

Instruction

Separation of Church and State

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

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

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

Therefore, the district will approach religion from an objective, curriculum-related perspective, encouraging all students and staff members to be aware of the diversity of beliefs and respectful of each other's religious and/or non-religious views. In that spirit of respect, students and staff members 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.

The district's calendar should be prepared to minimize conflicts with religious holidays of all faiths. Examinations or important school events will not be scheduled on days when students may be absent for religious observances.

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 Nutmeg 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 1a - 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.

Instruction

Bilingual-Bicultural Education (continued)

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.

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 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, writing and science 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.

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.

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

(cf. 6141.311 – Limited English Proficiency Program)
(cf. 6146.2 - Statewide Proficiency/Mastery Examinations)
(cf. 6162.31 - Test Exclusion)

Legal Reference: Connecticut General Statutes

- 10-14q Exceptions (as amended by P.A. 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.

Instruction

Bilingual-Bicultural Education

Legal Reference: Connecticut General Statutes (continued)

10-17e Definitions.

10-17f Required bilingual education. (as amended by PA 98-168 & PA 01-205 and PA 05-290)

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.

P.A. 99-211. An Act Improving Bilingual Education. Title VII of the Improving America's Schools Act of 1994, P.L. 103-382

34 CFR, Part 200, Federal Regulations appearing in Federal Register, Wednesday, September 13, 2006

Policy adopted: October 15, 2007

THOMASTON PUBLIC SCHOOLS
Thomaston, Connecticut

Instruction

Programs for Limited English Proficient Students

Students whose primary languages are languages other than English will be provided special assistance, in conformity with applicable Federal and State statutes and regulations, until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction.

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. (as amended by PA 98-168 & PA 01-205)
 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
 Equal Education Opportunities Act as an amendment to the Education Amendments of 1974
 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.
 34 CFR, Part 200 Regulations appearing in Federal Register, 9/13/06.

Policy adopted: October 15, 2007

THOMASTON PUBLIC SCHOOLS
 Thomaston, Connecticut

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.
5. Provide parents/guardians an opportunity for 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.

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.

Policy adopted: October 15, 2007

THOMASTON PUBLIC SCHOOLS
Thomaston, Connecticut

Programs for Migrant Students - Family Interview Form

To be completed by Building Principal or designee: (please print)

Child 1 Name	Birth Date	Grade	School
Child 2 Name	Birth Date	Grade	School
Child 3 Name	Birth Date	Grade	School

Name of Parent/Guardian _____ Language(s) _____

Telephone Number or other contact information _____ Today's Date _____

Needs Assessment

Please check response

1. Do any of your children have health problems that interfere with their ability to learn? Explain: Yes No _____

2. In what areas might your child(ren) need additional help in school?

	Reading	Math	Language	Other (specify)
Child 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Child 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Child 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____

3. Are your child(rens)' immunizations up to date? Yes No Don't know

4. Do you have immunization records? Yes No Don't know

5. Have you established a source of primary healthcare? Yes No Don't know

If not, would you be interested in information on primary healthcare? Yes No Don't know

Resources and Referrals

Please circle/check response

1. Would you be interested in information on:

- | | | | |
|---------------------|------------------------------|-----------------------------|-----------------------------------|
| Head Start | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Enrolled |
| District Preschool | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Enrolled |
| Parents as Teachers | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Enrolled |
| GED/ESL Classes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Enrolled |

2. Would you be interested in information on:

- | | | |
|-----------------------------|------------------------------|-----------------------------|
| Public/County Health Dept. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Division of Family Services | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

3. May we share your name and address with these agencies?

- Yes No

4. When is the best time to reach you at home?

- AM PM

Days of the week:

- Monday Tuesday Wednesday Thursday Friday

Name of Person Completing Form

Name of Person Being Interviewed and
His/Her Relationship to Family/Children

Instruction

Computer Literacy

The Board recognizes its responsibility for the district staff and students have access to up-to-date technological materials and equipment. As used in this policy, "technology" refers principally to electronic materials and equipment, including computers, telecommunications, lasers and robotics.

