

Special Meeting
Board of Education
Policy Sub-Committee Meeting
October 29, 2024

Municipal Building
3 Primrose Street
Newtown, CT 06470
BOE Conference Room
5:30 p.m.

AGENDA

- 1. Call to Order**
- 2. Public Participation**
- 3. Approval of Minutes of October 15, 2024**
- 4. Discussion and Possible Action**
 - A. Policy for Second Review on November 19
 1. 5120 Meal Charging
 - B. Policies Recommended for First Read
 1. 3160 Budget Procedures and Line Item Transfers (replacement)
 2. 2010 Uniform Treatment of Recruiters (new)
 3. 6130 IDEA–Alternative Assessments (new)
 4. 6140 Promotion and Retention (new)
 5. 6143 Parental Access to Instructional Material (new)
 6. 6146 High School Graduation Requirements (replacement)
 7. 6147 Weighted Grading for Honors Classes (new)
 8. 6148 Credit for Online Courses (new)
 - B. Items of Information
 1. 4116 R Administrative Regulations Regarding Concussion Management and Training for Athletic Coaches
 - 4216 R
 2. 6148 R Administrative Regulations Regarding Credit for Online Courses
 3. 6151 R Administrative Regulations Regarding Class Size Guidelines
 - C. Policies to Rescind upon Adoption of Policies in Item A Above or Due to Statutory Changes or Review of Administrative Regulations
 1. 5141.7 Student Sports–Concussions
 2. 5145.14 On Campus Recruitment
 3. 6146 High School Graduation Requirements
 4. 6172.6 Distance Education Virtual/Online Courses
 - D. Non-Mandated Policies Recommended to Rescind
 1. 6000 Instruction
 2. 6114.6 Emergency Closings
 3. 6114.8 Pandemic/Epidemic Emergencies
 4. 6151 Class Size
 5. 6163.32 Live Animals in the Classroom
 6. 6172 Alternative Education Programs
 7. 6172.3 Home Schooling
 8. 6172.6 Pilot Programs and Research Projects

- 5. Review Policy Tracker**
- 6. Public Participation**
- 7. Adjourn**

Note: Under prior law, a town board of finance, board of selectmen, or other appropriating authority for a school district was authorized to deposit unexpended education funds into a nonlapsing account, provided that certain conditions were met. Public Act 24-45 now authorizes a local board of education, rather than the town, to make deposits of such unexpended education funds into a nonlapsing account, provided the same conditions are met. Prior law also authorized regional boards of education to create a reserve fund for capital and nonrecurring expenditures. Public Act 24-45 now permits regional boards of education to create a reserve fund for educational expenditures more generally, rather than capital and nonrecurring expenditures. S & G revised their policy to reflect these changes. Upon adoption of this policy, the Board should rescind the current Policy 3160 adopted on April 4, 2017.

**Series 3000
Business**

3160

BOARD BUDGET PROCEDURES AND LINE ITEM TRANSFERS

In accordance with Conn. Gen. Stat. § 10-222, the Board of Education (the “Board”) shall prepare an itemized estimate of its budget each year for submission to the Board of Finance and Legislative Council for review. The Legislative Council is the “Fiscal Authority’ as defined in the Town Charter. For purposes of this policy, an itemized estimate means an estimate in which the following broad budgetary categories listed below are divided into one or more budgetary category line items.

- 100 - Salaries
- 200 - Employee Benefits
- 300 - Purchased Professional Services
- 400 - Purchased Property Services
- 500 - Other Purchased Services
- 600 - Supplies
- 700 - Property
- 800 - Other
- 900 - Special Education Contingency

The itemized estimate provided to the Fiscal Authority is referred to herein as the “Itemized Estimate.”

The Board shall review the recommendations and suggestions made by the Fiscal Authority as to how it may consolidate non-educational services and realize financial efficiencies. If the Board rejects such suggestions and recommendations, it shall provide the Fiscal Authority a written explanation of the reason for the rejection.

Following the annual appropriation, the Board shall meet and revise the Itemized Estimate, if necessary, and adopt a final appropriated budget for the year. Line items in the budget may be allocated more specifically by the Superintendent or the

Superintendent's designee in the development, administration and monitoring of the budget.

The Superintendent and/or the Superintendent's designee shall be responsible for administering and monitoring the budget through the course of the year. The Superintendent or designee shall maintain a system of appropriate expenditures and encumbrance accounting that is organized to conform with the requirements for State and Federal Accounting Reports. A quarterly budget report shall be prepared in the same format as the Itemized Estimate showing for each budgetary category line item the appropriated budget amount, expenditure to date (to include encumbered and expended amounts), projected expenditures, difference between the projected expenditures and the appropriation, and general comments indicating the reasons for the difference.

Such budget report shall be presented to the Board at the second regularly scheduled meeting in the month following the period for which such report is prepared, in accordance with the following schedule:

<u>Period Covered</u>	<u>Submitted</u>
July, August, September	October
October, November, December	January
January, February	March
March, April	May
Year-End Report	August*

*The year-end report shall be completed and presented by the end of August.

Based on expenditures and budget projections, with such budget reports, the Superintendent shall recommend to the Board transfers from one of the broad budgetary categories in the Itemized Estimate (as set forth above) to another as needed.

The Superintendent is authorized to make such transfers as necessary if the urgent need for transfer prevents the Board from meeting in a timely fashion to consider the transfer, provided that such transfers by the Superintendent shall not exceed five percent (5%) of the annual budget. Transfers between the broad budgetary categories in the Itemized Estimate made in such instances shall be announced at the next regularly scheduled meeting of the Board and a written explanation of such transfer shall be provided to the legislative body of the municipality or, in a municipality where the legislative body is a town meeting, to the board of selectmen and transfers subsequently ratified by the Board at any such meeting shall not be counted in the limitation on the authority of the Superintendent to make transfers.

