

INSTRUCTION

ARTICLE 6

SERIES 6000

AIDS 2

INSTRUCTIONAL MATERIALS: PROVISION/SELECTION/CARE..... 3

TITLE I PARENT INVOLVEMENT..... 5

STUDENT NUTRITION AND PHYSICAL ACTIVITY: STUDENT WELLNESS 7

PHYSICAL EDUCATION: HEALTH AND FITNESS CURRICULUM 9

CONTROVERSIAL ISSUES 10

VIRTUAL HIGH SCHOOL : ONLINE COURSEWORK 11

GRADUATION REQUIREMENTS..... 12

AIDS

In accordance with Public Act 88-112 and Connecticut General Statutes 10-19(c), LEARN shall offer planned, ongoing and systematic instruction of Acquired Immune Deficiency Syndrome (AIDS). The content of such instruction will be developmentally based and consistent with objectives that are developed for specific grade or grade equivalency levels. Such instruction will be provided consistent with the Individual Education Plan established for individual students at their yearly Planning and Placement Team meetings. LEARN permits parents or guardians to exempt their child from such instruction upon receipt of a written request from the parent or guardian.

Policy Adopted: April 12, 1990
LEARN

INSTRUCTIONAL MATERIALS: PROVISION/SELECTION/CARE

Provision

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

Textbooks, instructional materials and equipment shall be furnished by the Board of Directors for all LEARN students. The following exceptions apply:

1. Individual project materials to be used in such subjects as technical education, family and consumer science 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.

Selection

Instructional materials, including textbooks, should be updated as part of the ongoing curriculum development cycle. The following guidelines should be used in order to select the most appropriate instructional materials:

1. Instructional materials, including textbooks, should be aligned with the written curriculum. These materials are used to implement the curriculum, not to replace the curriculum.
2. The curriculum committee for a given subject area should develop criteria for selection of instructional materials and evaluate materials according to the criteria.
3. Instructional materials should provide students with activities designed to foster higher order thinking skills.
4. Instructional materials should foster a respect for cultural and ethnic diversity.
5. Teachers should have in-service training in the use of new curricular materials prior to implementation of the materials.
6. Instructional materials should be developmentally appropriate for students.

The administration will develop a process for the selection of new instructional materials that meets the above criteria. By state statute, the Board will make the final selection decision for new textbooks. Other instructional materials will be selected by the certified staff.

Selection of Reading Assignments and Other Instructional Materials

Pupil reading assignments and other instructional materials shall be selected with regard to a pupil's

maturity and capacity to understand the material.

However, no students shall be required to read material, which their parents/guardians find distasteful for any ethical or religious reason.

Care

A record shall be kept of all LEARN-owned books which are issued to students in LEARN elementary and secondary schools/programs. The record shall include the specific number of the book, the condition of the book at the time it is issued and the name of the student to whom it is issued.

Every book issued shall bear the stamp of LEARN.

Each teacher shall conduct regular book inspections. When a textbook is damaged or lost, the student responsible shall be required to pay an assessment cost of the damaged or lost book in order to replace the book.

Legal References: Connecticut General Statutes
10-15c Discrimination in public schools prohibited. School attendance by five-year-olds. (as amended by PA 80-405)
10-221 Boards of education to prescribe rules. (as amended by 81-257; 82-137 Re: sanctions that may be imposed against pupils who damage or fail to return textbooks, library materials or other educational 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 Nov. 1972
Minarcini v Strongsville city School District, (541 F.2d. 577 (6th Cir. 1976))

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

Policy Adopted: May 10, 2001

LEARN

TITLE I PARENT INVOLVEMENT

The LEARN Board of Directors endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the “parent” also includes guardian and other family members involved in supervising the child’s schooling.