The following reflect the district's goals for students regarding instructional technology:

1. To foster an atmosphere of enthusiasm and curiosity regarding new technology and its applications;
2. To heighten each student's familiarity and/or working knowledge of current technological materials/equipment;
3. To provide all students equal access to district technological materials/equipment and to instruction in their implementation;
4. To ensure that the various technologies are utilized in a variety of applications, and are not restricted to one subject area or one location in the schools;
5. To promote district educational goals through the use of such technology(ies).

In order to achieve the above-stated goals, the Board shall seek the advice of representatives from groups utilizing technology in pursuit of district goals (i.e., Board members, administrators, teachers, support staff, parents, business, community representatives and students). In addition, the Board directs the Superintendent to equip district schools with appropriate and up-to-date hardware/software, to schedule "hands-on" in-service activities for district staff and to implement suggestions from the above representatives and the instructional materials planning committee, within budgetary constraints.

Instruction

Computers: Acceptable Use of the Internet

The Internet, a global electronic information infrastructure, is a network of networks used by educators, businesses, the government, and numerous organizations. The Board of Education believes that the Internet is a valuable tool that should be used in schools to educate and inform students, much like books magazines, video, CD-ROM and other informational sources. The Board endorses student use of the Internet for learning and research which enhances information available through other mediums. This includes participation in distance learning activities, asking questions of and consulting experts, communicating with other students and individuals, and locating material to meet the educational needs of the students of the Thomaston Public Schools.

While the Internet can provide students with a vast array of educational and informational resources, it can also be a window through which students could access information which is neither pertinent to nor appropriate for an educational setting. The availability of such electronic information does not imply endorsement by the Board of Education of its content nor of the use of such information by students and staff. It is important to give students assistance and guidance in accessing information which is beneficial to their education and equally important to recognize that total monitoring of students' access to the Internet would be impossible. Therefore, individual users of the Thomaston Public School Network are responsible for their use of the network and are expected to use it responsibly.

To ensure appropriate usage, the administration will establish guidelines for student exploration and use of electronic information resources. Such guidelines shall address issues of privacy, ethical use of information with respect to intellectual property, illegal uses of the network, and conditions of usage. The guidelines shall strive to preserve students' rights to examine and use information to meet the educational goals and objectives of the District. In addition, the District shall take steps, such as using filtering programs to block access to objectionable material, access controls and supervision by staff to monitor and/or restrict access to the electronic informational resources.

In recognition of the potential for improper use of the Internet in the educational setting, the Board requires that students who use the Internet comply with the following policies, as well as comply with any guidelines for use promulgated by the administration:

1. The use of the Internet is a privilege. As the owner of both the hardware and software that is available, the Thomaston Public Schools may withhold this privilege. Failure to adhere to the established guidelines may result in the loss of Internet access, disciplinary action and/or referral to legal authorities.
2. Use of the Internet must be in support of education and research consistent with the educational goals and objective of the Thomaston Public Schools.

Instruction

Computers: Acceptable Use of the Internet (continued)

3. E-mail may be used for educational or administrative purposes. Electronic mail is not private. Those who operate the system have access to all mail which may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.
4. Users must not reveal personal information about themselves or others, including, but not limited to, the following: home address, telephone numbers, password, social security number or credit card number.
5. Users will comply with all state, federal and local laws, including copyright laws and laws prohibiting harassment by computer.
6. Users must not interfere with others' work or with the performance of the computers, both hardware and software. Prohibited actions include, but are not limited to, the following: attempting to illicitly obtain or use passwords or screen names, entering closed areas of the network, introducing computer viruses or committing acts of vandalism, and/or any attempt to harm or destroy data of another user.
7. Users may not establish any official representation of the school or school district (i.e., Internet home page) without obtaining prior approval of school administration.
8. Each user will abide by the generally accepted rules of etiquette and applicable school policies, which include, but are not limited to, the following:
 - Use appropriate language. Do not write or send abusive messages or those which contain vulgarities.
 - Chain letters and pyramid schemes (chain letters with money) are illegal.
 - Bulk posing to individuals or groups to overload the system (i.e., "spamming") is prohibited

To ensure that only authorized students who understand the bounds of permitted use will have access to the Internet, Thomaston Public Schools must obtain the written permission of a student's parent or legal guardian before the student may access the Internet.