The Board shall not expend more than the amount of the appropriation and the amount of money received from other sources, including any unexpended funds that have been set aside in a nonlapsing account as authorized by law and described below, for educational purposes. If any occasion arises whereby additional funds are needed by the Board, the Chairperson of the Board shall notify the Fiscal Authority and submit a request for such necessary additional funds. No additional funds shall be expended

until such supplemental appropriation is granted and no supplemental expenditures shall be made in excess of those so authorized.

Unexpended Funds

Notwithstanding any provision of the general statutes, municipal charter, home rule ordinance, or other ordinance, the Board may deposit into a nonlapsing account any unexpended funds from the prior fiscal year from the budgeted appropriation, in an amount not to exceed two per cent of the total budgeted appropriation for such prior fiscal year. Each expenditure from the account must be authorized by the Board and shall be made only for educational purposes, in accordance with state law.

Legal Reference:

Conn. Gen. Stat. § 10-221
 § 10-222
 § 10-248a
 Public Act 24-45, "An Act Concerning Education
 Mandate Relief, School Discipline and Disconnected
 Youth."

Adopted:
Revised:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Note: This is a mandatory policy and new to NPS. It is recommended to rescind policy 5145.14, On Campus Recruitment, with the adoption of this policy.

**Series 2000
Administration**

2010

UNIFORM TREATMENT OF RECRUITERS

Subject to the provisions of law, all recruiters, including commercial, military and nonmilitary concerns, recruiters representing institutions of higher education, and prospective employers shall be provided equal opportunities of access to students enrolled in the district's secondary schools. Access may be granted through programs conducted by the Guidance Department. Such programs may consist of career days, college fairs, and individual school visitations.

Except as provided below, military recruiters and institutions of higher education shall, upon request, be given access to the names, addresses and telephone numbers of secondary school students.

On an annual basis, the school district will notify parents of secondary school students of their right to object to the disclosure of the student's name, address and telephone number to military recruiters or to an institution of higher education. If a secondary school student or the parent of a secondary school student objects in writing to the disclosure of a student's name, address or telephone number to a military recruiter or an institution of higher education, then the district shall not disclose the student's name, address or telephone number to a military recruiter or an institution of higher education. The objection shall remain in force until the district re-issues the annual notification referenced above, after which time the parents and/or secondary school student must inform the school district in writing again of their objection to the disclosure of the information described above.

Legal References:

Conn. Gen. Stat. §10-221b Boards of education to establish written uniform policy re treatment of recruiters

Every Student Succeeds Act § 8025, 20 U.S.C. § 7908
Armed Forces recruiter access to students and student recruiting information

National Defense Authorization Act for Fiscal Year 2002 § 544, 10 U.S.C. § 503
Enlistments: recruiting campaigns; compilation of directory information

Adopted:
Revised:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Note: This is a mandated policy that was first written by S & G in 2016. It was updated in December 2020 to include updated statutory links. This policy is new to NPS.

**Series 6000
Instruction**

6130

**INDIVIDUALS WITH DISABILITIES EDUCATION ACT - ALTERNATIVE
ASSESSMENTS FOR STUDENTS WITH DISABILITIES FOR STATEWIDE
AND DISTRICT-WIDE ASSESSMENTS**

The Newtown Board of Education will, in all respects, comply with the requirements of state and federal law with regard to the special education of students with disabilities. Decisions about whether a student with a disability eligible for special education and related services under the Individuals with Disabilities Education Act shall participate in alternative assessment(s) to particular statewide or district-wide assessments shall be made by each student's planning and placement team in accordance with applicable state and federal law.

Legal References:

Conn. Gen. Stat. § 10-14q

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 *et seq.*

34 C.F.R. § 300.320 *et seq.*

Connecticut Alternate Assessment (CTAA) Test Administration Manual, English Language Arts and Mathematics (Dec. 9, 2019), *available at* <https://ct.portal.cambiumast.com/core/fileparse.php/51/urlt/CTAA-Test-Administration-Manual-TAM.pdf>.

CTAA and Alternate Science Learner Characteristics Inventory (LCI), *available at* <https://portal.ct.gov/-/media/SDE/Student-Assessment/Special-Populations/LCI.pdf?la=en>.

Adopted:
Revised:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Note: This is a mandatory policy and new to the District.

**Series 6000
Instruction**

6140

PROMOTION AND RETENTION

It is the policy of the Newtown Board of Education that student promotion shall be determined by academic performance and social and emotional maturity. The Administration and faculty shall apply these criteria when determining whether to promote or retain a student. Retention is an extraordinary measure that should be the result of the combined professional judgment of the school principal, teachers, guidance counselor and/or other support personnel.

The Superintendent or his/her designee shall be responsible for developing procedures, in furtherance of this policy, that are designed to foster student achievement and reduce the incidence of social promotion. Such procedures shall:

- 1) include objective criteria for the promotion and graduation of students,
- 2) provide for the measuring of the progress of students against such criteria and the reporting of such information to parents and students,
- 3) include alternatives to promotion such as transition programs, and
- 4) provide for supplemental services.

Such procedures may require students who have substantial academic deficiencies that jeopardize their eligibility for promotion or graduation to attend after school programs, summer school or other programs that are designed to assist students in remedying such deficiencies.