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

At the required annual meeting of LEARN staff and Title I parents, parents will have opportunities to participate in the design, development, operation and evaluations of the program for the next school year. Parents will also have the opportunity to bring comments, if they are satisfied or dissatisfied with the school’s Title I program, to the executive level. The Title I “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, will be jointly developed. The “School-Parent Compact” will:

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 his and/or her child’s learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to the child’s education and positive use of extra-curricular time; and
3. Address the importance of parent-teacher communication with, at a minimum, parent-teacher conferences, reports to parents, and reasonable access to staff.

In addition to the required annual meeting, at least one additional meeting at each school will be held for parents of children participating in the Title I program. School meetings will be scheduled at various times of the day and/or evenings to provide optimum parent participation. The meeting objective is 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 level students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings by providing

on-site childcare.

The parents of children identified to participate in Title I programs will receive 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 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 child at home.

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

Improving America's Schools 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

Policy Adopted: Draft November 13, 2003
December 12, 2003

LEARN

STUDENT NUTRITION AND PHYSICAL ACTIVITY: STUDENT WELLNESS

The LEARN Board of Directors believes that LEARN programs should make a significant contribution to the general well-being of each student, promoting healthy schools by supporting wellness, good nutrition and regular physical activity as part of the total learning environment.

Children who eat well-balanced meals and are physically healthy are more likely to learn in the classroom. The link between good nutrition and good education is clearly demonstrated by better attendance, higher test scores, and fewer behavioral problems in school. Therefore, it is the policy of the LEARN Board of Directors to provide to students:

- A comprehensive nutrition program consistent with federal and state requirements.
- Access at reasonable cost to foods and beverages that meet established nutritional guidelines.
- Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
- Curriculum and programs for grades PreK-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.
- Accurate information related to these topics as part of the program curriculum to students and their families.

The Executive Director or designee shall be responsible to monitor District schools, programs, and curriculum to ensure compliance with this policy, related policies and established guidelines or administrative regulations.

Each Director or designee shall report to the Executive Director or designee regarding compliance in his/her school. Staff members responsible for programs related to student wellness shall report to the Executive Director or designee regarding the status of such programs.

Wellness Council

LEARN shall establish a Wellness Council or Councils. Representation may include: an administrator, the Food Service Director, school nurse, teacher(s), coach, students and parents/guardians. The Councils shall use state and other appropriate resources to guide its activities.

Each Wellness Council shall serve as an advisory committee regarding student health and nutrition issues.

- The Wellness Council may develop and recommend informational materials that will assist in implementing this policy.
- The Wellness Council may examine related research and laws, assess student needs and the current school environment, review existing Board policies and administrative regulations, and raise awareness about student health issues.
- The Wellness Council may survey parents/guardians and/or students; conduct community forums or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budget established for these purposes.
- The Wellness Council may make policy recommendations to the Board related to other health issues necessary to promote student wellness.
- The Wellness Council shall provide periodic reports to the Executive Director or designee regarding the status of its work, as required.

Federal statute requires the designation of one or more persons within LEARN (or at each program as appropriate) who is charged with the operational responsibility for ensuring that LEARN complies with its own student wellness policies/procedures.

Legal Reference:

Connecticut General Statutes.

10-16b Prescribed courses of study.

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

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of the State Board of Education re: feeding programs; competitive foods.

10-215d Regulations re: nutrition standards for school breakfasts and lunches.

10-216 Payment of expenses.

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

PA 04-224 An Act Concerning Childhood Nutrition in Schools, Recess, and Lunch Breaks.

National School Lunch Program and the School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol. 45, No. 2, January, 1980).

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

Connecticut State Board of Education Regulations

Federal Statutes and Regulations.

Adopted: May 11, 2006

Revised: April 14, 2011

LEARN

PHYSICAL EDUCATION: HEALTH AND FITNESS CURRICULUM

The Executive Director or his/her designee shall adopt and implement a comprehensive health and fitness curriculum consistent with the curriculum frameworks of the Connecticut Department of Education. The curriculum of LEARN programs will provide opportunities for developmentally appropriate instruction for grades PreK-12.