Legal Reference: Connecticut General Statutes
53a-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

Policy adopted: October 15, 2007

THOMASTON PUBLIC SCHOOLS
Thomaston, Connecticut

Instruction

Computers: Acceptable Use of the Internet

1. All uses of the Internet must be in support of education and research and consistent with the purpose of the Thomaston School District and each of its schools. Each school shall outline specific expectations and/or restrictions pertinent to its education programs.
2. Any use of the network for commercial or for profit purposes is prohibited.
3. Extensive use of the network for personal and private business is prohibited.
4. No use of the network shall serve to disrupt the use of the network by others; hardware or software shall not be destroyed, modified, or abused in any way.
5. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computer system and/or damage the software components or a computer or computing system is prohibited. Vandalism is any malicious attempt to harm, modify, or destroy property (e.g. data) belonging to another. It includes the act of knowingly transmitting computer viruses. Before downloading material to disks, check for viruses.
6. Hate mail, harassment, discriminatory remarks and other antisocial behaviors are prohibited on the network. Harassment is the act of deliberately and persistently annoying another user, or intentionally interfering with another's work. Harassment includes the sending of objectionable or offensive mail to targeted users.
7. The illegal installation of copyrighted software for use on district computers is prohibited.
8. Respect author's rights to their ideas, and follow standard guidelines for citing sources. Be aware, also, that not all material is well researched when it is presented and that copyright laws vary from country to country.
9. Use of the network to access or process pornographic material, inappropriate text files, or files dangerous to the integrity of the local area network is prohibited. Each school has the authority to monitor, supervise, and/or restrict access according to its educational philosophy and objectives.
10. Subscriptions to listservs must be reported to the building system operator. Prior approval for listservs is required.
11. Mail listservs must be monitored daily and deleted from the personal mail directory to avoid excessive use of fileserver hard-disk space.

Instruction

Computers: Acceptable Use of the Internet (continued)

12. Note that electronic mail (e-mail) is not guaranteed to be private. If an individual school in the district deems e-mail suitable for educational activities, the following generally accepted rules of network etiquette must be followed:
 - a. Be polite. Don't use vulgar or offensive language. Be aware of cultural differences and avoid slang expressions when exchanging information with other users on the Internet.
 - b. Avoid "shouting" (the use of capital letters) when making a point.
 - c. Do not reveal your password, personal address or phone numbers or personal information about yourself, or other students and colleagues.
 - d. Be aware that many educators advise against the use of personal photographs scanned into the correspondence.
1. Student users must always have permission before using the Internet and must follow instructions of their individual school's guidelines. Guidelines and permission slips will be issued by each school year and to all new students who register after school begins at the time of resignation.
2. Student users must be supervised when accessing the Internet. Each school principal shall ensure that students will only use the Internet when under teacher supervision.
3. Any user violating these rules, applicable state and federal laws, or posted classroom and district rules is subject to loss to Internet privileges and disciplinary sanctions.
4. If the rules/guidelines change, all users will be notified.

THOMASTON PUBLIC SCHOOLS
Thomaston, Connecticut

_____,
month/day/year

Dear Parents/Guardians:

New technologies are shifting the ways that information may be accessed, communicated, and transferred. These changes may also alter instruction and student learning. The Thomaston Public School System offers students access to the electronic information highway and computer service networks such as electronic mail and the Internet in accordance with Board Policy 6141.321 (attached).

Along with access to computers and people all over the world comes the availability of materials that may not be considered appropriate in the classroom. However, on a global network it is impossible to control all materials. Ultimately, the school staff, parents, and guardians of minors are responsible for setting and conveying standards that students should follow when using media and information sources.

The Board of Education supports and respects each family's right to decide whether or not to allow their child(ren) to access the Internet. Please take the time to sit down with your child(ren) to read and discuss the *Rules and Codes of Ethics for School Computer Users*. Then, sign and return the statement(s) provided as soon as possible.