Legal Reference:

Connecticut General Statutes § 10-221(b)

Connecticut General Statutes § 10-223a

Adopted:
Revised:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Note: This is a mandated policy that S & G revised in October 2023, to comply with Public Act No. 23-160, which requires boards of education to make available all curriculum approved by the district's curriculum committee and all associated curriculum materials in accordance with the requirements of the Protection of Pupil Rights Amendments ("PPRA"). Public Act 23-160, mirrors the existing requirements of the PPRA.

This is a new policy for NPS.

**Series 6000
Instruction**

6143

PARENTAL ACCESS TO INSTRUCTIONAL MATERIAL

In accordance with federal law, state law, and Newtown Board of Education (the "Board") policy, parents or guardians shall be permitted access to instructional material used as part of the educational curriculum for any student and all curriculum approved by the Board's curriculum committee established pursuant to section 10-220 of the Connecticut General Statutes and all associated curriculum materials ("Curriculum"). Curriculum does not include academic tests or academic assessments.

"Instructional Material" means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Upon request, the district shall permit parents or guardians to inspect any Instructional Material and Curriculum. The district shall grant reasonable access to Instructional Material and Curriculum within a reasonable period of time after a request is received from a parent or guardian.

Legal Reference:

Federal Law:

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

State Law:

Conn. Gen. Stat. § 10-220, Duties of Boards of Education

Public Act 23-160, "An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes."

Adopted:
Revised:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Note: S & G revised this policy to reflect a number of changes made by Public Act 24-45 to the state’s minimum graduation requirements in a variety of areas. Under prior law, a one-credit mastery-based diploma assessment was specifically listed as an optional requirement for high school graduation. The Act removes reference to the mastery-based diploma assessment in the law regarding minimum Connecticut graduation requirements. Therefore, we have removed reference to the mastery-based diploma assessment in the model policy. However, boards of education still have the discretion to require credits beyond the minimum requirements identified in the law, so boards may still require students to complete a mastery-based diploma assessment as a local graduation requirement.

In 2023, state law was amended to require students graduating in 2027 and beyond to complete one-half credit in personal financial management and financial literacy, which could be counted toward the humanities or as an elective credit, in order to graduate. The Act now also permits the personal financial management and financial literacy credit requirement to count towards students’ nine science, technology, engineering and mathematics credit requirements.

Also in 2023, the law was amended to require that, beginning with the graduating class of 2025, students meet certain requirements related to the FAFSA in order to graduate. The Act delays these requirements until 2027 and this policy has been updated to reflect this change.

S & G also revised the policy to reflect statutory updates to the physical education and the optional community service graduation requirements. Lastly, they made other technical revisions to this policy, including the elimination of outdated policy language.

Current NPS Policy 6146, Requirements for Graduation, was adopted in October 2023 and the Regulation was approved in March 2019. If this policy is approved, current Policy 6146, should be rescinded.

This policy was reviewed by Dr. Longobucco.

**Series 6000
Instruction**

6146

HIGH SCHOOL GRADUATION REQUIREMENTS

In order to satisfy the high school graduation requirements within Newtown Public Schools, a student must have satisfactorily completed the prescribed courses of study; demonstrated proficiency in basic skills identified by the Newtown Board of Education (the “Board”); satisfied the legally mandated number and distribution of credits required to graduate from high school; and if graduating in 2027 and thereafter, satisfied the Free Application for Federal Student Aid (“FAFSA”) requirements detailed below.

Required Coursework and Credits for Graduation

Classes Graduating in 2025 and Thereafter

For classes graduating in 2025 and thereafter, the following 25 credits are required:

Humanities	9
Science, Technology, Engineering, and Math (STEM)	9
Physical Education and Wellness	1
Health and Safety Education	1
World Languages	1
Personal Financial Literacy	.5
Electives	2.5
Senior Capstone Project	1

The Board of Education shall award a high school diploma to any World War II veteran, veteran of the Korean Hostilities, or a Vietnam-era veteran requesting such diploma who left high school for military service as defined in the statutes.

A student who presents written documentation from a physician, advanced practice registered nurse, or physician assistant, stating that participation in physical education is not advisable because of the physical condition of the student, shall be excused from the physical education requirement. In such a case, another subject must be substituted.

Any student who is deaf or hearing impaired may be exempted from any world language graduation requirement if the student's parent or guardian requests such exemption in writing.

A credit is defined as the equivalent of one forty (40) minute class period for each school day of a school year and one-half credit is granted for the equivalent of a course with a forty (40) minute class period each school day for one semester or ninety (90) days.

Only courses taken in grades nine to twelve inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education, shall satisfy the above graduation requirements, except that the Board will grant a student credit:

High school graduation credit will be granted to students upon the successful demonstration of mastery of subject matter achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including:

- Virtual learning,
- Work-based learning,
- Dual enrollment and early college,
- Internships and student-designed independent studies;

Provided that such demonstration of mastery is in accordance with such state-wide subject matter content standards.

High school graduation credit will be granted to students for coursework completed during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this policy.

High school graduation credit will be granted to students upon the successful completion of on-line coursework in accordance with the Board's on-line coursework policy.

High school graduation credit will be granted to students upon the successful completion of a credit recovery program approved by the Commissioner of Education.

Demonstration of Proficiency in Basic Skills

In addition to meeting the coursework and credit graduation requirements listed above, to graduate high school, each student must demonstrate proficiency in the basic skills in reading, writing and math.

Proficiency is measured by meeting the "college readiness benchmark" score on the SAT/PSAT in Reading and Writing.

Proficiency is measured by meeting the "college readiness benchmark" score on the SAT/PSAT in Mathematics.

