education in a free society. Students can become better informed individuals through examining evidence, facts, and differing viewpoints; by exercising freedom of thought and moral choice; and through making responsible decisions. Perpetuation of the fundamental principles of American society requires opportunities for students to read, to gather information, to speak, to hear alternative viewpoints, and to reach honest judgments according to individual abilities.

Teachers shall help students identify and evaluate relevant information, learn the techniques of critical analysis, and make independent judgments. They must reinforce students' rights to present and support personal conclusions with those who have opposing points of view. Teachers should also develop student interest in objective re-examination of long-standing issues, and of newly significant issues, and promote vigorous exchanges of ideas. Although teachers have the right to express personal viewpoints and opinions, they do not have the right to indoctrinate students with their personal views.

- (cf. 1312 Public Complaints)
- (cf. 4118.21 Academic Freedom)
- (cf. 5145.2 Freedom of Speech/Expression)
- (cf. 6161 Equipment/Books/Materials: Provision/Selection)

Legal Reference: Connecticut General Statutes

31-51q Liability of employer for discipline or discharge of employee on account of employee's exercise of certain constitutional rights.

Keyishian v. Board of Regents 395 U.S. 589, 603 (1967)

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

Tentative Approval: 04/24/2013

Final Approval: 05/22/2013

Hampton Board of Education

6145.2

INSTRUCTION

INTERSCHOLASTIC/INTRAMURAL ATHLETICS

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

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

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

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

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

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

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

(cf. 5141 - Student Health Services)
cf. 6145 - Extra Class Activities)

Legal Reference: Connecticut General Statutes
10-149 Qualifications for coaches of intramural and interscholastic athletics.
Stratton, PPA v. St. Joseph's High School, Bridgeport Superior Court, June 4, 1986 (12 CT 26)9/87.

Tentative Approval: 02/13/2007

Final Approval 03/14/2007

Hampton Board of Education

6145.3

INSTRUCTION

STUDENT PUBLICATIONS

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

Freedom of speech and expression in student publications as guaranteed by the First Amendment is to be observed scrupulously by the administration, faculty and students. Consequently, student speech shall be limited in officially sponsored student publications only if there is a legitimate pedagogical reason to do so. The administration shall develop regulations to provide guidance on such legitimate pedagogical reasons.

(cf. 5145.2 – Freedom of Speech/Expression)

(cf. 5144 – Controversial Issues)

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

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

Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562 (1988)

Tentative Approval: 02/13/2007

Final Approval: 03/14/2007

Hampton Board of Education

6145.41

INSTRUCTION

SCHOOL PRODUCTIONS

Student productions are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board of Education shall encourage the development of school theatrical productions.

The Board recognizes that students have rights to free expression in student theatrical productions. Consequently, student speech shall be limited in officially sponsored student theatrical productions only if there is a legitimate pedagogical reason to do so. The administration shall develop regulations to provide guidance on such legitimate pedagogical reasons.

Definition

School productions shall refer to any performance involving student participants and prepared for an audience, either within or outside the regular school day. Productions shall include, but not be restricted to, concerts, plays, variety shows and exhibits.

Requirements

School productions involving students shall meet the following criteria:

1. Performances and productions shall contribute to educational goals and objectives and shall not substantially disrupt regularly scheduled school activities or classes.
2. Include content that adheres to constitutional requirements for separation of church and state.
3. Encourage inclusiveness and reflect sensitivity to diversity, race, religion, disability and ethnicity.
4. Consideration by the faculty of the maturity levels of students and appropriate standards of theatrical taste.
5. Performances shall be approved in advance by the principal.
6. Sponsors shall avoid the extended use of a particular student group.
7. Arrangements shall be made to provide proper supervision and to assure that participating students conduct themselves in a way that brings credit to the school.
8. Performances that are scheduled outside school hours are preferred. Student productions shall not contain speech which:
 - a. is vulgar, indecent or obscene;

Hampton Board of Education

- b. contains libelous comments, personal attacks or abusive language such as language defaming a person's character, race, religion, ethnic origin, gender, family status, or disability;
- c. causes or clearly threatens to cause a material and substantial disruption of normal school functions or school activities;
- d. encourages the commission of unlawful acts or the violation of lawful school rules; or
- e. promotes any product or service not permitted to minors by law.

Students may appeal a faculty advisor's or principal's decision to restrict production.

(cf. 6145.3 - Publications)

(cf. 6145.4 - Student Performances)

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

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

Hazelwood School District v. Kuhlmeir, 484 U.S. 260 (1988)

Tentative Approval: 2/13/07

Final Approval:03/14/07

Hampton Board of Education

6145.8

INSTRUCTION

SCHOOL ACTIVITY FUNDS

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

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

(cf. 3454 - School Activity Funds)

Legal Reference: Connecticut General Statutes

10-237 School activity funds.

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6146.1

INSTRUCTION

GRADING/ASSESSMENT SYSTEMS

It is the philosophy of this district that students respond more positively to the opportunity for success than to the threat of failure. The district seeks, therefore, through learner objectives and its instructional program, to make achievement both recognizable and possible for students. Achievement will be emphasized in the process of evaluating student performance.

Evaluation of student progress is a primary responsibility of the teacher. The highest possible level of student achievement is a common goal of both school and home. A close working relationship between home and school is essential to the accomplishment of this goal. Regular communication with parents or guardians, utilizing a variety of means, about the scholastic progress of their student is a basic component of this working relationship. It is the responsibility of the school and individual staff members to keep parents or guardians well informed.

Regularly used report cards, combined with scheduled parent-teacher conferences, and other communication vehicles helps promote a process of continuous evaluation of student performance.

The grading and reporting systems as developed by the administration and faculty are subject to the approval of the Superintendent and Board of Education.

(cf. 5124 - Reporting to Parents)

Legal Reference: Connecticut General Statutes

Presented: 10/24/18

Final Approval:11/28/18

Hampton Board of Education

6146.11

INSTRUCTION

GRADING/ ASSESSMENT SYSTEMS

THE CHANGING OF A GRADE

Under normal circumstances, a grade awarded by a teacher will be final. However, as a part of a principal's supervisory responsibility, a student's grade may be altered/adjusted if the grade has been erroneously computed or recorded.

If in the judgment of the principal or superintendent a grade should be altered/adjusted for any other reason, the change must be approved by the Board of Education at a regularly scheduled meeting.