All students in grades PreK through eight shall complete not less than 20 minutes in total for each regular school day of physical education and/or physical activity. The provision of 20 minutes of physical exercise during recess or during classroom learning must not replace physical education class. This includes instruction and practice in basic movement and fine motor skills, progressive physical fitness, and wellness activities through age-appropriate activities. All high school students are required to complete one-half course credit of health and physical education annually. LEARN Programs shall strive to offer a variety of health and fitness classes at the high school level in order to encourage the lifelong pursuit of healthy lifestyles.

Suitable adapted physical education classes shall be included in the Individual Education Plans for students with chronic health problems, other disabling conditions, or other special needs which preclude such student's participation in regular physical education instruction or activities.

Students at the elementary level should have the opportunity to participate in daily recess and physical activity. LEARN programs shall provide daily recess period(s) for elementary school students featuring time for structured and unstructured but supervised active play. LEARN programs shall also provide co-curricular physical activity programs, including intramural and interscholastic athletic programs, within available resources.

No school employee shall prevent a student from participating in the entire time devoted to physical exercise and/or physical activity nor require any student to engage in physical activity as a form of discipline during the school day.

Legal Reference:

Connecticut General Statutes.

10-16b Prescribed courses of study.

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

PA 04-224 An Act Concerning Childhood Nutrition in Schools, Recess, and Lunch Breaks

Connecticut State Board of Education Regulations

Federal Statutes and Regulations.

Adopted: May 11, 2006

Revised: February 10, 2011

Revised: April 10, 2014

LEARN

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 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 and 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.

Legal Reference:

Connecticut General Statute 31-51q re: protection of employees' Constitutional rights.
Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Policy adopted: 6/14/07

LEARN

VIRTUAL HIGH SCHOOL : ONLINE COURSEWORK

LEARN believes that education provided through virtual/online courses can be an effective alternative means of instruction for students, and can increase flexibility and accessibility in the delivery of instruction.

A virtual school is hereby defined as an educational organization that offers courses at various grade levels through Internet or web-based methods. These schools can offer courses to enhance, supplement or enrich the existing curriculum and can provide an alternative means of instruction.

LEARN students may earn course credit upon successful completion of coursework provided by the virtual/online schools if they obtain approval from the school administration prior to taking the course. These credits would be in addition to those earned by way of standard classroom-based instruction.

In order to earn credits in meeting the requirements for high school graduation through the successful completion of on-line coursework, the Board, in compliance with C.G.S. 10-221 a (17) shall ensure, at a minimum, that (a) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional LEARN classroom setting, (b) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (c) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards, or virtual labs, (d) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (e) the courses are (1) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (2) offered by institutions of higher education that are accredited by the Department of High Education or regionally accredited; or (3) toward meeting the high school graduation requirement upon the successful completion of any applicable examination series permitting student in grades 9 through 12 to substitute achievement of a passing score on a series of examinations approved by the State Board of Education for meeting credit requirements for graduation.

Credit from a virtual/online course may be earned under the following circumstances: a course is not currently offered at a LEARN school or is unavailable due to scheduling conflict; as part of a student's alternative education program or Individualized Education Program (IEP); or under any other specific circumstances as approved by the school administration.

Approved: February 9, 2012
LEARN

GRADUATION REQUIREMENTS

Graduation from our public schools requires (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and/or standards of proficiency established by the faculty and approved by the Board of Directors, and (3) that they have met the graduation requirements established by the Board of Directors and State of Connecticut.

Legal Reference: Connecticut General Statutes
10-14n Statewide mastery examination. Conditions for reexamination
Limitation on use of test results.
10-16(1) Graduation exercises (as amended by PA 96-108, An Act
Concerning Student Use of Telecommunication Devised and the
Establishment of Graduation Dates)
10-221a High school graduation requirements

Adopted: May 10, 2012
LEARN