Students may demonstrate proficiency in the basic skills described above by achieving satisfactory results on the following:

Earning a passing grade in American Literature or another 11th grade English course equivalent.

Earning a passing grade in Algebra 2 or College Math Topics.

FAFSA Requirement for Classes Graduating in 2027 and Thereafter

Students graduating in 2027 and beyond are required to have satisfied one of the following prior to graduation:

- (1) completed a FAFSA;
- (2) for students without legal immigration status, completed and submitted to a public institution of higher education an application for institutional financial aid; or
- (3) completed a waiver of completion of the FAFSA and/or financial aid application, as applicable, on a form prescribed by the Commissioner of Education, signed by the student's parent or guardian or signed by the student if the student is eighteen or older.

On and after March 15 of each school year, a principal, school counselor, teacher, or other certified educator may complete the waiver on behalf of any student who has not satisfied the above requirements if such principal, school counselor, teacher, or other certified educator affirms that they have made a good faith effort to contact the parent/guardian or student about completion of such applications.

Graduation During Period of Expulsion

A student may graduate during an expulsion period if the Board determines that the student has completed the necessary credits required for graduation.

Legal References:

Conn. Gen. Stat. § 10-14n

Conn. Gen. Stat. § 10-16b

Conn. Gen. Stat. § 10-221a

Conn. Gen. Stat. § 10-221z

Conn. Gen. Stat. § 10-223a

Public Act No. 24-45, "An Act Concerning Education Mandate Relief, School Discipline, and Disconnected Youth"

Adopted:

Revised:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Note: In June 2021, Connecticut passed legislation directing the Board of Regents for Higher Education (“BOR”) to establish the Connecticut Automatic Admissions Program (“CAAP”) to permit eligible Connecticut high school students to be admitted automatically to Connecticut’s state universities (other than the University of Connecticut) and other Connecticut post-secondary institutions of higher education that choose to participate. On October 31, 2022, the CSDE released helpful information and resources to guide school districts in the process of identifying and notifying students of their eligibility for the CAAP and other details about the new program, which must be implemented beginning in the 2022-2023 school year. Under the CAAP, public high schools must calculate high school seniors’ grade point averages according to the standardized method established by the BOR (“CAAP GPA”) and determine their corresponding class rank percentile (“CAAP percentile rank”). In addition, schools must identify the participating universities to which students are eligible for automatic admission and send students who qualify for automatic admission letters confirming their eligibility. Importantly, under the new law, schools may continue to use their existing GPA formulas for all other purposes. S & G revised their model policy in December 2023 to (1) identify the Board’s obligation to calculate and notify students of their CAAP GPA and CAAP percentile rank for purposes of the CAAP and (2) allow Boards to continue to identify how GPA will be calculated for all other purposes.

This is a mandated policy and new for NPS.

This policy was reviewed by Dr. Longobusso.

**Series 6000
Instruction**

6147

WEIGHTED GRADING AND CALCULATION OF GRADE POINT AVERAGES

The Newtown Board of Education (the “Board”) recognizes the importance of parents and students understanding the manner in which grade point averages are calculated within the Newtown Public Schools (the “District”). In accordance with Connecticut law, this policy shall explain the manner in which grade point averages are calculated within the District.

I. Calculation of Grade Point Average and Class Rank Percentile for Purposes of the Connecticut Automatic Admissions Program

The Board understands its obligation under state law to identify students in the District who are eligible for the Connecticut Automatic Admissions Program (“CAAP”).

In accordance with state law, for each student who completes eleventh grade, the District will: (1) calculate a grade point average using the standardized method established by the Board of Regents for Higher Education (“BOR”) for purposes of the CAAP (“CAAP GPA”), and (2) determine whether such student’s class rank percentile is above or below the minimum established by the BOR. The District shall share a student’s CAAP GPA and whether the student is above or below the minimum class rank percentile for the CAAP with the student, the student’s parent or guardian, the

Connecticut State Department of Education (“CSDE”), and, upon request, a participating institution for purposes of applying to such institution under the CAAP.

The District shall notify each student enrolled in the student’s final year of high school, and the parent or guardian of such student, whether the student may be admitted to at least one participating institution under the CAAP based on the academic threshold established by such institution.

The District shall calculate each student’s CAAP GPA, identify institutions to which students are eligible for automatic admission under the CAAP, and generate student letters in accordance with guidance issued by the CSDE, as such guidance may be amended from time to time.

The District shall not publish or provide a class ranking for any student or publish on a student’s transcript the student’s CAAP GPA or whether such student is above or below the minimum class rank percentile established by the BOR for purposes of the CAAP.

II. Calculation of Grade Point Averages For All Other Purposes

The Board believes that, due to the rigorous nature of certain classes the grades earned in such classes deserve additional weight for purposes of calculating grade point average and determining class rank. These rigorous classes include the following: honors classes, advanced placement classes, dual enrollment, dual credit or early college. Therefore, it is the policy of the Board to grant grades earned in such courses additional weight for the aforementioned purposes.

Weighted Grade Point Average (GPA) Scale

Letter	Numeric	AP	Hon	CP (A)	CPB	Gen
A+	97-100	5.50	5.00	4.50	4.00	3.67
A	93-96	5.17	4.67	4.17	3.67	3.33
A-	90-92	4.83	4.33	3.83	3.33	3.00
B+	87-89	4.50	4.00	3.50	3.00	2.67
B	83-86	4.17	3.67	3.17	2.67	2.33
B-	80-82	3.83	3.33	2.83	2.33	2.00
C+	77-79	3.50	3.00	2.50	2.00	1.67
C	73-76	3.17	2.67	2.17	1.67	1.33
C-	70-72	2.83	2.33	1.83	1.33	1.00
D+	67-69	2.50	2.00	1.50	1.00	0.67

D	65-66	2.17	1.67	1.17	0.67	0.33
F	60-64	1.83	1.33	0.83	0.33	0.00
F	57-59	1.50	1.00	0.50	0.00	0.00

The Superintendent or designee shall be responsible for implementing this policy and developing procedures in furtherance of this policy, if necessary.