Tentative Approval: 09/02/99

Final Approval: 10/07/99

Hampton Board of Education

6146.2

INSTRUCTION

STATEWIDE PROFICIENCY/MASTERY EXAMINATIONS

Each student enrolled in grades three through eight inclusive and grade ten shall take a statewide mastery examination (measuring whether or not a student has mastered essential grade level skills in reading, language arts and mathematics). Science shall be added to the examination in the 2007-2008 school year. The mastery examination shall be provided by and administered under the supervision of the State Board of Education.

Student scores on each component of the statewide tenth grade mastery test (CAPT) may/shall be included on the permanent record and transcripts of students.

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

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

Special education students shall participate in mastery testing except in the rare case when their Planning and Placement Team determines that participation would be inappropriate and recommends the use of an alternative assessment as specified by the State Board of Education.

The provisions on mastery testing shall not apply to any student enrolled for ten months or less in a bilingual program, or English as a Second Language program.

Any alternate assessment, including the CMT/CAPT Skills Checklist, of students enrolled in special education, shall be available only to those students with significant cognitive disabilities. In compliance with federal law, out-of-level testing is not an option for students enrolled in special education.

Hampton Board of Education

In compliance with federal legislation, a participation standard of 95 percent of the total school population, as well as for each subgroup (e.g. race/ethnicity, gender, special education, bilingual/ESL, eligibility for free and reduced lunch), will be the participation goal.

(cf. 5121 - Examination/Grading/Rating)

(cf. 6146 - Graduation Requirements)

(cf. 6162.31 - Test Exclusion)

Legal Reference: Connecticut General Statutes

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

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

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

10-14q Exceptions (as amended by PA 01-205)

PL 107-110 - Title I, 34 CFR Part 2000

Tentative Approval: 02/13/2007

Final Approval: 03/14/2007

Hampton Board of Education

6146.21

INSTRUCTION

STATEWIDE PROFICIENCY/MASTERY EXAMINATIONS

RELEASE OF STUDENT CMT WRITING SAMPLE

The Board recognizes that mandated statewide assessments are one indicator of the success and quality of the District's educational program. Further, individual test data, in combination with other criteria, can provide an indication of individual student achievement.

To assist in the improvement of the District's writing program, the District is the electronic recipient of the CMT Direct Assessment of Writing Test student responses. Individual student responses can be viewed and printed as needed from the CD in compliance with parental and student rights established under the Family Educational Rights and Privacy Act (FERPA). The Board recognizes that these test documents are to be considered education records and are subject to the parental/student rights and privacy requirements established under FERPA and contained in the Board policy pertaining to student records.

The release of these test papers also fulfills an informational purpose. In keeping with the recommendation of the Connecticut State Department of Education, the District will not provide for a general release of these writing samples to all parents. The District, however, will provide a copy of an individual student's writing sample response to the student's parents/guardians after such parent/guardian has either contacted the State Department of Education or the District directly requesting such a release.

A copy of the individual's student's writing sample and an explanation of the scoring process and the reasons why the student's paper received the score affixed to it will be made by trained District personnel in the scoring process utilized for the CMT writing sample. Such trained personnel, when deemed necessary, may request a review of the sample and possible rescoring in situations where it is determined to be potentially mis-scored. The review shall follow the procedures and timelines established by the State Department of Education. All review requests must be based "on an exceptional basis," take place within thirty calendar days of receipt of the writing sample in the District and have the written approval of the Superintendent.

(cf. 5125 - Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes

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

10-14q Exceptions

PL 107-110 - Title I, 34 CFR Part 200

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

7-109 Destruction of documents.

Hampton Board of Education

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

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

10-209 Records not to be public..

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

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

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

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

Tentative Approval: 2/13/07

Final Approval: 3/14/07

6152

INSTRUCTION

GROUPING POLICY

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

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

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

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

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6153

INSTRUCTION

FIELD TRIPS

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

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

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6154

INSTRUCTION

HOMEWORK/MAKE-UP ASSIGNMENTS

General

Homework assignments are an integral part of student learning. Assignments shall be appropriate in amount and degree of difficulty for student ages, grade levels, and abilities. Assignments requiring research outside of the classroom and written reports are encouraged.

Guidelines for homework assignments approved by the Superintendent of Schools shall be used in course lesson planning, course objectives, and made available to students and parents.

Individual Help

Within limits prescribed by staffing availability and negotiated agreements, the Superintendent shall develop and implement extra-help instruction for students in need of such instruction in addition to regular classroom instruction. Extra-help sessions shall not interfere with regular classroom schedules, nor impose undue hardship on students, and shall not be considered extra-credit or enrichment classes.

Legal Reference: Connecticut General Statutes

10-221(b) Boards of education to prescribe rules, policies, and procedures re Board of Education responsibility to develop homework policies.

Tentative Approval: 5/9/07

Final Approval: 6/13/07

6159

INSTRUCTION

INDIVIDUALIZED EDUCATION PROGRAM/SPECIAL EDUCATION PROGRAM

Any child, whether a student of the school district, of pre-school age, or between the ages of three and 21 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a "special education planning and placement team" (PPT) which shall make an evaluative study to determine whether the child is a child with a disability as defined in state and federal statutes and if special education is required and to establish the scope of the special education program.

A parent of a child, the State Department of Education, other state agencies available to District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Initial evaluations using a variety of assessment tools and measures to gather relevant functional, developmental, and academic information, must be completed within 60 calendar days of the receipt of written parental consent, for the initial evaluation; or implement the student's IEP within 45 school days of a referral, (not counting the time necessary to obtain written parental consent to conduct the initial evaluation or to begin providing special education). The 45 school day requirement begins after the District receives a completed and signed PPT referral form or letter requesting a referral to the PPT process or per a timeline determined by the State. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

The timeline for implementation of an IEP must occur within 60 school days of the PPT referral in those situations in which a student's IEP requires an out-of-district or private placement (not including the time it takes to obtain written parental consent).

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child is identified as requiring special education.

Planning and Placement Team or Individualized Education Program Team

The term "individualized education program team" or "IEP Team" means a group of individuals composed of -

- (i) the parents of a child with a disability
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who -
 - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

Hampton Board of Education

- (II) is knowledgeable about the general education curriculum; and
- (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (vii) the school paraprofessional, if any, assigned to such child, and
- (viii) whenever appropriate, the child with a disability.

NOTE: An IEP Team member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the IEP Team prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets. The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Hampton Board of Education

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

Parents/Guardians and the District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

(a) **General.** The IEP for each child must include -

(1) An accurate statement of the child's present levels of academic achievement and functional performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including -

(i) How the child's disability affects the child's involvement and progress in the general education curriculum; or

(ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

(2) A statement of measurable annual academic and functional goals that aim to improve educational results and functional performance for each child with a disability, related to -

(i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum;

(ii) Meeting each of the child's other educational needs that result from the child's disability; and

(iii) Providing a meaningful opportunity for the child to meet challenging objectives.