Rules and Codes of Ethics for School Computer Users

Internet access is provided for students to conduct research and communicate with others in relation to school work. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege, not a right. Therefore, based upon the acceptable use guidelines outlined in this document, the system administrators will deem what is inappropriate use. Decisions are final. The system administrators may deny, revoke, or suspend specific user access at any time.

Individual users are responsible for their use of the network. District guidelines are as follows:

- Student users, before accessing the Internet, must always get permission and follow instructions.
- Student users must sign in each time they use the network.
- Student users must be supervised when accessing the Internet.
- Student users will use computer resources for educational purposes and in compliance with instructional activities.

The use of the computer and the Internet must be in support of education and research and must be consistent with the academic expectations of the Thomaston Public School System. Transmission of any material in violation of U.S. or State regulations including copyrighted, threatening, or obscene material is prohibited. Use for commercial activities by for-profit organizations, product promotion, political lobbying, or illegal activities is strictly prohibited.

The user is also expected to abide by the following rules of etiquette:

- Be polite. Do not write or send abusive messages.
- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
- Transmission of obscene material is prohibited. Sending or receiving offensive messages or pictures from any source will result in immediate suspension of privileges.
- Do not reveal your or other students' personal addresses or telephone numbers.
- Do not communicate any credit card numbers, bank account numbers, or any other financial information.
- Electronic mail is not guaranteed to be private. People who operate the system do have access to all mail. Inappropriate messages can result in suspension of privileges.
- Do not use the network in such a way that would disrupt the use of the network by others.
- Any malicious attempt to harm or destroy data of another user will not be tolerated. Any questionable action will result in the suspension of privileges.

Very truly yours,

Superintendent of Schools

NOTE: Violation of any of the above-mentioned rules and regulations will result in a loss of access and may result in other disciplinary or legal actions.

THOMASTON PUBLIC SCHOOLS
COMPUTER AND INTERNET USER AGREEMENT
AND
PARENT PERMISSION FORM

After reading the *Rules and Codes of Ethics for School Computer Users*, please complete this form to indicate that you agree with the terms and conditions outlined. The signatures of both student and parent/guardian are mandatory before access may be granted to the Internet. This document, which incorporates the rules and codes, reflect the entire agreement and understanding of all parties.

As a user of the Thomaston Public School District computer network, I have read and hereby agree to comply with the outlined rules and codes of ethics

Student Signature: _____ Date _____

Student Name: _____

(Please print)

Student's School: _____

Grade: _____

As parent/legal guardian of the student signing above, I grant permission for my child to access computer service networks such as electronic mail and the Internet. I have read and agree to the rules and code of ethics. I understand that some materials found on the Internet may be objectionable; therefore, I agree to accept responsibility for guiding my child and conveying to him/her appropriate standards for selecting, sharing, and/or exploring information and media. I agree to hold harmless the Thomaston Public Schools and employees of the school district for any misuse of access to the computer services networks that my child commits. I understand that once signed this agreement is legally binding on me.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Name: _____

(Please print)

Street Address: _____

Home Telephone: _____ Work Telephone: _____

Complete and return to your child's school.

**THOMASTON PUBLIC SCHOOLS
CODE OF CONDUCT FOR INTERNET AND OTHER
COMPUTER NETWORK ACCESS**

The purpose of providing Internet and other computer network access in this district is to promote the exchange of information and ideas with the global community. The following represents a guide to the acceptable use of the technology provided by this district. All network use must be consistent with the policies and goals of this school district. Inappropriate use of district technology will result in the loss of technology use, disciplinary action, and/or referral to legal authorities.