Legal Reference:

Connecticut General Statutes § 10-220g

Connecticut General Statutes § 10-220q

Connecticut General Statutes § 10a-11h

Connecticut State Department of Education, *Information and Resources to Support Connecticut School for the Connecticut Automatic Admissions Program (CAAP)*, available at

<https://portal.ct.gov/SDE/Performance/Information-and-Resources-to-Support-Connecticut-Schools-for-CT-Automatic-Admissions-Program>

Adopted:

NEWTOWN PUBLIC SCHOOLS

Revised:

Newtown, Connecticut

Note: In 2021, the Connecticut Legislature passed legislation allowing boards of education to authorize remote learning, for the school year beginning July 1, 2022, for students in grades nine through twelve, if school districts (1) provide instruction in compliance with the CSDE’s standards for remote learning, and (2) adopt a policy regarding the requirements for student attendance during remote learning. Effective July 1, 2022, the Connecticut Legislature passed Public Act No. 22-80, which requires districts to prohibit dual instruction, defined as “the simultaneous instruction by a teacher to students in-person in the classroom and students engaged in remote learning,” as part of a remote learning model. The new law also expands the authority of boards of education to permit remote learning for students in grades kindergarten through twelve, beginning with the 2024-2025 school year.

Previously, S & G revised their *optional* model policy to address remote learning in the 2022-2023 school year, in accordance with statutory requirements, and they made additional minor technical edits to clarify that, beginning with the 2024-2025 school year, boards of education may authorize remote learning for students in grades kindergarten through twelve. As noted in the policy, remote learning for grades 9-12 must also be offered in accordance with the CSDE’s [Standards for Remote Learning Grades 9-12](#).

This policy is mandatory for school districts that award high school credit for online courses. Remote Learning is optional and not offered by NPS.

At the time this policy is adopted, Policy 6172.6, Distance Education Virtual/Online Courses should be rescinded.

**Series 6000
Instruction**

6148

POLICY AND ADMINISTRATIVE REGULATIONS REGARDING CREDIT FOR ONLINE COURSES

The Newtown Board of Education (“Board”), in accordance with Connecticut General Statutes § 10-221a, sanctions the receipt of online course credit to be used toward high school graduation requirements, in accordance with this policy.

I. CREDIT FOR ONLINE COURSES

A. Pre-approval of Courses

To receive credit for online courses to be used toward high school graduation requirements, for courses that are not part of the Board’s remote learning model, students must, prior to registering for the course, receive approval from the high school principal or designee. The decision of the principal or designee with regard to online course credit approval is final. Pre-approval for online course credit may be granted if the requirements set forth below are met.

B. Requirements for Online Coursework

1. The workload required by the online course is equivalent to that of a similar course taught in a traditional classroom setting;
2. The content of the online course is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate;
3. 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 online demonstrations, discussion boards or virtual labs;
4. The program of instruction for such online coursework is planned, ongoing and systematic;
5. The courses are:
 - a. taught by teachers who are certified in Connecticut or another state and have received training on teaching in an online environment, or
 - b. offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or regionally accredited; and
6. The principal has determined, in the principal's professional judgment, that, given the student's academic and disciplinary history, the student is appropriately suited to engage in online coursework.

C. Additional Requirements

Only students in grades 9-12 are eligible to receive credit toward high school graduation by taking online courses. Students who have been pre-approved shall receive such credit upon completing the online course and obtaining a passing grade.

Any expense incurred for taking an online course identified by the student and/or parent to supplement the District's curricular offerings shall be the responsibility of the student/parent and shall not be the responsibility of the Board.

Legal References

Public Act No. 22-80, "An Act Concerning Childhood Mental and Physical Health Services in Schools"

Connecticut General Statutes § 10-4w

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-221a

Connecticut State Department of Education, Standards for Remote Learning
Grades 9-12 (February 2022), *available at*
[https://portal.ct.gov/-/media/SDE/Remote-Learning-Commission/CT-Standards-
for-Remote-Learning-Grades-9-12-FINAL.pdf](https://portal.ct.gov/-/media/SDE/Remote-Learning-Commission/CT-Standards-for-Remote-Learning-Grades-9-12-FINAL.pdf).

Adopted:
Revised:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

**ADMINISTRATIVE REGULATIONS REGARDING
CREDIT FOR ONLINE COURSES**

The Administration believes that education through online courses or through university or college courses is an alternative and effective means of instruction for students. 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 also provide an alternative means of instruction. Interactive distance learning does not require the student to be physically present in the same location as the instructor or other students.

Online courses will be part of the District's educational program delivery system to increase accessibility and flexibility in the delivery of instruction. In addition to regular classroom-based instruction, students in the District may earn credit through distance education provided by online courses.

In order to earn credits in meeting the requirements for high school graduation through the successful completion of online coursework, the District, in compliance with C.G.S. 10-221a (17) shall ensure, at a minimum, that

- (a) the workload required by the online course is equivalent to that of a similar course taught in a traditional District 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 online course does not replicate a course already offered at the high school 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 Higher Education or regionally accredited.