Alternate Assessments

(iii) A statement of "benchmarks or short-term objectives" is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

The IEP/PPT Team may only recommend appropriate accommodation or use of alternate assessment, but may not exempt students with disabilities from the state assessment.

(3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child -

(i) To advance appropriately toward attaining the annual goals;

Hampton Board of Education

(ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and

(iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph;

(4) A school must offer an IEP that is “reasonable calculated to enable a child to make progress appropriate in light of the child's circumstances.” The child's educational program must be appropriately ambitious in light of his/her circumstances and every child should have the chance to meet challenging objectives. The IEP Team, in determining whether an IEP is reasonably calculated to enable a child to make progress should consider the child's:

- Previous rate or academic growth,
- Progress towards achieving or exceeding grade-level proficiency,
- Behaviors, if any, interfering with the child's progress, and
- Parent's input and any additional information provided by such parents.

The U.S. Supreme Court, in the *Endrew F* decision stated, “any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal. (137S.CT. at 99)

(5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;

(6) (i) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and

(7) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and

8) A statement of -

(i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and

(ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of -

(A) Their child's progress toward the annual goals; and

(B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year

Hampton Board of Education

(9) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

NOTE: In order to make FAPE available to each eligible child with a disability, the child's IEP must be designed to enable the child to be involved in, and maybe progress in, the general education curriculum (“the same curriculum as for nondisabled children which is based on a State's academic content standards. This alignment must guide, and not replace the individualized decision-making required in the IEP process.”)

(b) ***Transition services.***

(1) The IEP must include -

(i) For each student beginning not later than the first IEP to be in effect when the child is sixteen, and younger if appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

(ii) For each student beginning not later than the first IEP to be in effect when the child is sixteen, (or younger, if determined appropriate by the IEP Team), a statement of needed transition services for the student, including courses of study, needed to assist the child in reaching these goals:

(iii) For each student, who is at least fourteen years of age, and diagnosed with autism spectrum disorder, beginning not later than the date on which the first IEP takes effect, a statement of transition service needs which shall include appropriate transition assessments related to training, education, employment and where appropriate, independent living skills. In addition, the statement of transition needs shall include the transition services, including courses of study, needed to assist a child in reaching those goals. Such IEP shall be updated annually.

(iv) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.

(2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.

(c) ***Transfer of rights.*** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)

(d) ***Students with disabilities convicted as adults and incarcerated in adult prisons.*** Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.

Hampton Board of Education

(e) *Students with disabilities identified as deaf or hearing impaired.* For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which shall address;

- (i) the child's primary language or mode of communication;
- (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
- (iii) educational options available to the child;
- (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
- (v) the accessibility of academic instruction, school services and extracurricular activities to the child;
- (vi) Assistive devices and services for the child;
- (vii) Communication and physical environment accommodations for the child; and
- (viii) An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one. If the transfer involves districts within Connecticut, the District will provide services “comparable to those described in the previously held IEP,” until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services “comparable to those described in the previously held IEP,” until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Independent Educational Assessment

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Legal Reference: Connecticut General Statutes

Hampton Board of Education

[10-76a](#) Definitions

[10-76b](#) State supervision of special education programs and services. Regulations. (as amended by PA 12-173)

[10-76d](#) Duties and powers of Boards of Education to provide special education programs and services. (as amended by June Special Session PA 15-5, Section 277 and PA 19-49)

[10-76ff](#) Procedures for determining if a child requires special education

[10-76g](#) State aid for special education.

[10-76h](#) Special education hearing and review procedure.

PA 12-173 An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

[10-76jj](#) Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184)

SDE Guidance Addressing Timeline for Initial Evaluations, Dec. 21, 2018

State Board of Education Regulations

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

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

Rowley v. Board of Education, 485 U.S.-176 (1982)

Andrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

Hampton Board of Education

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)

Presented: 10/23/19

Final Approval: 12/19/19

Hampton Board of Education

6159.1

INSTRUCTION

INSTRUCTIONAL ARRANGEMENTS

TEACHER AIDES

The Board shall employ teacher aides to work under the general supervision of the Superintendent and to assist teachers in such duties as: (Optional Language: The Superintendent may employ teacher aides for supplementary instructional and non-instructional duties in the educational program in positions authorized by the Board. Teacher aides will assist teachers in such duties as:)

1. Managing and maintaining records, materials, and equipment.
2. Attending to the physical needs of children.
3. Performing other limited services to support teaching duties when such duties are determined and directed by a teacher or administrator.
4. Lunchroom duties.

Optional Language: Teacher aide means an adult school employee who works under the direction of the certified administrative and teaching staff in performing, within the limitations of training and competency, certain instructional and non-instructional functions in the school program.

In compliance with applicable legal requirements, the Board shall require all teacher aides/paraprofessionals with instructional duties that are newly hired in a Title I school program to have a secondary school diploma or its recognized equivalent and to have:

1. Completed at least two years of study at an institution of higher education;
2. Obtained an Associate's or higher degree; or
3. Met a rigorous standard of quality through a formal state or local academic assessment.

Teacher aides/paraprofessionals hired before January 8, 2002 have until January 1, 2006 to meet these standards. The district will not hire Title I paraprofessionals who do not meet these standards.

Exception to these requirements may be made with regard to paraprofessionals who act as translators or who coordinate parent involvement activities.

The Superintendent or his/her designee and/or the staff development committee shall develop an appropriate in-service program for paraprofessionals.

Hampton Board of Education

Paraprofessionals are employed so that the certified staff may direct their energies to the students' education. The Principal and the supervising teacher are jointly responsible for making final decisions related to the duties and responsibilities to be assigned to a paraprofessional.

(cf. 4222 - Teacher Aides/Paraprofessionals)

Legal Reference: 20 U.S.C. §1119(c) No Child Left Behind Act P.L. 107-110

Policy adopted:

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6161

INSTRUCTION

EQUIPMENT/BOOKS/MATERIALS: PROVISION/SELECTION

General

The Board of Education shall provide educational materials and equipment that support and enrich the curriculum and further the achievement of the school system's instructional goals.

Adoption of new textbooks shall require a two-thirds vote of all the members of the Board, notice of such intended change having been previously given at a meeting at least one week prior to the vote. Textbooks shall be defined as the primary or basic reading for students in a particular subject and student section in a semester or during the entire school year; supplemental and reference books shall not be considered to be textbooks.

