

EDUCATIONAL

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1. ACCESS TO STUDENT RECORDS

Stratford Public School parents and eligible students (18 years or older) are, in accord with the Family Educational Rights and Privacy Act (FERPA), notified of the following rights to:

Inspect and review your student's education records;

Request an amendment of your student's records to ensure that the records are not inaccurate, misleading, or otherwise in violation of your student's privacy rights or other things;

Consent to disclosures of personally identifiable information contained in your student's educational record, except to the extent the FERPA regulations authorize disclosure without consent;

File with the United States Department of Education a complaint concerning alleged failures by Stratford Public Schools to comply with the FERPA regulations; and ,

Obtain copies of Stratford Public Schools' policies for student education records. These policies are contained in the Pupil Personnel Manual, located in the Principal's office of each school in the district.

2. ASBESTOS MANAGEMENT PLAN NOTICE

In compliance with the United States Environmental Protection Act (EPA) Asbestos Hazard Emergency Response Act (AHERA) we are required to inspect for asbestos every three years and develop a management plan to responsibly control what material may remain in the school building. This plan has been written and is available at the school office as well as the main office, to all parties that may be concerned. Persons wishing to review this document may do so during regular school hours.

3. FIELD TRIPS AND COMMUNITY SERVICE

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

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

4. HOMEWORK GUIDELINES

Philosophy

Since the Stratford schools emphasize quality education in a rapidly changing world, homework assignments become necessary, as well as, beneficial. The homework assignment can breathe life into learning confined to the time and space of classrooms. Homework assignments which motivate and challenge, help students to understand and to appreciate the value of life-long learning. Individual creativity and prudent use of resources can enrich and reward student efforts.

Policies

1. Homework should be assigned regularly in all Stratford Public Schools.
2. Teachers are responsible for the careful planning and evaluating of all homework assignments.
3. Homework assignments should be written in daily plan books.
4. In the elementary schools, homework will be assigned on Monday, Tuesday, Wednesday and Thursday. Occasionally, it may be necessary to make homework assignments on Fridays.
5. In the middle and high schools, homework will be assigned daily. Discretion should be used in making weekend assignments. A student and his/her parents may choose to spend additional time.
6. The following homework assignment schedule necessitates recognizing each individual student's ability, needs and interests.

Kindergarten - Assignments will be flexible, determined by need.

Grade 1 - Fifteen minutes per night

Grade 2 - Twenty minutes per night

Grade 3 - Thirty minutes per night

Grade 4 - Forty-five minutes per night

Grade 5 - Fifty minutes per night

Grade 6 - One hour per night

Grade 7-8 - One and one-half hours per night

Grads 9-12 - Two hours per night

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5. PARENT INVOLVEMENT

Considerable experience and related evidence indicates that meaningful involvement of parents, guardians, and other care-givers in the schooling of children improves the quality of education significantly. The Board of Education believes that closer connections of parents and others responsible for the home care of the children with our school can result in enhanced academic performance, improved behavior, and reduced absenteeism.

Therefore, all parents, guardians, and care-givers of students enrolled in our school district are encouraged to take an active role in the education of their children.

Further, the Board of Education believes that the professional staff must take whatever steps are necessary to facilitate a broad variety of opportunities for parents to connect frequently with the schools in which their children are enrolled, and with the overall system. These steps should include the following:

- Parenting skills should be promoted and supported.
- Communication between home and school should be regular, two-way and meaningful.
- Parents should play an integral role in assisting student learning.
- Parents should be welcome in every school and their support and assistance sought.

- Parent input should be sought regarding decisions that affect children and families.

- Community resources should be made available to strengthen school programs, family practices and student learning.

The Superintendent will report annually to the Board of Education on parent involvement activities.

6. PARENTS' RIGHTS AND RESPONSIBILITIES

Parent Active Participation - A Formula for Student Success

Rights

- To know what is expected of the child with respect to the educational program, attendance and behavior
- To know what the child is being taught, and how the child is being taught.
- To know what progress the child is making, on a timely basis.
- To be informed if the child experiences academic, health, or social difficulty.
- To see the child's school records.
- To visit the child's school and to talk to the child's teachers and principal.
- To be encouraged and assisted to participate effectively in educational decision making.
- To be consulted on important matters concerning the child's education.
- To be treated with courtesy and respect by school personnel.

Responsibilities

- To sent the child to school rested, clean, fed and ready to learn.

- To ensure that the child attends school regularly and on time.
- To be aware of the child's work, progress, and problems - by talking to the child about school, by looking at the child's work and progress reports, and by attending school functions when possible.
- To maintain continuing contact with the child's teachers and principal about the progress of the child's education.
- To reinforce at home the importance of acquiring the knowledge, skills, and values needed to function effectively in society.
- To volunteer time, skill, or resources when needed and possible.
- To take part in school and community programs that empower parents to participate in making educational decisions.
- To hold the child responsible for the work, attendance and behavior expected for the child's education.
- To model in one's own life the behavior one wishes to see in one's children.
- To treat school personnel with courtesy and respect.

7. PROMOTION /RETENTION POLICY

It is the philosophy of the Board of Education that all students should be placed in instructional programs in which they can achieve academically as well as emotionally, socially and physically. It is expected that the vast majority of students, given positive motivation and appropriate instruction, will progress satisfactorily through their elementary and secondary school programs. For a variety of reasons, however, individuals may require somewhat less or more time to develop their educational potential.

Elementary students who successfully complete the required course work of a grade level will be promoted to the next grade. Students whose academic performance is less than satisfactory will be considered for retention. Secondary students must complete the required number of credits to be promoted. However, for promotion from 6th grade into 7th grade, and from 8th grade into 9th grade, students must exceed town wide remedial standards.

Retention - Elementary Grades

Retention will be considered when a student is achieving one year or more below grade level in reading or mathematics or when poor attendance has been a contributing factor to poor educational process.

The recommendation for retention of a pupil will be based on the professional judgment of the classroom teacher (s) after having discussed this recommendation with all concerned - parents, administrators, and supportive personnel. Consideration to academic achievement, chronological age, and social maturity will be made in formulating the recommendation. The advantages to the student in question will be considered as well.

Retention Guidelines

These guidelines indicate the procedures to be followed in determining whether or not a child is assigned to the next grade.

1. Before retention can be considered, it is essential that all avenues to encourage student growth be exhausted, and that the parents be kept informed of the student's achievement at all levels of development. In the event that retention may seem to benefit a student, the parent/guardian should be informed during the third marking period.
2. When a child is being considered for retention, then special conferences will be arranged by the teacher with the parents to discuss the student's progress, attitude, ability and the advantages and disadvantages of retaining the student.
3. The student's teacher/teachers shall closely examine the student's performance, study habits, testing results, and other pertinent information. As much data as possible will be considered.
4. A record of meetings involving the student's parents and phone calls shall be placed in the file containing student records.
5. The principal shall be informed immediately of all students being considered for retention.

8. RANK IN CLASS

The Stratford Board of Education supports the concept of a weighted system to determine rank in class. Each high school course offered in the Program of Studies will be assigned a quality point value according to the academic requirements of the course. Support classes, physical education and health classes are excluded.

9. SIXTH GRADE COMMEMORATIVE ACTIVITIES

Our philosophy of education in the elementary school does not consider the completion of the Sixth Grade as a graduation of any type requiring a commemorative ceremony. However, it is customary to have some activity to recognize the efforts of the sixth graders during their elementary years. This involves all sixth graders and usually takes place at the end of the school year.

The form of the activity will be within the province of the building principal and sixth grade teachers. Depending on the circumstances at the time, the nature of the activity could vary from year to year, i.e., a party, a play, sports day, an educational field trip, etc., that is approved by the building principal and the Deputy Superintendent, if transportation is involved or if the activity entails leaving the school grounds. The principal is expected to exercise judgment and discretion as to the appropriateness of the program and the liabilities and problems involved.

10. TUITION RATES

Please call 203-385-4209 for the current tuition rates.