The Administration recognizes students may benefit from online courses or post-secondary courses to assist students in obtaining credits necessary to earn a diploma, to maintain academic standings or to provide enrichment for those who might require special courses. The Administration shall establish an online credit recovery program for those students who are identified as being in danger of failing to graduate. These

students, once identified by certified personnel, may be allowed to complete online District-approved coursework toward meeting high school graduation requirements. The high school shall designate, from among existing staff, an online learning coordinator to administer and coordinate the online credit recovery program.

The District will not use online courses as the sole medium for instruction in any required subject area for students in grades K-8.

The District will integrate online courses as part of the regular instruction provided by a certified teacher for grades K-12.

High school students may earn academic credits to be applied toward graduation requirements by completing online courses delivered through institutions of higher education that are accredited by the Department of Higher Education or regionally accredited, or recognized by the Connecticut State Department of Education as having appropriate academic standards.

Credit from an accredited online course or a university/college course may be earned only in the following circumstances:

1. The course is not offered at the District's high school.
2. The high school does offer the course, but the student is unable to take it due to an unavoidable scheduling conflict.
3. The course will serve as an alternative or a supplement to extended homebound instruction.
4. The District has expelled the student from the regular school setting, and the student has been offered an alternative educational opportunity.
5. The Principal, with agreement from the student's teachers and parents or guardians, determines the student requires a differentiated or accelerated learning environment.
6. Students taking such courses must be enrolled in the District and take the courses during the regular school day at the school site.
7. A student has failed a course and wishes to recover credits in that course area.
8. The student's Planning and Placement Team (PPT) or Section 504 Team has determined it to be an appropriate means of instruction.

The Administration established the following procedures for students applying for permission to take an online course:

- Complete prerequisites and provide teacher and/or counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online college learning environment.

- Obtain the written approval of the Principal or his/her designee before a student enrolls in an online course.
- Adhere to the District code of conduct to include rules of behavior and consequences for violations.
- Adhere to attendance requirements of the District.

The school must receive an official record of the final grade before awarding credit toward graduation. Only approved courses shall be posted on student transcripts.

Administrative Regulations Adopted:

Note: S & G developed these Administrative Regulations in 2016 and updated the statutory reference in December 2020. They place these regulations in Series 4000, Personnel. A policy is not mandated, but training is required. When these Administrative Regulations are presented to the Board as an Item of Information, Policy 5141.7, Student Sports-Concussions, should be rescinded.

These Administrative Regulations were reviewed by the Athletic Director and Athletic Trainer.

**Series 4000
Personnel**

**4116 R
4216 R**

ADMINISTRATIVE REGULATIONS REGARDING CONCUSSION MANAGEMENT AND TRAINING FOR ATHLETIC COACHES

For purposes of these administrative regulations concerning training regarding concussions and head injuries, the term “**coach**” means any person who holds or is issued a coaching permit by the Connecticut State Department of Education and who is hired by the Newtown Board of Education (the “Board”) to coach intramural or interscholastic athletics.

Mandatory Training Concerning Concussions

1. Any coach of intramural or interscholastic athletics, who holds or is issued a coaching permit, must, before commencing his/her coaching assignment for the season, complete an initial training course concerning concussions, which are a type of brain injury. This training course must be approved by the State Department of Education.
2. Coaches must provide proof of initial course completion to the Athletic Director or his/her designee prior to commencing their coaching assignments for the season in which they coach.
3. One year after receiving an initial training, and every year thereafter, coaches must review current and relevant information regarding concussions prior to commencing their coaching assignments for the season. This current and relevant information shall be that approved by the State Department of Education. Coaches need not review this information in the year they are required to take a refresher course, as discussed below.
4. Coaches must complete a refresher course concerning concussions and head injuries not later than five (5) years after receiving their initial training course, and once every five (5) years thereafter. Coaches must provide proof of refresher course completion to the Athletic Director or his/her designee prior to commencing their coaching assignments for the season in which they coach.
5. The Board shall consider a coach as having successfully completed the initial training course regarding concussions and head injuries if such coach completes a course that is offered by the governing authority for intramural and interscholastic athletics and is substantially similar, as determined by the Department of Education, to the training

course required by subsection 1 of these administrative regulations, provided such substantially similar course is completed on or after January 1, 2010, but prior to the date the State Board of Education approves the training course discussed in subsection 1 of these administrative regulations.

Concussion Management

1. Any coach of any intramural or interscholastic athletics shall immediately remove a student athlete from participating in any intramural or interscholastic athletic activity who:
 - a. is observed to exhibit signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body; or
 - b. is diagnosed with a concussion, regardless of when such concussion may have occurred.
2. Upon removal from participation, a school principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, or coach shall notify the student athlete's parent or legal guardian that the student athlete has exhibited such signs, symptoms or behaviors consistent with a concussion or has been diagnosed with a concussion. Such principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, or coach shall provide such notification not later than twenty-four (24) hours after such removal and shall make a reasonable effort to provide such notification immediately after such removal.
3. The coach shall not permit such student athlete to participate in any supervised team activities involving physical exertion, including, but not limited to, practices, games or competitions, until such student athlete receives written clearance to participate in such supervised team activities involving physical exertion from a licensed health care professional trained in the evaluation and management of concussions.
4. Following receipt of clearance, the coach shall not permit such student athlete to participate in any full, unrestricted supervised team activities without limitations on contact or physical exertion, including, but not limited to, practices, games or competitions, until such student athlete:
 - a. no longer exhibits signs, symptoms or behaviors consistent with a concussion at rest or with exertion; and
 - b. receives written clearance to participate in such full, unrestricted supervised team activities from a licensed health care professional trained in the evaluation and management of concussions.
5. The Board shall prohibit a student athlete from participating in any intramural or interscholastic athletic activity unless the student athlete, and a parent or guardian of such athlete, receives training regarding the concussion education plan developed or approved by the State Board of Education by:

- a. reading written materials;
 - b. viewing online training videos; or
 - c. attending in-person training regarding the concussion education plan developed or approved by the State Board of Education.
6. The Board shall annually provide each participating student athlete's parent or legal guardian with a copy of an informed consent form approved by the State Board of Education and obtain the parent or guardian's signature, attesting to the fact that such parent or guardian has received a copy of such form and authorizes the student athlete to participate in the athletic activity.