Selection

Basic textbooks will be continuously reviewed to keep up with the expansion of knowledge and rapid changes in the world and to present balanced views on international, national, and local issues and problems of the past, present, and future. Textbooks should further:

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

Any textbook or learning material that will serve the function of a textbook must be processed through the district primary learning material adoption procedure and formally adopted by the Board of Education. This applies to a textbook or material that will be used as a primary learning tool on an ongoing basis with the majority of students in a class, course, or learning group within a class.

Primary learning materials are textbooks, paperback books, audiovisual kits, or other instructional materials which are:

- used for the duration of a course or school year; the majority of assignments are derived from such material.
- used by all students in a class, course, or learning group within a class.

Hampton Board of Education

The administration will develop and maintain a procedure for selecting materials which meets the aforementioned criteria. Such procedure shall include the opportunity for professional staff to analyze, evaluate, and recommend primary learning materials for adoption.

Instructional Materials

Basic textbooks, instructional materials, and equipment shall be furnished by the Board of Education for all district students with the following exceptions:

1. Individual project materials to be used in the industrial arts, homemaking, and art courses.
2. Materials to be used for special projects not required for credit in a course.
3. Personal clothing items worn for physical education and other in-school athletic activities.

The administration will develop rules for textbook selection which meet the above criteria, including:

1. analysis, evaluation, and recommendation by professional staff.
2. the opportunity for interested citizens in the district to review recommended textbooks.

According to state law, the Board of Education will make final textbook selections.

(cf. 1220 Citizens' Ad Hoc Advisory Committees)

(cf. 1312 Public Complaints)

(cf. 4118.21 Academic Freedom)

(cf. 5145.2 Freedom of Speech/Expression)

(cf. 6144 Controversial Issues)

Legal Reference Connecticut General Statutes

10-221 Boards of Education to prescribe rules.

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

10-228 Free textbooks, supplies, materials and equipment.

10-229 Change of textbooks.

President's Council, District 25 v. Community School Board no. 25, 457 F.2d 289 (1972), cert. denied 409 U.S.C. 998 (Nov. 1972)

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

Island Trees Union Free School District Board of Education v. Pico, 457 US 853 (1982).

Hampton Board of Education

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

Policy adopted:

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6161.1

INSTRUCTION

EVALUATION OF INSTRUCTIONAL MATERIALS

General

Instructional materials shall be evaluated consistently and systematically to insure high instructional standards to ensure compliance with Connecticut General Statutes, regulations of the State Board of Education, Board of Education policy and regulations.

These guidelines are not intended to supplant the professional judgment of staff who evaluate instructional materials — both student materials and teacher materials. Instead, they establish minimum standards for acceptability and provide criteria on which to judge instructional quality.

To portray accurately American cultural and racial diversity, and the male and female roles in our society, instructional materials should encourage students to understand the historical roles and contributions of women and minorities, the forces which shaped those roles and contributions, and how and why the contemporary roles and contributions of women and minorities are different.

Limitations

It may be inappropriate to require a pictorial or textual item to conform to these guidelines, for example in reprinting a story by a well-known author or in a painting by an artist which makes an important contribution to a particular instructional material. In such situations, discussion material should have been included which explains why a particular attitude was prevalent during a certain period in history, and how and why that attitude has changed.

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

Legal Reference: Connecticut General Statutes
10-18a Contents of textbooks and other general instructional materials

Tentative Approval: 2/13/07
Final Approval: 3/14/07

Hampton Board of Education

6161.2

INSTRUCTION

CARE OF INSTRUCTIONAL MATERIALS

Damaged and/or Lost Instructional Materials

The Board of Education may impose sanctions against students who lose or damage textbooks and other educational materials. The Superintendent is authorized by the Board to set regulations and adopt any guidelines necessary to carry out the wishes of the Board.

Legal Reference: Connecticut General Statutes

10-221(c) Boards of education to prescribe rules

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6161.21

INSTRUCTION

OVERDUE, DAMAGED, OR LOST INSTRUCTIONAL MATERIALS

The Board of Education has the responsibility to provide its students with textbooks, library books and other educational materials at no cost.

The student and/or the parents or guardians have an equal responsibility to care for these textbooks, library books and other educational materials.

In the event these textbooks, library books and other educational materials are damaged or lost, regardless of the reason, the student and/or the parents or guardians must pay for the materials at their replacement cost.

Failure to do so may result in the withholding of grades, report cards and transcripts; and/or non-participation in promotion or graduation exercises, extra-curricular activities and inter-scholastic athletics. If after consultation with the parents or guardians the accountability persists, the student may be assigned in-school suspension.

If any materials paid for are eventually returned to the school, all funds will be returned to the student and/or parents or guardians.

Legal Reference: Connecticut General Statutes

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

10-228 Free textbooks, supplies, materials and equipment.

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6161.3

INSTRUCTION

COMPARABILITY OF SERVICES

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

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

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

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

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

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

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

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

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

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

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

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

Presented: 06/27/18

Final Approval: 07/25/2018

6161.7

INSTRUCTION

USE OF PROPRIETARY SOFTWARE PRODUCTS

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

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

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

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

Backup Copies of Copyrighted Computer Software

Schools may lawfully make one copy of a copyrighted program. The following conditions must be met:

1. One and only one copy is made.

Hampton Board of Education

2. One copy should be labeled with the name of the program, name of the publisher, copyright holder, and computer compatibility.
3. Either the original or the copy is stored, and referred to as the "archival" copy. The copy used is referred to as the "circulating" copy.
4. The archival copy should be stored in a limited access area with appropriate temperature and humidity controls.
5. Only the circulating copy may be used.
6. If the circulating copy is no longer usable, another copy may be made from the archival copy.

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6162.3

RESEARCH: TESTING

TESTING PROGRAM

A plan of system-wide testing in addition to mandated statewide assessments, shall be developed and implemented as one indication of the success and quality of the district's total educational program. In the case of individual students, standardized achievement tests, in combination with other criteria, can provide an indication of student achievement. When appropriate, students may also be tested for mental ability, aptitude and interest.

The purposes of the district-wide testing program are to facilitate and provide information for the following:

1. Student Achievement -To produce information about relative student achievement so that parents/guardians, students and teachers have a baseline against which to monitor academic progress. Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student progress.
2. Student Counseling -To serve as a tool in the counseling and guidance of students for further direction and for specific academic placement.
3. Instructional Change -to provide data which will assist in the preparation of recommendations for instructional program changes to:
 - a. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation;
 - b. Help the professional staff formulate and recommend instructional policy; and
 - c. Help the Board of Education adopt instructional policies.
4. School and District Assessment -To provide additional indicators of the progress of the district toward established goals.