All Internet and other computer network users will be expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Messages should not be abusive to others.
2. Take pride in communications. Check spelling and grammar.
3. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language, symbols, or pictures.
4. Protect password confidentiality. Passwords are not to be shared with others. Using another user's account or password or allowing such access by another may be permitted only with the approval of the supervising teacher or system administrator.
5. Do not reveal your personal address or telephone number or those of other persons. No student information protected by FERPA should be electronically transmitted or otherwise disseminated through the network.
6. Do not disguise the point of origin or transmission of electronic mail.
7. Do not send messages that contain false, malicious, or misleading information which may be injurious to a person or a person's property.
8. Illegal activities are strictly prohibited.
9. The district technology is not to be used for playing multi-user or other network intensive games, commercial ventures, Internet relay chat lines, or downloading excessively large files.
10. No charges for services, products, or information are to be incurred without appropriate permission.
11. Do not use the network in such a way that you would disrupt the use of the network by other users.
12. Users shall respect the privacy of others and not read the mail or files of others without their permission. Copyright and licensing laws will not be intentionally violated.

THOMASTON PUBLIC SCHOOLS
CODE OF CONDUCT FOR INTERNET AND OTHER
COMPUTER NETWORK ACCESS

13. Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy hardware, data of another user, Internet, or any other agencies or other networks which may be accessed. This includes, but is not limited to, the uploading or creation of computer viruses.
14. Report security problems to the supervising teacher or system administrator.
15. Violators of this policy shall hold the district, including its employees and agents, harmless against any and all causes of action, damages, or other liability resulting from the willful or negligent violation of this policy.

THOMASTON PUBLIC SCHOOLS
INTERNET ACCESS CONDUCT AGREEMENT

Every student, regardless of age, must read and sign below:

I have read, understand, and agree to abide by the terms of the foregoing Acceptable Use and Internet Safety Policy. Should I commit any violation or in any way misuse my access to the school district's computer network and the Internet, I understand and agree that my access privilege may be revoked and school disciplinary action may be taken against me.

User's Name (print clearly) _____ Home Phone: _____

User's Signature: _____ Date: _____

Address: _____

Status: Student _____ Staff _____ Patron _____ I am 18 or older _____ I am under 18 _____

If I am signing this policy when I am under 18, I understand that when I turn 18, this policy will continue to be in full force and effect and agree to abide by this policy.

Parent or Guardian: (If applicant is under 18 years of age, a parent or guardian must also read and sign this agreement.) As the parent or legal guardian of the above student, I have read, understand and agree that my child or ward shall comply with the terms of the school district's Acceptable Use and Internet Safety Policy for the student's access to the school district's computer network and the Internet. I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for the school to restrict access to all offensive and controversial materials and understand my child's or ward's responsibility for abiding by the policy. I am, therefore, signing this policy and agree to indemnify and hold harmless the school, the school district, and the Data Acquisition Site that provides the opportunity to the school district for computer network and Internet access against all claims, damages, losses, and costs, of whatever kind that may result from my child's or ward's use of his or her access to such networks or his or her violation of the foregoing policy. Further, I accept full responsibility for supervision of my child's or ward's use of his or her access account if and when such access is not in the school setting. I hereby give permission for my child or ward to use the building-approved account to access the school district's computer network and the Internet.

Parent or Guardian (please print): _____ Home Phone: _____

Signature: _____ Date: _____

Address: _____

This agreement is valid for the _____ school year only.

Guidelines for Telecommunications Use at Home

Exploring the rich resources available through the telecommunications of the Internet can be a wonderful educational experience for your child. However, there are a few risks for children who use online services. Teenagers are particularly at risk because they often use the computer unsupervised and because they are more likely than younger children to participate in online chats and discussions. The Internet is not governed by any entity, therefore there are no limits or checks on the kind of information that is accessible to Internet users.

The best way to assure that your children are having positive online experiences is to stay in touch with what they are doing.

Open communication with your children and getting online yourself will help you to understand the benefits of these systems and alert you to potential problem areas. Consider the following guidelines:

- * The computer used for online services should be in a public place. If the computer is in the child's bedroom, the door should be open when he/she is online.
- * Develop a set of rules and consequences. Write them in terms of what you want to have happen, rather than the negative behavior you don't want to occur.
- * Respect privacy. Do not open another user's mail.
- * Discuss screen names. May your child use his/her real name or something else?
- * Set reasonable time limits for use. Most services charge by the time used. Set a monthly budget for use.
- * Use the parental control features if available.
- * Determine if your child may purchase online services or goods.
- * If your child receives a message that is suggestive, obscene, threatening or makes him/her feel uncomfortable, forward a copy of the message to the service provider and ask for assistance.

The following rules are suggested by the National Center for Missing and Exploited children.

"My Rules for Online Safety"

1. I will not give out personal information such as my address, telephone number, parents' work address/telephone number, or the name and location of my school without my parents' permission.
2. I will tell my parent right away if I come across any information that makes me feel uncomfortable.

Guidelines for Telecommunications Use at Home (continued)

"My Rules for Online Safety" (continued)

3. I will never agree to get together with someone I "meet" online without first checking with my parents. If my parents agree to the meeting, I will make sure that it is in a public place and bring my mother or father along.
4. I will never send a person my picture or anything else without first checking with my parents.
5. I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do I will tell my parents right away so that they can contact the online service.
6. I will talk with my parents so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online, and appropriate areas for me to visit. I will not access other areas or break these rules without their permission.

Responsible Use Agreement for Electronic Information Resources
Grades 1-6

I, _____, as a user of the Thomaston School District's electronic information resources and computer networks, accept and agree to abide by the Electronic Information Resources Policy of the Thomaston Board of Education and with the following pre-conditions of my use:

1. I will use electronic information resources only for educational and research purposes -- and only as those purposes are consistent with the educational objectives of the Thomaston Board of Education;
2. I will use electronic information resources in a responsible, ethical, and legal manner at all times;
3. I will use electronic information resources only with the permission of a staff member;
4. I will be considerate of other electronic information users and their privacy, and I will use polite and appropriate language at all times while accessing and using these resources;
5. I will not give out any personal information about myself or anyone else while using these resources, other than my first name and school e-mail address;
6. I will make responsible decisions while accessing and using these resources;
7. I will not knowingly degrade or disrupt electronic information resources, services, or equipment, and I understand that such activity may be considered to be a crime and includes, for example, tampering with computer hardware and software, vandalizing or modifying data without permission, invoking computer viruses, attempting to gain access to restricted or unauthorized networks or network services, or violating copyright laws;
8. I will immediately report any problems or breaches of these responsibilities, or any inappropriate messages received, to my teacher or to the school personnel who are supervising my use of these resources;
9. I will act responsibly at all times and will avoid all other activities that are considered to be inappropriate in the non-electronic school environment;
10. If I do not follow these rules, I know that I may lose my privilege to use the computers at school, that I may be disciplined for not following the rules, and that I may have to pay for any damage I cause by my misuse of these resources;
11. I am aware that the inappropriate use of these resources can be a violation of local, state, and federal laws and that I may be prosecuted for violating those laws.

**Responsible Use Agreement for Electronic Information Resources
Grades 1-6**

My parents and my teacher told me about the rules I should follow when I am using the computer at my school. I understand them and I will follow them.

Parental Consent

I give the Thomaston School District my permission to allow my child to access and use electronic information resources for educational and research purposes.

I have read this Responsible Use Agreement and the Board's Electronic Information Resources Policy and have explained and discussed its importance with my child. I understand that prior to my child's use of these resources, he/she will be instructed by school staff in the use of these resources and will also be instructed to follow the Board's Electronic Information Resources Policy.

I understand, and I explained to my child, that he/she may lose his/her privilege to use these resources at school and may face disciplinary action if he/she does not follow this Agreement and the Board's Policy. I understand that I may be held liable for costs incurred by my child's deliberate misuse of electronic information resources or of the District's electronic equipment or software programs.

I understand that the District will employ filtering programs, access controls, and active supervision by staff to protect students from any misuses and abuses as a result of their use of the District's electronic information services. I also understand that these controls, filters, and monitors are not foolproof and that my child may access material which I might consider controversial and offensive. I understand that the Thomaston School District has no control over the content of the information available on the Internet. I will not hold the Board liable for materials my child obtains from these electronic information resources.

Signed: _____
(parent or guardian)

Date: _____

**Responsible Use Agreement for Electronic Information Resources
Grades 7-12**

I, _____ as a user of the Thomaston School District's electronic information resources and computer networks, have read and will abide by the Electronic Information Resources Policy of the Thomaston Board of Education and with the following pre-conditions of my use:

1. I will use electronic information resources only for educational and research purposes – and only as those purposes are consistent with the educational objectives of the Thomaston Board of Education;
2. I will use electronic information resources in a responsible, ethical, and legal manner at all times;
3. I will use electronic information resources only with the permission of a staff member;
4. I will be considerate of other electronic information users and their privacy, and I will use polite and appropriate language at all times while accessing and using these resources;
5. I will not give out any personal information about myself or anyone else while using these resources, other than my first name and school e-mail address;
6. I will make responsible decisions while accessing and using these resources;
7. I will not knowingly degrade or disrupt electronic information resources, services, or equipment, and I understand that such activity may be considered to be a crime and includes, for example, tampering with computer hardware and software, vandalizing or modifying data without permission, invoking computer viruses, attempting to gain access to restricted or unauthorized networks or network services, or violating copyright laws;
8. I will immediately report any problems or breaches of these responsibilities, or any inappropriate messages received, to my teacher or to the school personnel who are supervising my use of these resources;
9. I will act responsibly at all times and will avoid all other activities that are considered to be inappropriate in the non-electronic school environment;
10. If I do not follow these rules, I know that I may lose my privilege to use the computers at school, that I may be disciplined for not following the rules, and that I may have to pay for any damage I cause by my misuse of these resources;
11. I am aware that the inappropriate use of these resources can be a violation of local, state, and federal laws and that I may be prosecuted for violating those laws;

Signed: _____

(*student*)

Date: _____

**Responsible Use Agreement for Electronic Information Resources
Grades 7-12**

Parental Consent

I give the Cheshire School District my permission to allow my child to access and use electronic information resources for educational and research purposes.

I have read this Responsible Use Agreement and the Board's Electronic Information Resources Policy and have explained and discussed its importance with my child. I understand that prior to my child's use of these resources, he/she will be instructed by school staff in the use of these resources and will also be instructed to follow the Board's Electronic Information Resources Policy.

I understand, and I explained to my child, that he/she may lose his/her privilege to use these resources at school and may face disciplinary action if he/she does not follow this Agreement and the Board's Policy. I understand that I may be held liable for costs incurred by my child's deliberate misuse of electronic information resources or of the District's electronic equipment or software programs.

I understand that the District will employ filtering programs, access controls, and active supervision by staff to protect students from any misuses and abuses as a result of their use of the District's electronic information services. I also understand that these controls, filters, and monitors are not foolproof and that my child may access material which I might consider controversial and offensive. I understand that the Cheshire School District has no control over the content of the information available on the Internet. I will not hold the Board liable for materials my child obtains from these electronic information resources.

Signed: _____
(parent or guardian)

Date: _____

Instruction

Computers: Web Sites/Pages

Posting of Student Work/Photographs

The District has an obligation to protect student safety and to balance this with the need for open communications when using the Internet. Therefore, the Board established these guidelines to fulfill this obligation.

The purposes of these guidelines are to:

1. inform school staff of the possible dangers of allowing students to publish identifying information on the Internet;
2. recognize that there are potential advantages of allowing students to publish identifying information on the Internet; and
3. provide to schools a recommended set of guidelines governing how student identifying information should be allowed in publishing on the Internet.

Guidelines:

- Only first names be used in published student work.
- Pictures that are a part of student publishing should not include identifying information.
- Under no circumstances should a student's home address or phone number be included.
- If replies to published student work are appropriate, the sponsoring teacher's address should be the e-mail address displayed, not the student's.
- In special circumstances with parent-signed release, identifying information can be added.
- Directory information will not be posted on the web for students who have requested, in writing, that such information not be released.

It is recognized by the Board that there may be circumstances where it might be appropriate for high school students to provide identifying information along with work published on the Internet. An example of such an appropriate circumstance might be college entrance or employment opportunities that may be enhanced by viewing a student's work on the Internet.

In making this determination, the high school student and the supervisory staff member must weigh the potential for risk against the perceived advantage of posting this identifying information. Parental approval, in addition to that of school staff, is required where there is uncertainty regarding the posting of identifying information for high school students.

Students shall retain all rights to work they create using the District's electronic communication system.

Instruction

Computers: Web Sites/Pages

Posting of Student Work/Photographs (continued)

- (cf. 1110 - Communication with the Public)
- (cf. 5125 - Student Records)
- (cf. 5145.2 - Freedom of Speech/Expression)
- (cf. 6141.321 - Internet Use)
- (cf. 6141.322 - District/School/Staff/Student Web Sites and Web Pages)
- (cf. 6145.3 - Publications)
- (cf. 6162.6 - Use of Copy Devises, Copyrights)

Legal Reference: Connecticut General Statutes
1-19(b)(11) Access to public records. Exempt records.
10-15b Access of parent or guardians to student's records.
10-209 Records not to be public.
11-8a Retention, destruction and transfer of documents
11-8b Transfer or disposal of public records. State Library Board to adopt regulations.
46b-56 (e) Access to Records of Minors.
Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of 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.
Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.

Policy adopted: October 15, 2007

THOMASTON PUBLIC SCHOOLS
Thomaston, Connecticut

Instruction

Internet Acceptable Use: Filtering

Filtering should only be viewed as one of a number of techniques used to manage student's access to the Internet and encourage acceptable usage. It should not be viewed as a foolproof approach to preventing access to inappropriate material. Filtering should be used in conjunction with:

- Educating students to be "Net-smart"
- Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
- Using "Acceptable Use Agreements;"
- Using behavior management practices for which Internet access privileges can be earned or lost; and
- Appropriate supervision, either in person and/or electronically.

The placement of filters on District computers/computer systems is viewed as an exercise of the Board's ability to determine educational suitability of all material used in the schools.

Filters may be utilized with District schools to (1) block pre-selected sites, (2) block by word, (3) block entire categories like chat and newsgroups, and (4) through a pre-selected list of approved sites.

The Superintendent of Schools is directed to establish guidelines and procedures for responsible use of computers, computer systems, software, electronic access privileges, and networks provided by the Board of Education.

(cf. 6141.321 - Acceptable Use of the Internet)

(cf. 6141.322 - Web Sites/Pages)

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.

Instruction

Internet Acceptable Use: Filtering

Legal Reference Connecticut General Statutes(continued)

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

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

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

Dept. of Education. 34 CFR. 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.

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.

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)

20 U.S.C. Section 6777 No Child Left Behind

Policy adopted: October 15, 2007

THOMASTON PUBLIC SCHOOLS
Thomaston, Connecticut

Instruction

Independent Study

1. All plans to implement an independent study program must be reviewed and approved by the Building Principal. Approval must be arranged prior to a student beginning the implementation of an independent study program.
2. The number of hours required for an independent study program must meet the minimum hours of required classroom instruction set by the State Department of Education if credit is to be awarded to the student for the course.
3. All independent study programs must be developed and supervised by certificated Thomaston staff. Appropriate certificated staff should be involved in the design of the independent study (i.e., classroom teacher, guidance counselor, etc.). The Building Principal shall designate the staff that will be involved in the individual design of an independent study program.
4. No independent study may begin any later than two weeks after the beginning of a school semester if course credit is to be awarded.

Objectives

1. To broaden and strengthen curriculum content thereby overcoming the visual limitations of the regular school program.
2. To provide students an opportunity to make decisions and to select from a series of options about their activities in school.
3. To place students in a more active role in the learning process.
4. To provide learning experiences tailored to the interests, talents, and needs of individual students.
5. To enable students to develop confidence in their ability to learn, to think imaginatively, and to explore ideas.
6. To develop in students the ability to comprehend, apply, analyze, and synthesize information.
7. To provide students an opportunity to develop responsibility through developing and following a plan of study.
8. To foster in students a continuing interest in learning.

Instruction

Advanced College Placement

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

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

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