Reporting Requirements

1. The school principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, or coach who informs a student athlete's parent or guardian of the possible occurrence of a concussion shall also report such incident to the nurse supervisor or designee.
2. The nurse supervisor, or designee, shall follow-up on the incident with the student and/or the student's parent or guardian and maintain a record of all incidents of diagnosed concussions. Such record shall include, if known:
 - a. The nature and extent of the concussion; and
 - b. The circumstances in which the student sustained the concussion.
3. The nurse supervisor, or designee, shall annually provide such record to the State Board of Education.

Miscellaneous

1. For purposes of these administrative regulations, "licensed health care professional" means a physician licensed pursuant to Chapter 370 of the Connecticut General Statutes, a physician assistant licensed pursuant to Chapter 370 of the Connecticut General Statutes, an advanced practice registered nurse licensed pursuant to Chapter 378 of the Connecticut General Statutes, or an athletic trainer licensed pursuant to Chapter 375a of the Connecticut General Statutes.
2. Should a coach fail to adhere to the requirements of these administrative regulations, the coach may be subject to discipline up to and including termination, as well as permit revocation by the State Board of Education.

Legal References

Conn. Gen. Stat. § 10-149b. Concussions: Training courses for coaches. Education plan. Informed consent form.

Conn. Gen. Stat. § 10-149c. Student athletes and concussions. Removal from athletic activities.

Conn. Gen. Stat. § 10-149e. School districts to collect and report occurrences of concussions. Report by Commissioner of Public Health.

Administrative Regulations Adopted:

School Name _____
Student and Parent Concussion Informed Consent Form

This consent form was developed to provide students, parents and legal guardians with current and relevant information regarding concussions and to comply with Connecticut General Statutes (C.G.S.) Chapter 166, Section 10-149b: *Concussions: Training courses for coaches. Education plan. Informed consent form. Development or approval by State Board of Education. Revocation of coaching permit;* and Section 10-149c: *Student athletes and concussions. Removal from athletic activities. Notification of parent or legal guardian. Revocation of coaching permit.*

What is a Concussion?

National Athletic Trainers Association (NATA) - *A concussion is a "trauma induced alteration in mental status that may or may not involve loss of consciousness."*

Centers for Disease Control and Prevention (CDC) - *"A concussion is a type of traumatic brain injury, or TBI, caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move rapidly back and forth. This sudden movement can cause the brain to bounce around or twist in the skull, stretching and damaging the brain cells and creating chemical changes in the brain."* -CDC, Heads Up: Concussion. http://www.cdc.gov/headsup/basics/concussion_what.html

"Even a 'ding,' 'getting your bell rung,' or what seems to be mild bump or blow to the head can be serious." -CDC, Heads Up: Concussion Fact Sheet For Coaches http://www.cdc.gov/headsup/pdfs/custom/headsupconcussion_fact_sheet_coaches.pdf

Section 1. Concussion Education Plan Summary

The [Concussion Education Plan and Guidelines for Connecticut Schools](https://portal.ct.gov/SDE/Publications/Concussion-Education-Plan-and-Guidelines-for-Connecticut-Schools) was approved by the Connecticut State Board of Education in January 2015. Below is an outline of the requirements of the Plan. The complete document is accessible on the CSDE Web site: <https://portal.ct.gov/SDE/Publications/Concussion-Education-Plan-and-Guidelines-for-Connecticut-Schools>

State law requires that each local and regional board of education must approve and then implement a concussion education plan by using written materials, online training or videos, or in-person training that addresses, at a minimum, the following:

1. The recognition of signs or symptoms of a concussion.
2. The means of obtaining proper medical treatment for a person suspected of sustaining a concussion.
3. The nature and risks of concussions, including the danger of continuing to engage in athletic activity after sustaining a concussion.
4. The proper procedures for allowing a student-athlete who has sustained a concussion to return to athletic activity.
5. Current best practices in the prevention and treatment of a concussion.

Section 2. Signs and Symptoms of a Concussion: Overview

A concussion should be suspected if any one or more of the following signs or symptoms are present, or if the coach/evaluator is unsure, following an impact or suspected impact as described in the CDC definition above.