The testing program is an integral part of the district's needs assessment and evaluation programs. The program should be developed primarily for furnishing needed information to decision makers, including the Board, administrators, teachers, parents/guardians and students.

The needs of these various groups shall be clearly identified, and the testing program shall be limited to obtaining that information which is needed and useful.

In planning, every effort will be made to see that testing contributes to the learning process rather than detracts from it. Efforts Shall be made to incorporate necessary culture-free and culture-fair tests to assure reasonably accurate measurements.

The district shall not discriminate in the methods, practices and materials used for testing, evaluating and counseling students on the basis of sex, race, national origin, creed, sexual orientation or physical, mental,

Hampton Board of Education

emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

Parents shall be notified prior to any individual student testing, beyond that which is part of the regular classroom routine. Parental notification shall include the reason for the testing and an explanation of the test to be used. All such tests results shall be shared with parents.

Staff will receive in-service education in the use of designated tests, confidentiality issues and interpretation of test results.

A periodic review and evaluation of the district's testing program will be conducted. Policy adopted:

Tentative Approval: 02/13/2007

Final Approval: 03/14/2007

Hampton Board of Education

6162.31

INSTRUCTION

TEST EXCLUSION

The Board of Education believes that the annual assessment of student and district progress is a vital component of the instructional process. It is recognized that some students may need to be excluded from the system-wide testing program and/or the statewide mastery testing program because of unique exceptionalities. All exclusions shall be made as a result of the Planning and Placement Team process.

Special education students shall participate in mastery testing except in the rare case when their Planning and Placement Team determines that participation would be inappropriate and recommends the use of an alternative assessment as specified by the State Board of Education.

(cf. 6141.31 - Bilingual-Bicultural Education)

(cf. 6146.2 - Statewide Proficiency/Mastery Examinations) (cf. 6171 - Special Education)

Legal Reference:

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

10- 14n Statewide mastery

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

10-14p Reports by local and regional boards reinstruction improvement and student progress

10-14q Exceptions

Tentative Approval: 02/13/2007

Final Approval: 03/14/2007

Hampton Board of Education

6162.4

INSTRUCTION

SCHOOL VOLUNTEERS

The Board of Education recognizes the importance of school volunteers. Volunteers can provide for expanded collaboration between the school and community, enhance the school's educational environment and ultimately enrich students' school experience.

School volunteers provide services which enrich existing school programs. Volunteers may be parents, senior citizens or other persons interested in assisting in the school.

The school volunteer is a non-paid person who helps in the school under the direction of the school Principal or his/her designee.

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6162.51

INSTRUCTION

SURVEY OF STUDENTS

Surveys can be a valuable resource for schools and communities in determining student needs for educational services. When a survey is used, every effort should be made to ask questions in a neutral manner to ensure the accuracy of the survey.

Administrators, teachers, other staff members and the Board of Education may use surveys for many purposes. Such purposes may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related, to a specific subject or units. These are examples of surveys and not intended to be an all-inclusive listing. Administrative approval is required for surveys. Responses will not be used in any identifying manner.

Surveys used in any experimental program or research project will be subject to the requirements of Policy 6141.11. Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program.

Prior to administering a survey, the Board of Education must approve all that are received by the Superintendent that include reference to any of the factors listed below. In addition, no student may, without parental consent, take part in a survey, analysis, or evaluation that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parents;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
8. religious practices, affiliations or beliefs of the student or the student's parent/guardian.

Surveys conducted for other agencies, organizations or individuals must have the recommendation of the Superintendent of Schools and the approval of the Board of Education as to content and purpose. The results of such approved surveys must be shared with the Board of Education.

Hampton Board of Education

Parents/guardians shall have the right to inspect, upon their request, a survey created by a third party before the survey is administered or distributed by a school to a student. Such requests shall be made in writing with a response to be at least two weeks in advance of any survey to be given.

For surveys not funded in any part by the federal government, parents/guardians need not give written consent, but must instead be given prior notice of the survey with the opportunity to opt their child out of participation if the survey elicits information concerning any of the eight protected areas listed above

Overall survey results following decisions must be shared with all parties who request such information.

Parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy and when enrolling students for the first time in district schools. This notification must explain that parent/guardians, or students 18 or older, have the right to "opt the student out of participation," in writing, in the following activities;

1. The collection, disclosure and use of personal information gathered from students for the purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students, such as:
 - a. College or other post-secondary education recruitment, or military recruitment;
 - b. Book clubs, magazines and programs providing access to low-cost literary products;
 - c. Curriculum and instructional materials used in schools;
 - d. Tests and assessments;
 - e. Student recognition programs; and
 - f. The sale by students of products or services to raise funds for school-related activities;
2. The administration of any survey that delves into the restricted sensitive subject areas identified and listed above, or
3. The administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law.

Note: The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening.

The term "personal information" means individually identifiable information including a student's or parent's name, address, telephone number, or social security number.

Hampton Board of Education

Parents/guardians of a student shall also have the right to inspect, upon request, any instructional material used as part of the educational curriculum. The District shall grant reasonable access to instructional material within a reasonable period of time after a parental request is received.

Note: The term "instructional material" means instructional content that is provided to a student, regardless of format. It does not include tests or academic assessments.

(cf. 6141.11 - Curriculum Research/Experimental Projects)

(cf. [6161](#) - Equipment, Books and Materials: Provision/Selection)

(cf. [6161.1](#) - Evaluation/Selection of Instructional Materials)

(cf. 6161.12 - Reconsideration of Materials)

Legal Reference: Elementary and Secondary Education Act of 1965, 20 U.S.C. §1232h Protection of Pupil Rights Amendment, as amended by the Every Student Succeeds Act, Pub. L. 114-95

Regulation 34 CFR Part 98 (PPRA Regulations)

Presented: 06/27/18

Final Approval: 07/25/18

Hampton Board of Education

6162.6

INSTRUCTION

COPYRIGHT LAW COMPLIANCE

The Board of Education acknowledges the necessity of complying with federal laws governing the use of copyrighted material.

Infringement on copyrighted material, whether prose, poetry, graphic images, music, video or computer code, is a serious offense against federal law and contrary to the ethical standards required of staff and students alike.

The Board therefore requires that all reproduction of copyrighted material be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as "fair use"*, under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form.

"fair use" - An exception to the exclusive rights enjoyed by copyright owners is the doctrine of fair use. The fair use of a copyrighted work for purposes of teaching, scholarship, or research is not an infringement of copyright. The following factors shall be considered in determining fair use:

1. The purpose and character of the use, including whether the use is of a commercial nature or for non-profit educational purposes.
2. The nature of the copyrighted work.
3. The amount and importance of the portion used in relation to the copyrighted work as a whole.
4. The effect of the use upon the potential market for or value of the copyrighted work.

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

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6164

INSTRUCTION

INDIVIDUAL SERVICES AND DIAGNOSTIC COUNSELING

The school district shall provide services to individual students, or groups of students, who exhibit evidence of causes, largely external to the school, which may be interfering with their school progress.

Such services will be provided by professional staff, or consultants who have special training in psychology, social work, sociology, guidance, or have exhibited a special ability to help students improve their performance aspirations.

Presented:09/26/18

Final Approval: 10/24/18

Hampton Board of Education

6164.12

INSTRUCTION

ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

Education is the best way to prevent the spread of AIDS, and through learning the facts about AIDS, students are better able to make decisions which will keep them healthy and even save their lives. Various school district curricula, including health curricula, science curricula, and social studies curricula among others shall include information on AIDS — both its cause and prevention.

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

Legal Reference: Connecticut General Statutes

10-19(b) AIDS education.

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Reapproval: 11/28/18

Hampton Board of Education

6164.11

INSTRUCTION

DRUGS, TOBACCO, ALCOHOL

Because use of these harmful agents has a deleterious effect on the health and welfare of the users and far-reaching detrimental consequences to users, families, and society, efforts shall be made by staff to reduce student use of harmful drugs, tobacco and alcohol.

The professional staff shall be provided information and skills to acquaint them with problems of drug, tobacco, and alcohol use and in recognition of the symptoms of such use. At least annually, and as other appropriate opportunities arise, teachers in each grade shall emphasize the effect of alcohol, nicotine, tobacco and drugs on health, character, citizenship, and personality development -in both health education programs and in other contexts.

The Superintendent shall make use of in-service training sessions for both certified and non- certified staff to achieve the goals of this policy; full cooperation with community agencies shall be given wherever such cooperation is advantageous to students.

(cf. 5131.6 - Drugs, Tobacco, Alcohol)

Legal Reference: Connecticut General Statutes 10-16b Prescribed courses of study.

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

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

10-19b Advisory councils on drug abuse prevention.

10-220 Duties of boards of education.

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

Presented:09/26/18

Final Approval: 10/24/18

Hampton Board of Education

6164.2

INSTRUCTION

GUIDANCE SERVICES

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

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

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

The guidance program shall provide a positive correction of antisocial behavior of students and shall strive to prevent such behavior initially.

Legal Reference: Connecticut General Statutes
10-21 Vocational guidance.

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6164.4

INSTRUCTION

IDENTIFICATION OF SPECIAL NEEDS & ABILITIES

The Board of Education recognizes each student is unique, and, although for most students the regular school program is appropriate, many students have exceptional needs that can't be met with regular programming only.

The Superintendent of Schools shall:

1. develop and promulgate regulations and procedures to identify students with exceptional needs;
2. develop plans for assessment and evaluation of specific needs of each student identified to have exceptional needs. The assessment plan shall be a description in ordinary language of procedures, tests, records, or reports proposed for use in student assessments.

The search and assessment plans shall be consistent with provisions of federal and state laws and regulations.

(cf. 6159 Individualized Education Plans)

Legal Reference: Connecticut General Statutes

10-76a et seq. Special education.

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

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

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

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6171

INSTRUCTION

SPECIAL EDUCATION

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

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes which govern special education. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s)/surrogate parent to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardians(s), and representation by counsel, and a review procedure.

The Board of Education in fulfilling its legal duties and responsibilities for providing special education programs for the students of the school district, shall be assisted through membership in the Regional Service Center and through cooperative associations with other school districts.

If necessary, students may also be placed in private school education facilities.

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

(cf. [5145.71](#) - Surrogate Parent Program)

Legal Reference: Connecticut General Statutes

[10](#) 76a Definitions.

[10](#) 76b State supervision of special education programs and services. (as amended by PA 12-173)

[10](#) 76c Receipt and use of money and personal property.

Hampton Board of Education

[10 76d](#) Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 0048, PA 06-18 and June Special Session PA 15-5, Section 277)

[10 76e](#) School construction grant for cooperative regional special education facilities.

[10 76f](#) Definition of terms used in formula for state aid for special education.

[10 76g](#) State aid for special education.

[10 76h](#) Special education hearing and review procedure. Mediation of disputes.

[10 76i](#) Advisory council for special education.

[10 76j](#) Five year plan for special education.

[10 76k](#) Development of experimental educational programs.

[10 76m](#) Auditing claims for special education assistance.

[10 76a 1 et seq.](#) Definitions

[10 76d 1 through 10 76d 19](#) Conditions of instruction

[10 76h 1 through 10 76h 2](#) Due process

[10 76l 1](#) Program Evaluation

[10 145a 24 through 10 145a 31](#) Special Education (re teacher certification)

[10-2641](#) Grants for the operation of interdistrict magnet school programs

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

American with Disabilities Education Act, 20 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.

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

P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act

20 U.S.C. §6368 (3) The No Child Left Behind Act

Hampton Board of Education

Bd of Ed of the City School District of the City of New York v. Tom F. 128S.Ct. 1, 76 U.S.L.W. 3197 (2008)

Rowley v. Board of Education, 485 U.S.-176 (1982)

Andrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)

Presented: 06/27/18

Final Approval: 07/25/18

Hampton Board of Education

6171.2

INSTRUCTION

SPECIAL EDUCATION

PRESCHOOL SPECIAL EDUCATION

The Board of Education recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services for which they are eligible. The Board authorizes the Superintendent of Schools to establish administrative practices and procedures to carry out this responsibility. Such administrative practices and procedures shall include:

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

The Planning and Placement Team's responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability.

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

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

Legal Reference: Connecticut General Statutes
10-76a Definitions.

Hampton Board of Education

10-76b State supervision of special education programs and services.
10-76c Receipt and use of money and personal property.
10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114)
10-76e School construction grant for cooperative regional special education facilities.
10-76f Definition of terms used in formula for state aid for special education.
10-76g State aid for special education.
10-76h Special education hearing and review procedure. Mediation of disputes.
10-76i Advisory council for special education.
10-76j Five-year plan for special education.
10-76k Development of experimental educational programs.
State Board of Education Regulations.
10-76m Auditing claims for special education assistance.
10-76a-1 et seq. Definitions.
10-76b-1 through 10-76b-4 Supervision and administration.
10-76d-1 through 10-76d-19 Conditions of instruction.
10-76h-1 through 10-76h-2 Due process.
10-76l-1 Program Evaluation.
10-145a-24 through 10-145a-31 Special Education (re teacher certification).
34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.
American with Disabilities Act, 42 U.S.C. §12101 et seq.
Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.

Tentative Approval: 04/27/2011

Final Approval: 05/25/2011

Hampton Board of Education

6172

INSTRUCTION

ALTERNATIVE EDUCATION PROGRAMS

The Board endeavors to provide an educational program adjusted to the needs of the individual child within the financial means of the District. Grouping enables a more efficient use of staff in meeting these needs. Program adaptations provide another means of using staff efficiently and effectively to meet the needs of many children.

When the needs of special individuals or groups cannot be met through adaptation or independent study, the Superintendent of Schools shall investigate and propose to the Board for approval alternative programs and facilities, which are in compliance with Guidelines for Alternative Education Settings promulgated by the Connecticut State Department of Education.

(cf. 6172.11 – Relations with Charter Schools)

(cf. 6172.12 – Magnet Schools)

(cf. 6172.2 – Remedial Instruction)

(cf. 6172.21 – Supplementary Services)

(cf. 6172.41 – Title I Program)

(cf. 6172.6 – Virtual/Online Courses)

Legal Reference Connecticut General Statutes

10-4p(b) Implementation plan to achieve resource equity and equality of opportunity. Assessment. Reports. (as amended by PA 15-133)

10-15 Towns to maintain schools.

10-16 Length of school year.

10-158a Cooperative arrangements among towns. School building projects. Student transportation.

10-220 Duties of boards of education (as amended by PA 15-133)

10-223h(c) Commissioner's network of schools. Turnaround committees. Operations and instructional audit. Turnaround plans. Report. (as amended by PA 15-133)

PA 15-133 An Act Concerning Alternative Education

Presented: 07/26/17

Approved: 08/23/17

Hampton Board of Education

6172.1

INSTRUCTION

GIFTED CHILDREN PROGRAM

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

The school district shall provide educational programs for the gifted and talented including a broad spectrum of learning experiences to:

1. broaden and deepen knowledge and to develop skills necessary for the student to function successfully in society;
2. encourage students to excel in areas of special competence and interest.

Though early identification of the gifted and talented is important, it is essential that the identification of these students be recognized as an initial step in a continuing educational process. Also, special abilities and skills appear at different times in children's lives.

Legal Reference: Connecticut General Statutes

10-76a-(e) Definitions.

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

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6172.21

INSTRUCTION

SUPPLEMENTARY SERVICES

In order to supplement the learning opportunities for low-income students in District Title I schools and to comply with federal law (NCLB), if a Title I school does not make AYP for three consecutive academic years, its low-income students shall be eligible to receive approved supplemental educational services at district expense. If the school continues to fail to make AYP these students shall continue to be eligible for supplemental services. The District shall not provide supplemental services to students if their original school is no longer identified for school improvement, corrective action, or restructuring.

Supplemental educational services are defined as tutoring and other supplemental academic enrichment services that are in addition to the instruction provided during the regular school day. The services shall be of high quality designed to increase student achievement on state assessments (CMT, CAPT). If funds are insufficient to pay for services for all eligible students, the District shall give priority to the lowest achieving students. Similarly, if the number of spaces at approved supplemental service providers is too few, given the number of eligible students, the District shall institute fair and equitable procedures for serving students. The District shall take steps to assure that the needs of disabled students and LEP students are met in the provision of supplemental services.

The District shall select supplemental service providers from a list of state approved providers.

Families of eligible students shall be notified annually that supplemental services are available. The notification shall include the identity and qualifications of providers and describe the services each provides and inform families that staff is available to help them select an appropriate service provider for their child. Parents may select the provider for their children from the approved list.

The identity of students receiving supplemental services is to be held in confidence and not disclosed without parental consent.

Legal Reference: 20 U.S.C. 1116(e) No Child Left Behind Act

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6172.3

INSTRUCTION

PARENT INSTRUCTION OF CHILDREN AT HOME

Parents wishing to educate children in the home may do so in compliance with Connecticut General Statutes and regulations of the Connecticut State Board of Education. When parents or guardians are willing to discuss their decision for equivalent education at home with school personnel, school district staff shall explain the advantages of a public school education to such parents or guardians without any criticism of parental choices.

When parents/guardians choose to educate their children at home, the school district shall provide whatever reasonable assistance it can to ensure such children benefit appropriately from home instruction.

If decisions are made by parents or guardians to return children who for a time have been educated at home to local schools, school staff shall provide an appropriate return to the public schools.

Children educated at home are considered to be non-public school students and are not part of the system's educational responsibility and are not part of the school system.

Legal Reference: Connecticut General Statutes

[10-184](#) Duties of parents.

[10-220](#) Duties of Boards of Education.

Regulations of the Connecticut State Board of Education

Presented: 01/23/19

Final Approval: 02/27/19

Hampton Board of Education

6172.4

INSTRUCTION

TITLE I PARENT INVOLVEMENT

The Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child's schooling.

Pursuant to federal law, the District will develop jointly with, agree on with and distribute to parents of children participating in the Title I program a written parent involvement policy.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental involvement.

In addition to the required annual meeting, at least three additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the district level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

Each school in the District receiving Title I funds shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting State standards.

Hampton Board of Education

The "School-Parent Compact" shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extra-curricular time; and
3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Note: Districts with more than one school participating in a Title I program may wish to consider the establishment of a district wide parent advisory council.

(cf. 1110.1 - Parent Involvement)

(cf. 6161.3 - Comparability of Services)

Legal Reference: Improving America's Schools Act, P.L. No. 103-382, Sec. 1112 Local Educational Agency Plans.

Improving America's School Act (IASA), P.L. 103-382.

PL 107-110, "No Child Left Behind Act of 2001," Title I - Improving the Academic Achievement of the Disadvantaged, Sec. 1118

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6172.41

INSTRUCTION

TITLE I PROGRAMS

The Superintendent or his/her designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

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

Title I Parental Involvement

The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

District-Level Parental Involvement Compact

The Superintendent or his/her designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parental Involvement Compact

Each Building Principal or his/her designee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

(cf. 3541 - Transportation)

(cf. 5111 - Admission)

(cf. 5117.1 - Intra-district Choice)

(cf. 5118.1 - Homeless Students)

(cf. 5125 - Student Records)

(cf. 5145.14 - On-Campus Recruitment)

Hampton Board of Education

(cf. 5145.15 - Directory Information)

(cf. 6141.311 - Programs for Limited English Proficient Students)

(cf. 6141.312 - Migrant Students)

(cf. 6159.1 - Teacher Aides)

(cf. 6162.51 - Student Privacy)

(cf. 6172.4 - Title I Parent Involvement)

Legal Reference: Title I of the Elementary and Secondary Education Act, 20 U.S.C. §6301-6514.

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6173

INSTRUCTION

HOMEBOUND INSTRUCTION

When students are able to benefit from homebound instruction, it shall be provided, at home or in a hospital or other health setting as necessary, within two weeks of a student's first absence under one or more of the following conditions which are expected to cause student absence from regular instruction for a period of three or more school weeks:

1. When recommended by the Planning and Placement Team either as the student's entire program or as a supplement to his or her regular school program.
2. A physician indicates that the student is unable to attend schools for medical reasons.
3. The student has a handicap which prevents him/her from learning in a school setting, or his/her presence in school constitutes a hazard to his/her or other students' safety and welfare.
4. A special education program is being planned.
5. A student is pregnant or in a postpartum period. When a student is pregnant or has given birth, the Planning and Placement Team should consult her physician to determine when and for how long home instruction is in the best interest of the student.
6. Parents or guardians are unwilling to accept a special education program offered and homebound instruction is the most satisfactory and economically feasible alternative.
7. The Planning and Placement Team recommends homebound instruction as a supplement to the student's in-school program.

Homebound and hospitalized instruction shall be provided for at least one hour per day, or five hours per week, for children in grades kindergarten through six and at least two hours per day, or ten hours per week, for children in grades seven through twelve.

Student on home or hospital instruction shall be provided appropriate special education services in accordance with individual needs.

Legal Reference: State Board of Education Regulations
10-76d-15 Homebound and hospitalized instruction

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6177

INSTRUCTION

USE OF COMMERCIALY PRODUCED VIDEO RECORDINGS/DVDS

Videotapes/DVDs will be selected and assigned to give support directly to instructional learning objectives contained within the Board approved curriculum.

Videotapes/DVDs, when used, shall be selected for their direct relevance to the instructional program. General selection criteria should include quality of the overall work and its individual parts, fair and accurate representation of the facts, the reputation and significance of the writer, director, and/or performer.

Videotapes/DVDs shall not be used for recreation or entertainment, or for other than planned instructional purposes.

Legal Reference: Publication 94-553; The Copyright Act of 1976, 17 U.S.C. 101 et seq. and 1980 amendments

Tentative Approval: 2/13/07

Final Approval: 3/14/07

6180

INSTRUCTION

EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Board of Education recognizes that education is a continuous process that cannot be satisfactorily achieved without the coordination and cooperation of all components of the entire system. To achieve the highest quality of education on all levels, a critical appraisal of the program as it operates in each school and at each level is essential. The purposes of evaluation of instruction are to:

1. indicate instructional strengths and weaknesses;
2. provide information needed for advance planning;
3. provide data for public information;
4. show the relationship between achievement and the school system's stated goals; and
5. check on the suitability of the instructional program in terms of community requirements.

A continuing evaluation will be conducted at the school and system-wide level. The needs as shown by this evaluation will be listed on a priority basis. School improvement programs will be aimed at meeting these needs.

The administration shall submit an annual report to the Board stating the strengths and weaknesses of the school program. Plans for correcting the weaknesses will be a part of the report.

Legal Reference: Connecticut General Statutes
10-76d(g) Duties and powers of boards of education to provide special education
programs and services.
Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq.

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6181

INSTRUCTION

EVALUATION OF SPECIAL EDUCATION PROGRAM

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

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

The Superintendent shall make interim reports if any programs are significantly less satisfactory than expected and the necessary adjustments made to improve them.

The Superintendent shall ensure that each student's individualized education plan is reviewed periodically and at least annually.

Legal Reference: State Board of Education Regulations
10-76d-1 - 10-76d-19 Duties and powers of boards of education to provide special
education programs and services.

Tentative Approval: 2/13/07

Final Approval: 3/14/07

Hampton Board of Education

6200

INSTRUCTION

ADULT/CONTINUING EDUCATION

The Board recognizes that education is a lifelong process. Therefore, the Board of Education shall establish and maintain a program of adult education classes. The adult education program shall be open to all residents over age 16, not attending any public or private elementary, middle or senior high school. A student who is under age 16 and a mother may attend adult education classes if her request is approved by the Board. The program shall offer a variety of subjects to serve civic, cultural, vocational, and avocational needs of the community. Course offerings shall be determined by response to courses previously given and by newly arising needs and interests, subject to limitations of the plant, personnel and equipment.

Classes shall be made available at fees to be established by the Board of Education. No tuition shall be charged for residents who enroll in adult classes for elementary and high school completion, Americanization and United States citizenship and English for adults with limited English proficiency. Other courses, including adult literacy and/or parenting skills, may be given only when the number of interested adults is sufficient to form a class of proper size, and when a qualified teacher, adequate facilities and appropriate supervision can be made available.

The District shall grant an adult education diploma to those adult education program participants who have satisfactorily completed a minimum of twenty (20) adult education credits, of which not fewer than four shall be in English; not fewer than three in mathematics; not fewer than three in social studies, including one in American history; not fewer than two in science; and not fewer than one in the arts or vocational education. The requirements for an adult education diploma shall consist of satisfactory completion of a minimum of twenty adult education credits, of which not fewer than four shall be in English; not fewer than three in mathematics; not fewer than three in social studies, including one in American History and at least one-half credit course in civics and American government; not fewer than two in science; and not fewer than one in the arts or vocational education.

Adults in Day Secondary School Programs

Adults who are residents of the school district may enroll in day classes at the high school level on a space available basis. The selection of classes available to adults will be determined by the high school Principal, in consultation with the Superintendent. A registration fee will be charged and applications will be processed through the Assistant Principal or designee and Guidance Offices of the high school. Adults enrolled in day secondary classes will abide by all student rules and regulations established by the high school.

(cf. 5134 - Married/Pregnant Students)

Legal Reference: Connecticut General Statutes

10-67 Adult education-definitions

10-69 Adult education.

10-71 State grants for adult education programs.

10-73b Grants for adult education services of programs conforming to state plan.

10-73c Basic adult education programs.

Tentative Approval: 2/13/07

Final Approval: 3/14/07