Signs of a concussion may include (i.e. what the athlete displays/looks like to an observer):

- Confusion/disorientation/irritability
- Trouble resting/getting comfortable
- Lack of concentration
- Slow response/drowsiness
- Incoherent/slurred speech
- Slow/clumsy movements
- Loss of consciousness
- Amnesia/memory problems
- Acts silly, combative or aggressive
- Repeatedly asks the same questions
- Dazed appearance
- Restless/irritable
- Constant attempts to return to play
- Constant motion
- Disproportionate/inappropriate reactions
- Balance problems

Symptoms of a concussion may include (i.e. what the athlete reports)

- Headache or dizziness
- Nausea or vomiting
- Blurred or double vision
- Oversensitivity to sound/light/touch
- Ringing in ears
- Feeling foggy or groggy

State law requires that a coach **MUST** immediately remove a student-athlete from participating in any intramural or interscholastic athletic activity who: a) is observed to exhibit signs, symptoms or behaviors consistent with a concussion following a suspected blow to the head or body, or b) is diagnosed with a concussion, regardless of when such concussion or head injury may have occurred. **Upon removal of the athlete, a qualified school employee must notify the parent or legal guardian within 24 hours that the student athlete has exhibited signs and symptoms of a concussion.**

Section 3. Return to Play (RTP) Protocol Overview

Currently, it is impossible to accurately predict how long an individual’s concussion will last. There must be full recovery before a student-athlete is allowed to resume participating in athletic activity. Connecticut law now requires that no athlete may resume participation until she/he has received written medical clearance from a licensed health care professional (physician, physician assistant, advanced practice registered nurse (APRN), athletic trainer) trained in the evaluation and management of concussions.

Concussion Management Requirements:

1. No athlete shall return to participation in the athletic activity on the same day of a concussion.
2. If there is any loss of consciousness, vomiting or seizures, the athlete **MUST** be transported immediately to the hospital.
3. Close observation of an athlete **MUST** continue following a concussion. The athlete should be monitored following the injury to ensure that there is no worsening/escalation of symptoms.
4. Any athlete with signs or symptoms related to a concussion **MUST** be evaluated by a licensed health care professional (physician, physician assistant, advanced practice registered nurse (APRN), athletic trainer) trained in the evaluation and management of concussions.
5. The athlete **MUST** obtain an initial written clearance from one of the license health care professionals identified above directing her/him into a well-defined RTP stepped protocol similar to the one outlined below. If at any time signs or symptoms return during the RTP progression, the athlete should cease activity.
6. After the RTP protocol has been successfully administered (no longer exhibits any signs or symptoms or behaviors consistent with concussions), final written medical clearance is required by one of the licensed health care professionals identified above for the athlete to fully return to unrestricted participation in practices and competitions.

Medical Clearance RTP protocol (at least one full day between steps recommended)

Rehabilitation stage	Functional exercise at each stage of rehabilitation	Objective of each stage
1. No activity	Complete physical and cognitive rest until asymptomatic; School activities may need to be modified	Recovery
2. Light aerobic exercise	Walking, swimming or stationary cycling maintaining intensity at less than 70% of maximal exertion; no resistance training	Increase heart rate
3. Sport-specific exercise No contact	Skating drills in ice hockey, running drills in soccer; no head impact activities	Add movement
4. Non-contact sport drills	Progression to more complex training drills, such as passing drills in football and ice hockey; may start progressive resistance training	Exercise, coordination and cognitive load
5. Full contact sport drills	Following final medical clearance, participate in normal training activities	Restore confidence and assess functional skills by coaching staff
6. Full activity	No restrictions	Return to full athletic performance

*If at any time signs or symptoms should worsen during the RTP progression the athlete should stop activity that day. If the athlete’s symptoms are gone the next day, she/he may resume the RTP progression at the last step completed in which no symptoms were present. If symptoms return and do not resolve, the athlete should be referred back to her/his medical provider.

Section 4. Local/Regional Board of Education Policies Regarding Concussions

***** Attach local or regional board of education concussion policies *****

I have read and understand the Student and Parent Concussion Informed Consent Form and the attached board of education policies regarding concussions and understand the severities associated with concussions and the need for immediate treatment of such injuries.

Student name: _____ Date: _____ Signature: _____
(Print Name)

I authorize my child to participate in _____ for school year _____
(Sport/Activity)

Parent/Guardian name: _____ Date: _____ Signature: _____
(Print Name)

References:

1. NFHS. Concussions. 2008 NFHS Sports Medicine Handbook (Third Edition). 2008: 77-82. [http://www.nfhs.org](http://www.nfhs.org/http://journals.iww.com/cisportsmed/Fulltext/2009/05000/Consensus_Statement_on_Concussion_in_Sport_3rd.L.aspx)
2. CDC. *Heads Up: Concussion in High School Sports*. http://www.cdc.gov/NCIPC/tbi/Coaches_Tool_Kit.htm
3. CIAC Concussion Central - <http://concussioncentral.ciacsports.com/>

Resources:

- CDC. *Injury Prevention & Control: Traumatic Brain Injury*. Retrieved on July 27, 2020. <http://www.cdc.gov/TraumaticBrainInjury/index.html>
- CDC. *Heads Up: Concussion in High School Sports Guide for Coaches*. Retrieved on July 27, 2020. <http://www.cdc.gov/headsup/highschoolsports/coach.html>

- CDC. *Heads Up: Concussion* materials, fact sheets and online courses. Retrieved on July 27, 2020. <http://www.cdc.gov/headsup/>

Note: Policy 6151, Class Size, is not a mandatory policy. It is recommended to rescind the policy and revise the current Administrative Regulations. These Administrative Regulations should be shared with the Board as an Item of Information at the time Policy 6151 is rescinded.

**Series 6000
Instruction**

6151 R

Administrative Regulations Regarding Class Size Guidelines

The following should be considered as guidelines when determining the appropriate number of students in a class at each grade level:

Kindergarten:	16-20
Grades 1-4:	18-22
Grades 5-8:	up to 25
Grades 9-12:	25-30

The above reflect a “range” of class sizes across grade levels. Administrators must have the flexibility to make decisions based on a number of important factors that may fluctuate from year to year.

Administrative Regulations Adopted: December 18, 2018
Administrative Regulations Revised:

