

A new policy to consider.

Instruction

Testing Program

Test Exclusion

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

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

Limited English proficient (LEP) students, including those also identified as requiring special education, who are in their first year of enrollment in a U.S. school and have been in attendance for one school year or less may be permitted to be exempt from one administration of the reading/language arts portion of the Connecticut Mastery Test (CMT) and the Connecticut Academic Progress Test (CAPT). These students must take the Language Assessment Scales (LAS-Links). No such exemption is permitted, based on federal guidelines, from the mathematics and science assessments of the CMT and CAPT. Accommodations, as provided in classroom instruction may be used.

Limited English proficient students eligible for special education due to significant cognitive impairment must be tested on the CMT/CAPT Skills Checklist, regardless of the one school year exemption option.

(cf. 6141.31 - Bilingual-Bicultural Education)
(cf. 6141.311 - Limited English Proficiency Program)
(cf. 6146.2 - Statewide Proficiency/Mastery Examinations)
(cf. 6171 - Special Education)

Legal Reference: Connecticut General Statutes
10-14n Statewide mastery examination. Conditions for reexamination.
Limitation and use of test results.
10-14o Compensatory education grant. Financial statement of expenditures
10-14q Exceptions
Title VII of the Improving America's Schools Act of 1994, P.L. 103-282
34 CFR, Part 200, Regulations appearing in Federal Register, 9-13-06.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Testing Program

Test Integrity/Test Preparation

Any certified staff member who is involved in required standardized testing shall follow all appropriate security regulations and shall report accurate scores for individuals and groups who are tested. Violations of security regulations or deliberate falsification of testing data are considered grounds for termination.

Certified employees terminated for testing violations shall be reported to the Connecticut State Department of Education for possible certification revocation proceedings.

- (cf. 4117 – Separation/Disciplinary Action)
- (cf. 417.4 – Dismissal/Suspension)
- (cf. 5131 – Conduct)
- (cf. 5143 – Cheating)
- (cf. 5144 – Discipline/Punishment)
- (cf. 6146.2 - Statewide Proficiency/Mastery Examinations)
- (cf. 6162.3-Testing Program)
- (cf. 6162.31 – Test Exclusion)

Legal Reference: Connecticut General Statutes
 10-14n Statewide mastery examination. Conditions for reexamination.
 Limitation and use of test results. (as amended by PA 03-174 and PA 03-
 168)
 10-14q Exceptions (as amended by PA 01-205 and PA 02-7 of May 9th
 Special Session)

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Surveys of Students (Student Privacy)

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

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

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

Note: The term "survey" includes an evaluation.
--

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

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

Instruction

Surveys of Students (Student Privacy) (continued)

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

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

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

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

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

Instruction

Surveys of Students (Student Privacy) (continued)

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

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

Parents/guardians of a student shall also have the right to inspect, upon request, any instructional material used as part of the educational curriculum.

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

(cf. 6141.11 - Curriculum Research/Experimental Projects)
(cf. 6161 – Equipment, Books and Materials: Provision/Selection)
(cf. 6161.1 – Evaluation/Selection of Instructional Materials)
(cf. 6161.12 – Reconsideration of Materials)

Legal Reference: P.L. 103-227 Section 1017 (which amends Section 439 of the General Education Provisions Act)

P.L. 107-110, Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors. (20 U.S.C. §1232h)

Regulation 34 CFR Part 99

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Model Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents and students who are 18 or emancipated minors ("eligible students") certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- **Consent** before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- **Receive notice and an opportunity to opt a student out of-**
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- **Inspect, upon request and before administration or use-**
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

[School District will/has develop[ed] and adopt[ed]] policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. [School District will directly notify parents and eligible students of these policies at the beginning of the school year] and after any substantive changes. [School District] will also directly notify parents and eligible students, such as through U.S. Mail or email, at least annually at the start of each school year of the specific or approximate dates of the following activities listed below and provide an opportunity to opt a student out of participating. Parents will also be provided an opportunity to review any pertinent surveys.

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office - U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

**PPRA Model Notice and Consent/Opt-Out for Specific Activities
[LEAs should adopt the following model form as appropriate]**

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. §1232h, requires [name of school district or school] to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings.

Following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and for surveys and activities schedules after the school year starts, the District will provide parents with a reasonable period of time prior to the administrations of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt your child out, as well as an opportunity to review the survey. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 or older or an emancipated minor under State law.)

Date: On or about October 15, 2009
Grades: Five and Six
Activity: ABC Survey of At-Risk Behaviors.

Summary: This is an anonymous survey that asks students questions about behaviors such as drug and alcohol use, sexual conduct, violence, and other at-risk behaviors. The survey also asks questions of a demographic nature concerning family make-up, the relationship between parents and children, and use of alcohol and drugs at home.

Consent [for ED funded, protected information surveys only]: A parent must sign and return the attached consent form no later than [insert return date] so that your child may participate in this survey.

Opt-out [for any non-ED funded protected information survey]: Contact [school official] at [telephone number, email, address, etc.] no later than [date] if you do not want your child to participate in this activity.

Date: November 22 - 24, 2009
Grades: One through Six
Activity: Flu Shots
Summary: The County Department of Public Health Services will administer flu shots for influenza types A and B.

Opt-out: Contact [school official] at [telephone number, email, address, etc.] no later than [date] if you do not want your child to participate in this activity.

Below are two examples dealing with the collection, use and distribution of personal information for student-based commercial services. Administrators should particularly note the difference in the type of consent required for each activity depending on what personal information is being collected, used or distributed.

[Survey A: Limited to personal information designated as "directory information "]

Date: 2009-2010 School Year
Grades: Nine through Twelve
Activity: Student-Based Commercial Services
Summary: [School] collects, or allows businesses to collect, use, and disclose personal information on students, including names, addresses, and telephone listings. These businesses provide student-based products and services, such as computer equipment, sports clothing, school jewelry, and entertainment products.

Opt-out: Contact [school official] at [telephone number, email, address, etc.] no later than [date] if you do not want your child to participate in this activity.

[Note to schools: This information - names, addresses, and telephone listings - may be designated and disclosed as "directory information" under the Family Educational Rights and Privacy Act (FERPA). Instead of using this Model Notice format, schools may meet PPRA notice requirements for specific marketing activities that involve only designated "directory information" by allowing parents to opt out of "directory information" at the start of each school year, which would include all marketing activities.]

[Survey B: Collects personal information beyond designated directory information]

Date: 2009-2010 School Year
Grades: Nine through Twelve
Activity: Student-Based Commercial Services
Summary: [School] collects, or allows businesses to collect, use, and disclose personal information on students, including names, addresses, telephone listings and social security numbers. These businesses provide student-based products and services, such as computer equipment, sports clothing, school jewelry, and entertainment products.

Consent: A parent must sign and return the attached consent form no later than [insert return date] so that your child may participate in this activity.

[Note to schools: While some of the information - names, addresses, and telephone listings - may be designated and disclosed as "directory information" under the Family Educational Rights and Privacy Act (FERPA), schools that permit marketing activities that involve the collection, use, and disclosure of students' social security numbers may not use an opt-out procedure and must obtain prior written consent in accordance with §99.30 of the FERPA regulations.]

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to [school official, address]. [School official] will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

I _____ give my consent for _____ to take the ABC
[parent's name] *[child's name]*

Survey of At-Risk Behaviors on or about October 15, 2003.

Parent's signature

Please return this form no later than [insert date] to the following school official: [Provide name and mailing address.]

DERBY PUBLIC SCHOOLS
Derby, Connecticut

**WRITTEN CONSENT OF STUDENT SUBMISSION TO
SURVEYS, PERSONAL ANALYSIS, OR EVALUATIONS**

(This form is to be used to provide as required by federal law written consent of a student's parent or guardian to the student's participation in a survey, a personal analysis, or an evaluation.)

Name of Student: _____

Address: _____

Grade/School Year: _____ Birthdate of Student: _____

Name of Student's Parent or Guardian: _____

Address of Parent or Guardian: _____

The survey, personal analysis, or evaluation reveals the following information: (check all those applicable)

- Political affiliations or beliefs of the student or the student's parent.
- Religious beliefs, practices, or affiliations of the student or the student's parent.
- Mental or psychological conditions that may embarrass the student or his/her family.
- Sexual behavior and attitudes.
- Illegal, anti-social, self-incriminating or demeaning behavior.
- Critical appraisals of other individuals with whom the student has a close family relationship.
- Legally recognized privileged or confidential relationships, including a relationship with a lawyer, physician, or minister.
- Income (except as required by law to determine eligibility for participation in a program or for receiving financial assistance under a program.)

A copy of the personal analysis, survey, or evaluation is attached for your review.

I, (name of parent/guardian of student), consent to the participation of (name of student) in the attached survey, personal analysis, or evaluation.

(Signature of Parent/Guardian)

(Date)

DERBY PUBLIC SCHOOLS
Derby, Connecticut

RIGHT TO INSPECT CERTAIN INSTRUCTIONAL MATERIAL

In addition to any other rights with respect to the inspection of instructional materials, the parent or guardian of a child enrolled in a school within the _____ School Corporation which receives funds from the United States Department of Education either directly or indirectly, shall be entitled to inspect those instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any school program or curriculum.

Any complaints arising under this policy may be submitted in accordance with the policy for parental (public) complaints.

Legal Reference: 20 U.S.C. 1232h(a)

**STUDENT SUBMISSION TO REQUIRED SURVEYS,
ANALYSIS, OR EVALUATIONS OF SCHOOL PROGRAMS**

No student shall be required without prior written consent of the student's parent or guardian, as part of any school program or curriculum which receives funds from the United States Department of Education, to submit to a survey, analysis, or evaluation which reveals information concerning:

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

Legal Reference: 20 U.S.C. 1232h(b)

Existing policy, number 6162.6 adopted 12/20/01, appropriate as written with addition of legal reference.

Instruction

Use of Copying Devices

Publication or Creation of Educational Material – Copyrights: Printing and Duplication

Duplication of copyrighted materials is illegal without permission, except to the extent such duplication may fall within the bounds of the “fair use” doctrine.

Severe penalties are provided for unauthorized copying of audio, visual, or printed materials which exceeds “fair use.”

Duplication of copyrighted materials by employees shall be done with permission of the copyright holder or within the bounds of “fair use” set forth in the accompanying regulation.

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

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

NOTICES

Text of warning notice to be posted on or near copiers. It is recommended that type be at least 18 points in size:

NOTICE

THE COPYRIGHT LAW OF THE UNITED STATES (TITLE 17 UNITED STATES CODE) GOVERNS THE MAKING OF PHOTOCOPIES OR OTHER REPRODUCTIONS OF COPYRIGHTED MATERIAL. THE PERSON USING THIS EQUIPMENT IS LIABLE FOR ANY INFRINGEMENT.

Text of warning notice to be displayed at places where orders for copies of materials are accepted by libraries/media centers or archives. Type must be at least 18 points in size; the notice printed on heavy paper or other durable material and displayed prominently within the immediate vicinity of the place where orders are accepted.

The warning is also required on any form that is used to request copying service. There are no specific requirements for type size on request forms.

NOTICE WARNING CONCERNING COPYRIGHT RESTRICTIONS

THE COPYRIGHT LAW OF THE UNITED STATES (TITLE 17, UNITED STATES CODE) GOVERNS THE MAKING OF PHOTOCOPIES OR OTHER REPRODUCTIONS OF COPYRIGHTED MATERIAL.

UNDER CERTAIN CONDITIONS SPECIFIED IN THE LAW, LIBRARIES AND ARCHIVES ARE AUTHORIZED TO FURNISH A PHOTOCOPY OR OTHER REPRODUCTION. ONE OF THESE SPECIFIC CONDITIONS IS THAT THE PHOTOCOPY OR REPRODUCTION IS NOT TO BE "USED FOR ANY PURPOSE OTHER THAN PRIVATE STUDY, SCHOLARSHIP OR RESEARCH." IF A USER MAKES A REQUEST FOR, OR LATER USES, A PHOTOCOPY OR REPRODUCTION FOR PURPOSES IN EXCESS OF "FAIR USE," THAT USER MAY BE LIABLE FOR COPYRIGHT INFRINGEMENT.

THIS INSTITUTION RESERVES THE RIGHT TO REFUSE TO ACCEPT A COPYING ORDER IF, IN ITS JUDGMENT, FULFILLMENT OF THE ORDER WOULD INVOLVE VIOLATION OF COPYRIGHT LAW.

Text of warning notice to be affixed to video recorders and computers. (There is no specific requirement for type size.)

NOTICE:

MANY VIDEOTAPED MATERIALS AND COMPUTER PROGRAMS ARE PROTECTED BY COPYRIGHT (TITLE 17 UNITED STATES CODE). UNAUTHORIZED COPYING MAY BE PROHIBITED BY LAW.

6162.6
Appendix
(continued)

Text of warning notice to be affixed to package containing the copy of a computer program subject to loan. The notice must be printed in such a manner as to be clearly legible, prominently displayed and durably attached to the copies or to a box, reel, cartridge, cassette or other container used as a permanent receptacle for the copy of the computer program:

WARNING: THIS COMPUTER PROGRAM IS PROTECTED UNDER THE COPYRIGHT LAW. MAKING A COPY OF THIS PROGRAM WITHOUT PERMISSION OF THE COPYRIGHT OWNER IS PROHIBITED. ANYONE COPYING THIS PROGRAM WITHOUT PERMISSION OF THE COPYRIGHT OWNER MAY BE SUBJECT TO PAYMENT OF \$150,000 OR MORE IN DAMAGES AND, IN SOME CASES, IMPRISONMENT FOR ONE YEAR.

A new policy to consider.

Instruction

Educational Software

The Board recognizes that technology is an integral part of everyday living affecting every aspect of our society and, therefore, is committed to educational technology for all students.

The Board wishes to ensure that all employees and students of the Hartford Public School System who use technology adhere to all statutes concerning software copyrights, use of technology and technology services as well as their ethical use.

The Public School System maintains full copyright on all software and related materials developed by its employees in whole or in part either during the time(s) for which they are being compensated or during a time for which they are not compensated but have utilized equipment owned by the Hartford Public School System.

Software Usage Guidelines:

1. Duplicating copyrighted software is not permitted unless it is specifically authorized under a policy or license agreement with the software developer.
2. Copying of public domain or shareware programs is permitted provided that there is adequate documentation available to prove that it is public domain. Furthermore, the software should be labeled "Public Domain Software" or "Shareware"
3. Illegal copies of software, according to current copyright laws, may not be used on school system computers.
4. Software usage for both network and stand-alone versions must adhere to the following:
 - Lab-packs may only be loaded and utilized on the number of computers designated by the lab-pack agreement.
 - Site licenses may only be loaded and utilized on the number of computers designated by the site-license agreement. Extensions of such licenses beyond the originally designated number must be fully documented and attached to the original purchase agreement.
 - District licenses may only be loaded and utilized on the number of computers designated by the district-license agreement. All sites involved in such usage will be informed of the usage restrictions in writing by the district designee. Any changes needed at the site level under such an agreement must be approved by the district designee.

Instruction

Educational Software (continued)

Software Purchases

1. All software purchases must have an object code of 6114 regardless of the funding source. Software purchases do not fall into the instructional supply categories.
2. Purchases from the approved district software listing, regardless of funding source, must be signed by the Director of Curriculum, Instruction and Assessment or designee. (or person designated by local school system)
3. Purchases **not on** the approved district software listing, **MUST FOLLOW** the current district procedure.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6162.7 adopted 12/20/01, more appropriately written as a regulation.

Instruction

Backup Copies of Copyrighted Computer Software

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

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

Regulation approved:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

SOFTWARE EVALUATION FORM

Title _____ Publisher _____

Hardware Requirements _____

Academic Area(s) _____ Range of Grade levels _____

Give a one or two sentence description of the program.

What academic area outcome(s), CMT, CAPT and/or curriculum does this software address?
Please state the page number for the outcome(s) from the Academic Area Outcomes book.

Software Type(s)

- _____ Drill and Practice
- _____ Tutorial
- _____ Simulation
- _____ Problem Solving
- _____ Word Processing

- _____ Material Generation
- _____ Educational Game
- _____ Computer-Managed Instruction
- _____ Database
- _____ Other, please specify:

Enter to the left of the items below one of the following:

SA - Strongly Agree **A** -Agree **D** - Disagree **SD** - Strongly Disagree **NA** - Not Applicable

- _____ Content has clearly defined objectives.
- _____ Content is accurate.
- _____ Content has high educational value.
- _____ Content is presented clearly and logically.
- _____ Content is free of race, ethnic, gender, sex, age and other stereotypes.
- _____ The student responses are handled effectively.
- _____ Software branches to appropriate level of difficulty.
- _____ Software randomly generates questions.
- _____ User can easily and independently utilize the software.
- _____ User can control the rate and sequence of instruction.
- _____ The displays are effective.
- _____ The graphics/music/sound/color have instructional value.
- _____ Software has effective management system (keeps records of student response, provides appropriate reports).
- _____ Software includes diagnostic testing.
- _____ Documentation is comprehensive and effective.

Is the program available in another language? _____

If yes, please specify: _____

RECOMMENDATIONS

Do you recommend the use of this software?

- _____ Highly recommend
- _____ Recommend
- _____ Recommend subject to the following changes:

_____ Do not recommend

Please state reasons.

Strengths: _____

Weaknesses/Questions: _____

Other Comments: _____

Evaluated by _____ Date _____

School _____ Position _____
Grade Level _____ Subject _____

THANK YOU

A new policy to consider.

Instruction

Live Animals in the Classroom

The Board of Education recognizes that there are medical and physical dangers associated with animals, both wild and domesticated, in the classroom and/or on school property. The Board also recognizes that under proper conditions, animals can be an effective teaching aid. The following guidelines are adopted regarding all animals (mammals, birds, reptiles/amphibians, fish, insects,) in the classroom or on school property.

- All requests to have animals in the classroom or on school property must be submitted to the Principal in writing. Included in the request should be a description of the activity, type of animal, educational purpose/benefit, length of activity, and a plan for the care of the animal. The Principal has the discretion to permit or deny the presence of animals.
- Parents/guardians must be notified in writing prior to any activity involving animals.
- Students and teachers with allergies must receive special consideration before animals are brought into a school. Prior to any exposure to animals in school, the teacher should be aware of any condition such as allergies which could be exacerbated by exposure to animals. Appropriate and reasonable accommodations will be accorded to protect the health of such individuals.
- All requests to take field trips involving animals must be submitted to the Principal in writing. In determining whether to grant the request, the Principal shall be guided by the district policy on field trips and shall also take into consideration any known allergies among the students and the possible side effects of the planned exposure to animals.
- No domesticated animals, including dogs, cats, primates, or livestock, shall be allowed in schools unless proof of appropriate and/or current rabies vaccination is provided. Any domesticated mammal that is too young to be immunized for rabies will not be handled by students.
- No wild animal (i.e., skunks, raccoons, bats, ground hogs, monkeys, or fox) shall be allowed unless under the control of an individual trained in the care and management of the animals (i.e., zookeepers, docents, veterinarians, etc.) and subject to the provided documents as detailed in the administrative regulation.
- All animals brought for exhibit must be restrained by the owner/handler.
- No poisonous animals are allowed unless brought in cages/containers that prevent contact with students and faculty.
- Each teacher is responsible for the proper supervision and control of students under his/her direction whenever there is an exhibit or activity involving animals in the school.
- Animals will be allowed to be housed in classrooms only for a specified and appropriate educational purpose for the time necessary to achieve the educational goal.

Instruction

Live Animals in the Classroom (continued)

- It is the responsibility of the teacher to provide a plan of care for classroom-housed animals including care on weekends and during emergency closure. No animals shall be housed at school unless the teacher involved is familiar with the appropriate care, feeding, and handling of the animals. All waste products must be cleaned from cages on a daily basis by an adult such as a teacher, assistant, volunteer, etc. Cages will not be cleaned by students and students will not have direct contact with animal waste products.
- Each teacher is responsible for the proper control of animals brought to the classroom for instructional purposes, including the effective protection of students. This includes keeping the animals in appropriate cages or containers for the protection of the animal and individuals.
- No animals will be allowed free range in the facility.
- Supervised handwashing for a minimum of twenty seconds with soap and water will be conducted by students after handling animals. Handwashing will be conducted immediately after the activity has ended and prior to any further school or classroom activity. Eating/drinking will not be allowed during the animal exhibition or during activities involving animals.
- The Principal and parent/guardian must be notified as soon as possible if an individual is bitten by an animal or any incident occurs which could have an adverse effect on physical or emotional health. The supervising teacher will complete a written report describing the incident.

Seeing-eye (Guide), hearing and service dogs are permitted on school buses and in school facilities to perform the functions for which they are trained. Such animal must wear a "harness or an orange-colored leash and collar which makes it readily identifiable as a guide dog" that is licensed. Fees cannot be assessed due to the presence of the dog, but if the dog causes any damage to the premises, the dog user or his/her parents/guardians are liable.

(cf. 6163.32 - Service Animals)

Legal References: Connecticut General Statutes
10-221 Boards of education to prescribe rules, policies and procedures
46a-42 Mobility impaired person
46a-44 through 46a-64 Public accommodations and transportation, admittance to
Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b)
American Disability Act of 1989

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs)

The Board of Education does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Connecticut law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

Connecticut law requires that a specially trained dog be allowed to accompany a blind, mental or physically disabled person in housing, in public accommodations, and on all common carriers. The dog must be identified by wearing an orange-colored harness or leash and in the direct custody of the individual. Public accommodations include public buildings and any other facility offered to the public.

Federal regulations speak to the use of service animals, including miniature horses.

The term guide or assistance dog is defined as a dog that has been or is being specially trained by a person who is qualified as a trainer of assistance dogs such as provided by the Fidelco Guide Dog Foundation, to aid a disabled student and includes guide dogs for the visually impaired, hearing dogs for the hearing impaired and service dogs for the physically disabled. An individual trainer should be affiliated with a national organization and should have passed their training criteria.

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as “seeing eye dogs” or “guide dogs;”
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and
- assist individuals with mobility impairments with balance.

The District shall not assume or take custody or control of, or responsibility for, any assistance dog or the care or feeding thereof. The owner or person having custody and control of the dog shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any assistance dog or other service animal is out of control in the school setting or during District transportation, the matter shall be immediately reported to local law enforcement, and the permission granted pursuant to this policy may be immediately revoked. The parent or guardian of the student having custody and control of the dog or other service animal will be required to remove the dog or other used animal from District premises immediately.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs) (continued)

If any student or staff member assigned to the classroom in which an assistance dog or other service animal is permitted suffers an allergic reaction to the dog or other service animal, the person having custody and control of the dog/service animal will be required to remove the dog/service animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the dog/service animal to a different classroom assignment. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the students.

When a student will be accompanied by an assistance dog/service animal at school or in other District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the dog's/service animal's owner and any other person who will have custody and control of the dog/service animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent of Schools or his/her designee shall be responsible for developing procedures to accommodate a student's use of an assistance dog or other service animal in District facilities and on school transportation vehicles.

(cf. 6163.3 – Live Animals in the Classroom)

Legal References: Connecticut General Statutes
 10-221 Boards of education to prescribe rules, policies and procedures.
 46a-42 Mobility impaired person
 46a-44 through 46a-64 Public accommodations and transportation,
 admittance to. (Access of guide and assistance dogs to modes of public
 transportation and in places of public accommodation)
 Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20
 U.S.C. 706(7)(b)
 American Disability Act of 1989, 1990
 28 C.F.R. Parts 35 & 36, "Nondiscrimination on the Basis of Disabilities
 in State and Local Government Services; Final Rules"

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new regulation to consider.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs)

Background

Service animals are animals trained to assist people with disabilities in the activities of normal living. The Board of Education, in compliance with state and federal laws allows service animals to accompanying persons with disabilities to be on the District campus. This regulation differentiates “service animals” from “pets”, describes types of service dogs, denotes campus locations that are off-limits to service animals, and sets behavioral guidelines for service animals.

Definitions

Partner/Handler: A person with a service animal. A person with a disability is called a partner; a person without a disability is called a handler.

Pet: A domestic animal kept for pleasure or companionship. Pets are not permitted in District facilities. Permission may be granted by an administrator for a pet to be in a District facility for a specific reason at a specific time (e.g., a pet dog is used for a demonstration tool in a class).

Service Animal: Any animal individually trained to do work or perform tasks for the benefit of a person with a disability. Service animals are usually dogs. Federal regulations also include miniature horses as service animals. A service animal is sometimes called an assistance animal.

Team: A person with a disability, or a handler, and his or her service animal. The twosome works as a cohesive team in accomplishing the tasks of everyday living.

Trainee: An animal undergoing training to become a service animal. A trainee will be housebroken and fully socialized. To be fully socialized means the animal will not, except under rare occasions, bark, yip, growl or make disruptive noises; will have a good temperament and disposition; will not show fear; will not be upset or agitated when it sees another animal; and will not be aggressive. A trainee will be under the control of the handler, who may or may not have a disability. If the trainee begins to show improper behavior, the handler will act immediately to correct the animal or will remove the animal from the premises.

Types of Service Dogs

A **Guide Dog** is a carefully trained dog that serves as a travel tool to persons with severe visual impairment or who are blind.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs)

Types of Service Dogs (continued)

A **Hearing Dog** is a dog who has been trained to alert a person with significant hearing loss or who is deaf when a sound, e.g., knock on the door, occurs.

A **Service Dog** is a dog that has been trained to assist a person who has a mobility or health impairment. Types of duties the dog may perform include carrying, fetching, opening doors, ringing doorbells, activating elevator buttons, steadying a person while walking, helping a person up after a fall, etc. Service dogs are sometimes called assistance dogs.

A **Ssig Dog** is a dog trained to assist a person with autism. The dog alerts the partner to distracting repetitive movements common among those with autism, allowing the person to stop the movement (e.g., hand flapping). A person with autism may have problems with sensory input and need the same support services from a dog that a dog might give to a person who is blind or deaf.

A **Seizure Response Dog** is a dog trained to assist a person with a seizure disorder; how the dog serves depends on the person's needs. The dog may stand guard over the person during a seizure, or the dog may go for help. A few dogs have somehow learned to predict a seizure and warn the person in advance.

Requirements for Faculty, Staff, and Students

Allow a service animal to accompany the partner at all times and everywhere on campus except, where service animals are specifically prohibited.

Do not pet a service animal; petting a service animal when the animal is working distracts the animal from the task at hand.

Do not feed a service animal. The service animal may have specific dietary requirements. Unusual food or food at an unexpected time may cause the animal to become ill.

Do not deliberately startle a service animal.

Do not separate or attempt to separate a partner/handler from his or her service animal.

Requirements of Service Animals and Their Partners/Handlers

Vaccination: The animal must be immunized against diseases common to that type of animal. Dogs must have had the general maintenance vaccine series, which includes vaccinations against rabies, distemper, and parvovirus. All vaccinations must be current.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs) (continued)

Requirements of Service Animals and Their Partners/Handlers

Licensing: Dogs are to wear an owner identification tag at all times. The dog must also wear a current rabies tag and dog license tag. Connecticut law requires dogs to wear a harness or an orange-colored leash and collar which makes it readily identifiable as a licensed guide dog.

Health: The animal must be in good health.

Under Control of Partner/Handler: The partner/handler must be in full control of the animal at all times. The care and supervision of a service animal is solely the responsibility of its partner/handler. A service animal must have a harness, leash, or other tether, unless the handler is unable because of a disability to use a harness, leash, or other tether, or the use of such devices would interfere with the service animal's safe, effective performance of work or tasks. In such cases the service animal must be otherwise under the handler's control using voice control, signals or other effective means.

When a Service Animal Can Be Asked to Leave

Disruption: The partner of an animal that is unruly or disruptive (e.g., barking, running around, bringing attention to itself) may be asked to remove the animal from District facilities. If the improper behavior happens repeatedly, the partner may be told not to bring the animal into any District facility until the partner takes significant steps to mitigate the behavior. Mitigation can include muzzling a barking animal or refresher training for both the animal and the partner.

Health: Service animals that are ill should not be taken into public areas. A partner with an ill animal may be asked to leave District facilities.

Uncleanliness: Partners with animals that are unclean and/or bedraggled may be asked to leave District facilities. An animal that becomes wet from walking in the rain or mud or from being splashed by a passing automobile, but is otherwise clean, should be considered a clean animal. Animals that shed in the spring sometimes look bedraggled. If the animal in question usually is well groomed, consider the animal tidy even though its spring coat is uneven and messy-appearing or it has become wet from weather or weather-related incidents. A service animal that is not housebroken shall not be permitted on school premises.

If a service animal is excluded from District premises based upon the above reasons, the individual with a disability shall be given the opportunity to participate in the service, program, or activity without having the service animal on the premises.

Areas Off Limits to Service Animals

- A. **Mechanical Rooms/Custodial Closets:** Mechanical rooms, such as boiler rooms, facility equipment rooms, electric closets, elevator control rooms and custodial closets, are off-limits to service animals. The machinery and/or chemicals in these rooms may be harmful to animals.
- B. **Areas where protective clothing is necessary:** Any room where protective clothing is worn is off-limits to service animals. Examples impacting students include chemical laboratories, wood shops, metal/machine shops and photography dark rooms.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs)

Areas Off Limits to Service Animals (continued)

- C. **Areas where there is danger to the service animal:** Any room, including a classroom, where there are sharp metal cuttings or other sharp objects on the floor or protruding from a surface; where there are hot materials on the floor; where there is a high level of dust; or where there is moving machinery is off-limits to service animals.

Exceptions:

A laboratory instructor may open his or her laboratory to all service animals.

A laboratory instructor in a classroom or teaching laboratory with moving equipment may grant permission to an individual animal/partner team to enter the laboratory or classroom with moving machinery. Admission for each team will be granted or denied on a case-by-case basis. The final decision shall be made based on the nature of the machinery or class and the best interest of the animal. *Example:* The machinery in a classroom may have moving parts at a height such that the tail of a large dog could easily be caught in it; this is a valid reason for keeping large dogs out. However, a very small hearing dog may be shorter than any moving part and, therefore, considered for admission to the classroom.

Access to other designated off-limits areas may be granted on a case-by-cases basis.

To be granted an exception: A student who wants his or her animal to be granted admission to an off-limits area should contact the Supervisor of Special Education.

Emergency Situations

In the event of an emergency, the Emergency Response Team (ERT) should be trained to recognize service animals and to be aware that the animal may be trying to communicate the need for help. The animal may become disoriented from the smell of smoke from a fire or laboratory emergency, from sirens or wind noise, or from shaking and moving ground. The partner and/or animal may be confused by the stressful situation. The ERT should be aware that the animal is trying to be protective and, in its confusion, is not to be considered harmful. The ERT should make every effort to keep the animal with its partner. However, the ERT's first effort should be toward the partner; this may necessitate leaving an animal behind in certain emergency evacuation situations.

To help ensure appropriate ERT response, this policy and administrative regulation shall be disseminated to local law enforcement and fire departments.

Regulation approved:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Request for a Service Animal to Accompany a Student in School Facilities¹

This form identifies criteria to help the District minimize risks that a service animal poses to students, staff, and the educational environment. It is not based on speculation, stereotypes, or generalizations about students with disabilities. Each criterion includes guidelines and explanations with resources. A service animal that meets the criteria may accompany a student to all school functions in or outside the classroom.

Parent/guardian Complete this form and return it to the Building Principal. It will be used during the PPT/Individual Education Plan or Section 504 plan meeting.

Student name (please print)	Date of birth
School attending	Grade
Parent/Guardian name (please print)	Contact number
Animal owner's name (if other than parent/guardian; please print)	Contact number
Animal handler's name (f other than owner's name; please print)	Contact number

Please initial before each of the following statements if the statement is true.

_____ **The animal has completed a professional service animal training program.**
(Initials)

Guidelines	Explanation
Trained service animals generally include: <ul style="list-style-type: none"> • Hearing dog • Guide dog • Assistance dogs • Seizure alert dog • Mobility dog • Psychiatric service dog • Autism service dog (could be same as therapy dog) • Miniature horse 	To minimize risks, a service animal should be professionally trained. This training is different from and in addition to the individualized training to perform tasks for the benefit of the student. Assistance Dogs International, Inc. (ADI) is a coalition of not-for-profit organizations. Its purpose is to improve the areas of training, placement, and utilization of service dogs. See its website for service animal training programs at: www.assistedogsinternational.org/Standards?serviceDogStandards.php

Guidelines	Explanation
<p>Trained service animals generally do not include:</p> <ul style="list-style-type: none"> • Skilled Companion Animal • Social Dog • Facility Dog • Trained Agility Dog • Police Dog • Search and Rescue Dog • Helping Dog 	<p>To minimize risks, a service animal should be professionally trained. This training is different from and in addition to the individualized training to perform tasks for the benefit of the student.</p> <p>Assistance Dogs International, Inc. (ADI) is a coalition of not-for-profit organizations. Its purpose is to improve the areas of training, placement, and utilization of service dogs. See its website for service animal training programs at: www.assistancedogsinternational.org/Standards?serviceDogStandards.php</p>

 The animal meets minimum standards for a service animal in public
(Initials)

Guidelines	Explanation
<p>Public appropriateness standards:</p> <ul style="list-style-type: none"> •Clean, well-groomed with no offensive odor. •Does not urinate or defecate in inappropriate locations. <p>Behavior standards:</p> <ul style="list-style-type: none"> •Does not disrupt the normal course of school business; solicit attention, visit or annoy, solicit or steal food or other items from any member of the staff or student population; or vocalize unnecessarily, i.e., barking, growling or whining, etc. •Shows no aggression towards people or other animals, i.e., showing teeth, barking, growling, jumping on individuals, etc. 	<p>Requiring “minimum standards for a service animal in public” ensures that the school provides reasonable accommodations without fundamentally altering the nature of the school environment. No State laws or agency rules address specific minimum standards for a service animal. This list follows the ADI’s “minimum standards for a service animal in public,” available at: www.assistancedogsinternational.org/Standards/ServiceDogStandards.php.</p> <p>Additional standards may be appropriate to meet a school building’s and its students’ needs. The ADI’s sample public access test ensures that an animal has appropriate behavior for a public setting. Available at: www.assistancedogsinternational.org/publicaccesstest.php.</p>

Guidelines	Explanation
<p>General training standards:</p> <ul style="list-style-type: none"> •Works calmly and quietly on harness, leash, or other tether. •Performs tasks in the school setting and lies quietly beside the student or adult handler without blocking aisles, doorways, etc. •Trained to urinate and defecate on command. •Stays within 24 inches of the student or adult handler at all times unless the nature of a trained task requires it to be working at a greater distance. 	<p>Requiring “minimum standards for a service animal in public” ensures that the school provides reasonable accommodations without fundamentally altering the nature of the school environment. No State laws or agency rules address specific minimum standards for a service animal. This list follows the ADI’s “minimum standards for a service animal in public,” available at: www.assistancedogsinternational.org/Standards/ServiceDogStandards.php.</p> <p>Additional standards may be appropriate to meet a school building’s and its students’ needs. The ADI’s sample public access test ensures that an animal has appropriate behavior for a public setting. Available at: www.assistancedogsinternational.org/publicaccesstest.php</p>

 The animal is individually trained to perform tasks for the benefit of a student
(Initials) with a disability.

Guidelines	Explanation
<p>A service animal must perform individualized tasks to mitigate aspects of the student’s disability.</p> <p>Identify individualized tasks:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 	<p>This verification of training helps the school identify necessary IEP related services or 504 plan reasonable accommodations.</p> <p>Tasks may include, but are not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items. (28 C.F.R. §36.104)</p>

The animal has a current vaccination tag.
(Initials)

Guidelines	Explanation
A service animal's vaccinations must be current and filed in the student's temporary record.	The animal must be immunized against diseases common to that type of animal. Dogs must have had the general maintenance vaccine series, which includes vaccinations against rabies, distemper, and parvovirus. All vaccinations must be current.

Acknowledgement

- I. I understand that the presence of a service animal may present competing educational rights between my student and other students at school. These issues may present at any time, and I understand that the Building Principal must manage them immediately. I will:
 - a. Participate in any meetings requested of me by the Building Principal;
 - b. Participate in drafting a joint communication to notify other students and their parents/guardians about the placement of the service animal; and
 - c. Authorize the school to disclose information as necessary to balance competing educational interests and integrate the animal into the classroom and the school environment.

- II. I understand that for the safety and protection of students and staff, which is necessary for the safe operation of the school, the school may revoke access because:
 - a. One of the criteria above is not present.
 - b. The service animal displays aggression or appears to be an imminent threat to the safety or health of any person in the school. If this occurs, the Building Principal will immediately contact me to remove the animal from school property and summon Animal Control.
 - c. The adult handler fails to follow the Building Principal's instructions.

- III. I understand that a service animal's owner is solely liable for any damage to persons, premises, or facilities that were caused by the service animal. I will hold the District, its employee, agents, and assigns harmless for any injury to, including death of, the service animal. I understand that staff members are protected from liability arising from actions consistent with Board policies and administrative procedures.

Parent/guardian signature

Date

Animal owner's signature

Date

The Building Principal and, if applicable, the PPT/IEP or 504 team, based this decision on the information provided in this request. *(Note to Building Principal: return a copy of this form to the individual(s) making the request, file the original in the student's temporary record, and send a copy to the District's main office.)*

Approved

Denied

Building Principal or designee

Date

The endnote should be removed before the material is used.

ⁱ Managing service animals in the school setting presents many unsettled and complex legal issues. Consult the board attorney for advice before using this exhibit. Illinois law provides little guidance on the issue of service animals in the school setting.

Existing policy, number 6164 adopted 12/20/01, appropriate as written.

Instruction

Individual Services and Diagnostic Counseling

Professional staff shall work with individual students, or groups of students, who exhibit poor attendance, poor school adjustment, or other evidence of causes, largely external to the school, which may be interfering with the school progress.

Such professional staff shall have special training in social work, sociology, guidance, or shall have exhibited a special ability to help students.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6164.11 adopted 12/20/01, appropriate as written.

Instruction

Drugs, Tobacco, Alcohol

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

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

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

(cf. 5131.6 - Drugs, Tobacco, Alcohol)

- Legal Reference:
- Connecticut General Statutes
 - 10-16b Prescribed courses of study.
 - 10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught.
 - 10-19a Superintendent to designate substance abuse prevention team.
 - 10-19b Advisory councils on drug abuse prevention.
 - 10-220 Duties of boards of education.
 - 10-221(d) Boards of education to prescribe rules.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6164.12 adopted 12/20/01, appropriate as written with addition of legal reference.

Instruction

Acquired Immune Deficiency Syndrome (AIDS)

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

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

Legal Reference: Connecticut General Statutes

10-19(b) Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new regulation to consider.

Instruction

Acquired Immune Deficiency Syndrome (AIDS)

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

Administrative Regulation:

1. Within two (2) weeks after the first day of school, the Superintendent of Schools will forward, or cause to be forwarded, to all parents of children attending the schools of the region, a letter informing them of the following:
 - 1.1 The State requirement for instruction on acquired immune deficiency syndrome and this district's compliance with that requirement.
 - 1.2 Parent's right to exempt their child(ren) from instruction on acquired immune deficiency syndrome.
 - 1.3 Procedures to be followed by parents who wish to cause their child(ren) to be exempt from instruction on acquired immune deficiency syndrome:
 - 1.3.1 Parents who wish to cause their child(ren) to be exempt will notify the Building Principal.
 - 1.3.2 The Building Principal will provide an opportunity for parents requesting an exemption to review the curriculum for acquired immune deficiency syndrome instruction. (Principals will provide an opportunity for all interested parents to learn about the AIDS instruction program, whether or not they wish to request that their child(ren) be exempt from such instruction.)
 - 1.3.3 After reviewing the acquired immune deficiency syndrome instruction curriculum, the parents may request, in writing, that their child(ren) be exempt from such instruction. All such written requests will be honored.
2. Reasonable effort will be made by the Building Principal to cause the parents to review the curriculum before requesting exemption; however, parental requests for their child(ren) to be exempt from such instruction will be honored even if the parents refuse to review the curriculum.

Regulation approved:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Comprehensive School Counseling Program/Guidance Services

The District shall provide and maintain a comprehensive school counseling and guidance program in which students are systematically, actively, and purposely assisted in acquiring personal human skills. They also shall be provided with the assistance and guidance to effectively identify, select, plan, and prepare for post-secondary education or a career of choice.

The “Comprehensive Counseling and Guidance Program” is designed to assist students through specific self-appraisal and self-improvement activities, to enable effective planning to meet their personal education and career goals.

The specific goals of the school counseling program are:

1. Help students in developing a knowledge of self, including family relationships and the understanding of others.
2. Assist students with emotional growth, including family relationships and the understanding of others.
3. Assist students in the development of social skills and civic responsibilities.
4. Assist students in problem-solving, decision-making and coping skills.
5. Assist students in their career development and support partnerships between school and community.
6. Assist staff as resource/consultant in student-teacher relationships, behavior management, student evaluation and parent/guardian contacts.
7. Provide assistance to students and families during crisis situations.
8. Form relationships with parents/guardians to provide support as needed.
9. Assist in referrals to other student services personnel in the District and with out-of-school agencies serving youth.

Pursuant to the *Comprehensive School Counseling Guide* prepared and distributed by the Connecticut Department of Education, each District school shall make reasonably available, within available resources, to all students, the following guidance and counseling services:

1. **Academic Guidance** to help students and their parents/guardians to acquire knowledge of the curriculum choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek postsecondary academic opportunities.
2. **Career Guidance** to help students acquire information to plan for postsecondary education and career opportunities.
3. **Personal or Social Counseling** to help students develop an understanding of themselves and the rights and needs of others, resolve conflict, and define individual goals that reflect their interests and aptitudes. Such counseling may be provided either in groups (e.g., all fifth graders) in which generic issues of social development are addressed or through structured individual or small group multisession counseling that focuses on the specific concerns of the participant(s) (e.g., social skills, grief or anger management).

Instruction

Comprehensive School Counseling Program/Guidance Services (continued)

The major program components of the District's Comprehensive Counseling and Guidance Program shall contain the following:

1. **Guidance Curriculum** which is delivered through classroom presentations and activities, and structured group activities.
2. **Individual Planning** which is a process that includes activities to assist students and their parents/guardians in the planning, monitoring, and managing of the student's learning as well as his/her personal, educational, and career goals.
3. **Responsive Services** which meet the immediate concerns and needs of students, usually with a prevention focus, such as, but not limited to, drop-out prevention, peer leadership, and drug and alcohol prevention.
4. **System Support** which focuses on program development, implementation, and management, and connects the guidance program to existing family and community support and to school improvement and student achievement.

It is expected that the collection and use of data that support and link the school counseling program to student academic success be an integral part of the program. Data collection provides the counseling program with the information needed to evaluate the program as it relates to student progress. This information ensures that the program is carried out as planned, serving every student and that program effectiveness is analyzed, and improvements made as necessary. Essentially the accountability system shall measure the school counseling program's progress toward and impact on such things as, but not limited to, academic achievement, graduation rates, post-secondary options, school climate and attendance.

Parents/guardians shall be provided notification annually about the academic and career guidance and the personal or social counseling programs that are available to students.

The District shall not discriminate in the methods, practices, and materials used for counseling students on the basis of gender, sexual orientation, race, color, national origin, religion, ancestry, religion or disability. This does not, however, prohibit the use of special counseling materials or techniques to meet the individualized needs of students.

Legal References: Connecticut General Statutes
10-21 Vocational guidance
Comprehensive School Counseling, A Guide to Comprehensive School Counseling Program Development, 2008, State Board of Education
Family Educational Rights and Privacy Act (FERPA) 20 U.S.C.
Protection of Pupil Rights Provision of General Provisions Act

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Speech, Hearing and Language Services

Speech, hearing and language services are designed to develop communication skills in students whose speech, language or hearing deficits or disabilities are preventing them from accessing the curriculum and participating in language-based activities.

Speech, hearing and language services are provided along a continuum including: screenings for primary grade students, early intervention groups, consultation with staff and families, evaluations and individual and group therapy for students eligible under IDEA.

Teachers or parents may refer students for a speech and language screening when concerns about language development, sound production, fluency or voice are present. Parents will be notified when concerns regarding their child's speech and language skills result in referral for speech and language services. If the results of the screening indicate an area of concern, an early intervention plan is formulated to address those needs. If the plan is unsuccessful, the student is then brought to the Pupil Study Team to consider a speech and language evaluation. For students with significant language disabilities, services may also include evaluations in the area of augmentative communication, the development of alternative communication systems as well as the provision of augmentative communication devices.

For a student to be found eligible for special education in the area of speech and language, there must be a significant deficit in the identified area of communication. In addition, the identified deficit must have an adverse impact on educational performance so that the student does not perform effectively despite the provision of general education modifications and supports.

Those students found eligible for special education will have an IEP developed to address the areas of deficit. Service delivery may include individual and/or group therapy that is provided in a separate setting or classroom-based. Service may also include consultation with families and teachers. Progress on goals and objectives will be evaluated and reported to parents each marking period.

Legal Reference: Connecticut General Statutes
 10-76a(9) "Related Services"
 Individual with Disabilities Education Act 20 U.S.C. § 1400-1487
 IDEA Regulations 34 CFR Part 300 Section 504 Regulations
 Sec. 104.35 Evaluation and Placement

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Social Work Services

School social work services enhance the link between the home, school and community. School social work services are designed to help students work toward maximizing their social, emotional and educational development. Student referral may be initiated when there are concerns that the student's social, emotional, behavioral or developmental functioning is interfering or has the potential to interfere with academic achievement. Any student may be referred by staff, parents, the IEP Team, other students or by themselves. Parents will be notified when concerns regarding their child result in referral for school social work services. Services on behalf of students focus on individual and group counseling; the connection of families with community resources and facilitation of the development and implementation of positive behavioral support plans.

The school social worker's contribution as a member of the school's interdisciplinary team includes: providing developmental histories; participating in the development of functional behavioral assessments; consulting and collaborating with families over school issues; conducting class meetings, thematic groups and parent educational groups; educating staff on the impact of family dynamics on child development and student functioning; monitoring student attendance; participating in the kindergarten transition and screening process; and acting as a link between community resources, families and schools. In addition, the social workers participate in crisis intervention teams on the building and system wide levels; help mobilize community resources around specific needs; organize information for community referral; serve as mandated reporters for children at risk for abuse and neglect; provide community education on children's mental health issues and are actively involved in community and system wide committees and programs. In collaboration with the school mental health team, the school social worker offers family outreach through home visits; develops and monitors 504 plans, which prohibit discrimination and may provide accommodations to qualifying students; assesses student drug involvement and need for referral; assists with peer mediation and determines the seriousness of student depression, suicidal ideation and other critical concerns.

Those students found eligible for special education will have an IEP developed to address the areas of deficit. Service delivery may include individual and/or group counseling. Service may also include consultation with families and teachers. Progress on goals and objectives will be evaluated and reported to parents each marking period.

Legal Reference: Connecticut General Statutes
10-76a(9) "Related Services"
Individual with Disabilities Education Act 20 U.S.C. § 1400-1487
Section 504 Regulations
Sec 104.37(b) Counseling Services

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Instruction

Student Production of Services and Materials

The use by students of school-owned equipment and materials for production purposes may be authorized at the discretion of the teacher in charge of the equipment and materials, provided the following conditions are met:

1. The teacher in charge must be satisfied that the work to be done provides a desirable educational experience for the students who do the work.
2. The work must be done under the direct supervision of the teacher in charge of the equipment and materials that are to be used.
3. The finished product must be used solely for a school sponsored activity or program.

Whenever requests for materials to be produced in the schools are received from non-school organizations or private individuals, the Principal may authorize their production, provided the following conditions are met:

1. The product must be used for a worthy civic purpose or provide an exceptional educational experience.
2. The teacher in charge must be satisfied that the work to be done provides a desirable educational experience for the students who do the work.
3. The students must not be required to do the work, but are to be permitted to do it voluntarily.
4. If school materials are used, they will be replaced or paid for by the individual or the organization receiving the service. A receipt will be given to the individual making the payment.
5. The Superintendent should be notified in writing of the nature of the product/project.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Special Education

Inclusion Policy of Delivery of Services to Students with Disabilities

The Board of Education accepts and endorses inclusion for children with disabilities. "Inclusion" is defined as the delivery of instruction and related services to students with disabilities to the maximum extent appropriate with students who are not disabled, based on the strengths and needs of the student.

Special education is a service delivery system that is responsive to the unique needs of each student, as such needs are determined by the Planning and Placement Team (PPT) and addressed in the Individualized Education Plan (IEP). Children with disabilities who are not identified as needing special education are also entitled to an appropriate educational program. Supplementary services are to be provided so that such children can be educated in the Least Restrictive Environment (LRE), which is the appropriate approach to including students with disabilities with their non-disabled peers. The goal of the Derby Public Schools is to provide a continuum of alternative placements available to meet the needs of children with disabilities for special education and related services. The creation of educational programming for students with disabilities shall be determined on an individual basis by the Planning and Placement Team.

The Derby Public Schools support the evolving practice of inclusion as a means to achieve the appropriate goal of a unified education system for all students. The school system shall strive to include students with disabilities, to the maximum extent appropriate in supported, heterogeneous, age-appropriate, student-centered classrooms. A major benefit of including the students with disabilities in educational settings with their non-disabled peers is to help prepare all students for their future participation in a diverse and integrated society.

Legal Reference: Connecticut General Statutes
10-76a Definitions.
10-76b State supervision of special education programs and services.
10-76c Receipt and use of money and personal property.
10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114)
10-76e School construction grant for cooperative regional special education facilities.
10-76f Definition of terms used in formula for state aid for special education.
10-76g State aid for special education.
10-76h Special education hearing and review procedure. Mediation of disputes.

Instruction

Special Education

Inclusion Policy of Delivery of Services to Students with Disabilities

Legal Reference Connecticut General Statutes (continued)
10-76i Advisory council for special education.
10-76j Five-year plan for special education.
10-76k Development of experimental educational programs.
State Board of Education Regulations.
10-76m Auditing claims for special education assistance.
10-76a-1 et seq. Definitions.
10-76b-1 through 10-76b-4 Supervision and administration.
10-76d-1 through 10-76d-19 Conditions of instruction.
10-76h-1 through 10-76h-2 Due process.
10-76l-1 Program Evaluation.
10-145a-24 through 10-145a-31 Special Education (re teacher certification).
34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.
American with Disabilities Act, 42 U.S.C. §12101 et seq.
Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Special Education

Preschool Special Education

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

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

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

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

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

Instruction

Special Education (continued)

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

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Remedial Instruction

The learning program shall be designed and operated so as to be developmental and to avoid the necessity for remedial education. Through personalized instructional methods and the employment of a variety of resources such as guidance and counseling, efforts shall be made to help each student learn the skills, concepts, or content of each new learning experience.

However, in those required cases, special remedial instruction and extra help will be provided and made available.

(cf. 6154 - Homework/Make-up Work/Assignments re Individual Help)

(cf. 6174 - Summer School)

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6172.3 adopted 12/20/01, appropriate as written with update to legal reference.

Instruction

Parent Instruction of Children at Home

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

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

Special Reference: Connecticut General Statutes

10-183 Decree of parents

10-184 Special Education programs not required for children in home or private schools

10-220 Duties of Boards of Education

Policy adopted:

**DERBY PUBLIC SCHOOLS
Derby, Connecticut**

(Reviewed and approved by Policy Review Committee)

A new regulation to consider.

Instruction

Home Schooling

Suggested Procedures for Home Instruction

The following procedures have been developed in order to assist parents and local Boards of Education to work together in such a way as to assure children receive the education to which they are entitled by law. We would deem compliance with these suggested procedures as satisfying the requirements of Sections 10-184 and 10-220 of the General Statutes.

In determining whether the education provided a child is equivalent to the instruction provided in the local schools, it is recommended that the local Board of Education observe the following procedures:

1. Parents must file with the Superintendent of Schools in the town in which they reside, a State Department of Education developed Notice of Intent form which provides basic information about the program to be provided to their child. A Notice of Intent will be effective for up to one year (see attached).
2. Filing must occur within ten days of the start of the home instruction program.
3. The school district will receive the Notice of Intent, check it for completeness and keep it as part of the district's permanent records. A complete form will be one which provides basic program information including name of teacher, subjects to be taught and days of instruction, and the teacher's method of assessment.
4. A parent, by filing a Notice of Intent, acknowledges full responsibility for the education of their child in accordance with the requirements of state law. Receipt of a Notice of Intent in no way constitutes approval by a school district of the content or effectiveness or a program of home instruction.
5. If a parent fails to file a Notice of Intent or files an incomplete form, then a certified letter shall be sent to the parent requesting compliance within ten days.
6. Any continued refusal by the parent to comply with the reasonable request of the school district for completion and filing of the Notice of Intent may cause the child to be considered truant.
7. A school district should not accept nor require a Notice of Intent for any child younger than five years or older than eighteen years.

Regulation approved:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

DERBY PUBLIC SCHOOLS
Derby, Connecticut

NOTICE OF INTENT INSTRUCTION OF STUDENT AT HOME

NAME OF STUDENT:

DATE OF BIRTH:

ADDRESS:

TELEPHONE #:

NAME OF TEACHER:

TELEPHONE #:

ADDRESS:

The subjects to be taught are:
(Required)

YES

NO

Reading

Writing

Spelling

English Grammar

Geography

Arithmetic

U. S. History

Citizenship

- (Including a study of Town, State and Federal Governments)

(Recommended)

Science

(Other)

Total Number of Days Scheduled for instruction: _____

Teacher's Methods of Assessment of Student Progress:

An Annual Portfolio Review Will Be Held On or About: _____ Date

DERBY PUBLIC SCHOOLS
Derby, Connecticut

NOTICE OF INTENT

INSTRUCTION OF STUDENT AT HOME

I ACKNOWLEDGE AND ACCEPT FULL RESPONSIBILITY FOR THE EDUCATION OF MY CHILD IN ACCORDANCE WITH THE REQUIREMENTS OF STATE LAW.

PARENT SIGNATURE

Date

I ONLY ACKNOWLEDGE RECEIPT OF THIS FORM AND RENDER NO OPINION AS TO THE APPROPRIATENESS OF THE PLANNED PROGRAM.

SUPERINTENDENT SIGNATURE

Date

A new policy for consideration.

Instruction

School-Wide Pre-Referral Approaches and Interventions (Scientific Research-Based Interventions or SRBI)

It is the District's policy to ensure that all students receive high quality, scientific, research-based general education core instruction and, as appropriate, strategic and intensive intervention supports matched to student needs. The District utilizes the core principles of the Response to Intervention (RTI) process, as embodied in Connecticut's Framework for RTI, "Using Scientific Research-Based Interventions: Improving Education for All Students," which combines systematic assessment, decision-making and a multi-tiered delivery model to improve educational and behavioral outcomes for all students.

The Board of Education recognizes that the provision of academic and behavioral supports and targeted interventions for students who are not making academic progress at expected levels in the general curriculum may improve a student's performance, and help avert the need for referral for possible classification as a student with a disability. Therefore, the District will implement, on a school-wide basis, practices appropriate to enable all of the District's students to succeed in the general education environment.

The District's process shall strive to identify students' challenges early and provide appropriate instructions by ensuring students are successful in the general education classroom. In implementing the RTI/SRBI process, the District shall apply:

1. Scientific, research-based interventions in the general education setting;
2. Monitoring and measurement of student progress in response to the instruction and interventions; and
3. Use of these measures (RTI) data of student progress to shape instruction and make educational decisions.

The Superintendent or his/her designee shall develop procedures to implement student interventions; and use teacher observations, and classroom, school or District assessments to identify students who are at risk of academic or behavioral problems and thereby in need of scientific research-based interventions.

Interventions consist of three levels or tiers of assistance that increase in intensity. The three levels shall include:

1. Screening and classroom interventions; (Scientific Research-Based Core Curriculums, Instruction, and Social/Behavior Supports)
2. Targeted small group interventions; and (Scientific Research-Based Supplemental Interventions)
3. Intensive interventions (Supplemental, Research-Based Interventions that are more intensive and individualized)

Instruction

School-Wide Pre-Referral Approaches and Interventions (Scientific Research-Based Interventions or SRBI) (continued)

The Superintendent will identify and take steps to implement a variety of practices appropriate to comply with this policy. Consistent with applicable law, regulations and SDE guidelines, the District will implement a response to intervention (RTI) program that includes the minimum requirements established by the Connecticut State Department of Education, and allows teachers and other staff to determine whether a student responds to scientific research-based instruction or requires interventions beyond those provided to all students in the general education classroom.

The District is committed to follow the core features of the RTI/SRBI process, as follows:

- High quality, research-based instruction and behavioral support in general education.
- School-wide/district-wide screening of academics and behavior in order to determine which students need closer monitoring or additional interventions.
- Multiple tiers of increasingly intense scientific, research-based interventions that are matched to student need.
- Use of a collaborative approach by school staff for development, implementation, and monitoring of the intervention process.
- Continuous monitoring of student progress during the interventions, using objective information to determine if students are meeting goals.
- Follow-up measures providing information that the intervention was implemented as intended and with appropriate consistency.
- Documentation of parental involvement throughout the process.
- Documentation that the special education evaluation timelines specified in IDEA 2004 and in the state regulations is followed unless both the parents and school team agree to an extension.

Parent Involvement in the RTI/SRBI Process

The District shall inform parents regarding the use of scientific, research-based interventions, including:

1. The state's policies regarding the amount and nature of students' performance data collected and the general education services provided;
2. Strategies used to increase the student's rate of learning; and
3. The parent's right to request a special education evaluation.

Instruction

School-Wide Pre-Referral Approaches and Interventions (Scientific Research-Based Interventions or SRBI)

Parent Involvement in the RTI/SRBI Process (continued)

District implementation of any of the above practices will not impede or delay the appropriate evaluation of a student suspected of having a disability, and the student's right to a free appropriate public education (FAPE).

(cf. 3231 – Medicaid Reimbursement for Special Education Students)

(cf. 5145.71 – Surrogate Parent Program)

(cf. 6159 – Individualized Education/Special Education Program)

(cf. 6164.4 – Identification of Special Needs and Abilities)

(cf. 6171 – Special Education)

(cf. 6172.2 – Remedial Instruction)

(cf. 6172.21 – Supplementary Services)

Legal Reference:

Connecticut General Statutes

10-76a Definitions. (as amended by PA 00-48 and PA 06-18)

10-76b State supervision of special education programs and services.

10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 00-48 and PA 06-18)

10-76f Definition of terms used in formula for state aid for special education.

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76g State aid for special education.

10-76h Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)

10-76i Advisory council for special education.

10-76j Five-year plan for special education.

10-76k Development of experimental educational programs.

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations.

10-76m Auditing claims for special education assistance.

10-76a-1 et seq. Definitions. (as amended by PA 00-48)

Instruction

School-Wide Pre-Referral Approaches and Interventions (Scientific Research-based Interventions or SRBI)

Legal Reference: Connecticut General Statutes (continued)
10-76b-1 through 10-76b-4 Supervision and administration.
10-76d-1 through 10-76d-19 Conditions of instruction.
10-76h-1 through 10-76h-2 Due process.
10-76l-1 Program Evaluation.
10-145a-24 through 10-145a-31 Special Education (re teacher certification).
10-264l Grants for the operation of interdistrict magnet school programs.
34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.
34 C.F.R. §300.309 of IDEA, Use of Scientific Research-Based Intervention
American with Disabilities Act, 42 U.S.C. §12101 et seq.
Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.
Individuals with Disabilities Act §§ 1413(1); 1414(b)(6)(B)
Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.
P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act
20 U.S.C. §6368(3) The No Child Left Behind Act
Bd of Ed of the City School District of the City of New York v. Tom F.
128S.Ct. 1, 76 U.S.L.W. 3197 (2008)

Policy adopted:

**DERBY PUBLIC SCHOOLS
Derby, Connecticut**

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6173 adopted 12/20/01, appropriate as written with addition of legal reference.

Instruction

Homebound Instruction

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

When recommended by the Planning and Placement Team either as the student's entire program or as a supplement to his or her regular school program and one or more of the following conditions are met:

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

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

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

Legal Reference: **Connecticut General Statutes**

10-76d. Duties and powers of boards of education to provide special education programs and services

10-232a et seq. Exclusion

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new regulation to consider.

Instruction

Homebound Instruction

A. Homebound Instruction Procedures: Non-Special Education Students

1. When it is suspected that a student will be absent for a period of three (3) weeks or more, the Principal, guidance counselor, social worker, parent, etc. will contact the designated staff member in the appropriate building.
2. The designated staff member will send a Request for Homebound Instruction to the parents or the physician. This form must be received back before homebound instruction can begin.
3. The returned form will be reviewed by the designated staff member who will then make arrangements for homebound tutors. The staff member will notify the student's Principal or guidance counselor as to the date when homebound instruction will begin.
4. The designated staff members will send the Notification of Homebound Instruction to the payroll department. If the homebound tutor has not previously worked for the school system, he/she must fill out a W-4 withholding form and send it to the payroll department.
5. Notification of Homebound Instruction must also be sent to the Director of Special Education who will review the case for possible special education intervention and for future reference if special education does become necessary.
6. The homebound instruction tutor will contact the home to make the necessary arrangements for instruction. The homebound tutor will meet with or call the teacher, department head (secondary level), or building Principal to plan an appropriate program. NOTE: In the event that special education and related services may be required, the case must be brought to the Supervisor of Special Education, Special Education Department Chairman, or Director of Special Education for appropriate action by the planning and placement team.
7. During the period of homebound instruction, the tutor should meet with, or talk with, the teacher, department head, or Principal as often as necessary to maintain continuity and communication. Reports on the Homebound Progress Report will be made by the homebound tutor and forwarded to the designated staff member who will see that copies of the report are distributed to the student's teacher(s).
8. The homebound tutor or parent will notify the designated staff member when the student is ready to return to school. A final progress report will be sent using the Homebound Progress Report.

Instruction

Homebound Instruction (continued)

A. Homebound Instruction Procedures: Non-Special Education Students (continued)

9. The marking of papers and the preparation of tests will be the responsibility of the homebound tutor during the duration of the case unless otherwise agreed upon. The material contained in the reports will be used at the discretion of the teacher.

All grades assigned by the tutor will be noted on the Homebound Progress Report. Care must be taken to meet the timeline for grades so report cards can be prepared.

NOTE: Planning the student's program is the responsibility of the teacher(s) or department head. Teaching and marking are the responsibility of the homebound instruction tutor unless otherwise agreed upon.

10. Homebound instruction tutors must file Payroll Homebound Instruction forms with the payroll department according to the dates on the schedule of check payments for the current school year.
11. Homebound instruction tutors will be given a copy of these regulations and all necessary forms by the designated staff member who, in turn, will maintain a log of cases in progress and periodically check on the status of each.
12. Homebound instruction tutors must be certified in the subject area(s) or level for which they are hired and they must have an application on file in the Office of the Superintendent.

B. Homebound Instruction Procedures: Special Education Students

Students identified as handicapped and with a current IEP in place must be processed for homebound instruction through the PPT process. This may be accomplished at a Student Study Team (SST) meeting, or in some situations, at a more formal PPT meeting.

Following the SST/PPT meeting, the procedures outlined above (Part A) will be initiated, as appropriate, by the designated staff member.

There are situations in which a student's educational needs are handled directly by Central Office through the Office of the Director of Special Education and not through the homebound procedures.

These include: **PLEASE CHECK LOCATIONS IN BOLD ARE THEY CORRECT?**

1. Hospitalization in a psychiatric facility, i.e.; **Elmcrest, Hall-Brooke, etc.,**
2. Commitment to a substance-abuse facility, i.e.; **Parkside Lodge, Arms Acres, etc.,**

Instruction

Homebound Instruction (continued)

3. Court commitment to a residential/hospital facility, i.e.; Alpha House, VITAM, Elmcrest, etc.,
4. Residential commitment by state agencies such as the Department of Children and Youth Services (DCYS) or the Department of Mental Retardation (DMR),
5. Long-term hospitalization for serious illnesses or injury, and
6. Other long-term placements.

When Principals, social workers, guidance counselors, etc. receive information relative to a student entering any program such as those described above, the Director of Special Education should be notified immediately so appropriate action can be initiated.

Regulation approved:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

DEPARTMENT OF EDUCATION
Derby, Connecticut

REQUEST FOR HOMEBOUND INSTRUCTION

General Data (To be completed by parent/guardian)

Name: _____ Date: _____ School: _____
Address: _____ Phone: _____
Grade: _____ Birthdate: _____
Please check one: _____ Regular Education _____ Special Education
Parent/Guardian: _____

FOR USE BY PHYSICIAN

- A. Diagnosis: _____
- B. Estimated Duration: _____
- C. Degree of Restriction:
1. School Attendance:
_____ No Restrictions
_____ Part-Time Attendance -- Explain: _____
_____ Hospital Placement
_____ Homebound Tutoring
_____ One to Five Hours Per Week
_____ Five to Ten Hours Per Week
 2. Transportation:
_____ Regular School Service
_____ Special Bus
_____ Special Bus/Wheelchair Car
_____ Not Applicable
- D. Recommendations/Comments to Assist the School

DATE: _____ SIGNATURE: _____
Licensed Physician

Please Print: _____
Name

Address

DEPARTMENT OF EDUCATION
Derby, Connecticut

NOTIFICATION OF HOMEBOUND INSTRUCTION

Date: _____

TO: Payroll Department

FROM: _____

Student: _____ Age: _____ School: _____

Address: _____ Phone: _____ Grade: _____

Please check one:

_____ Regular Education (011500-13-129) _____ Special Education (011500-13-202) _____ BESB

Homebound Tutor (if known): _____

Homebound Instruction to Start: _____

Approximate Length of Homebound Instruction: _____

<u>Subject</u>	<u>Regular Teacher</u>	<u>Homebound Teacher</u>	<u>Hours Per Week of Tutoring</u>
English	_____	_____	_____
Math	_____	_____	_____
Science	_____	_____	_____
History	_____	_____	_____
Language	_____	_____	_____
Other	_____	_____	_____
Other	_____	_____	_____
Other	_____	_____	_____

Total Tutoring Hours Per Week: _____

cc: Director Special Education

DEPARTMENT OF EDUCATION
Derby, Connecticut

HOMEBOUND-PROGRESS REPORT

Homebound Tutor:

Please be sure to fill in all the information below:

SUBJECT _____ CLASSROOM TEACHER _____

Tutoring performed at _____ Date _____

Date Homebound Tutoring Ends: _____

STUDENT _____ GRADE _____

Report covers the homebound instruction period from _____ to _____

Material Covered:

Progress Noted:

TUTOR'S NAME: _____

**Secondary -- To be completed bi-weekly for each subject tutored.
Elementary -- To be completed monthly.**

Return to: (Designated Staff) _____
School _____

DEPARTMENT OF EDUCATION
Derby, Connecticut

PAYROLL-HOMEBOUND INSTRUCTION

Name of Student _____

Grade _____

Please check one:

Regular Education

Special Education

DATE

NUMBER OF HOURS

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Check one:

Teacher: _____

Special Tutor

Address: _____

Homebound

Other _____

Existing policy, number 6174 adopted 12/20/01, modified.

Instruction

Summer School

Within budget constraints, the district shall provide summer school programs of remediation and enrichment courses at all levels. Enrichment courses shall carry no credit.

Admission

Student attendance at summer school shall be voluntary, and transportation is the responsibility of parents/guardian, except for students enrolled in special education programs.

1. Elementary

Admission to elementary summer school classes will be limited to students who will be enrolled in grades K-6 in September following the summer school session and who are current district residents.

2. Secondary

Admission to secondary summer school classes for enrichment or noncredit courses must be approved by the school Principal following review with the Superintendent of schools or designee. Admission to a makeup course for credit will be permitted for students previously enrolled in the course who have not previously received credit for that course. Credit for courses not normally offered by the school district may be granted with prior approval from the high school Principal.

3. Tuition

~~All services of the summer school program will be free to residents.~~ **Residents and nonresidents** will be required to pay fees as established by the Board of Education.

Legal Reference: Connecticut General Statutes
10-74a Summer courses.
10-74b Grants for remedial summer school programs.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6176 adopted 12/20/01, appropriate as written.

Instruction

Career and Vocational Education

Constructive attitudes and concepts involving the dignity of all kinds of work shall be presented throughout all levels of existing curriculum. Educational programs continually shall expose students to the wide variety of careers in the world of work. Occupational education shall consider technical and economic conditions and changes, and, as a core component of comprehensive education, shall share with other aspects of the curriculum the development of character and attitudes as well as skills. Guidance and counseling services shall be provided to each student throughout his or her academic program.

The district shall offer a planned, ongoing, and systematic program of instruction in career education and, at least on the secondary level, in vocational education.

Legal Reference: Connecticut General Statutes

10-221 Board of education to prescribe rules.

10-265a Definitions.

10-265b State grants for vocational education equipment.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6180 adopted 12/20/01, appropriate as written except for update to legal reference.

Instruction

Evaluation of the Instructional Program

Appropriate procedures for continuing evaluation of the district's educational programs shall be established and maintained. Special attention shall be given to:

1. Elimination of discrimination because of race, color, creed, religious creed, age, marital status, national origin, sex or physical disability;
2. Recognition of the individual child.

Elements of program evaluation may include the following:

1. Defining each objective in terms that can be measured/observed:
 - A. Measurable student behavior; (tests, surveys, inventories, checklists, etc.)
 - B. Observable student behavior;
(that which can be assessed subjectively by (1) teachers, (2) peers or (3) the students themselves.)
2. Planning and carrying out student experiences to achieve desired outcomes;
3. Employing pertinent test, measurements, observations:
 - A. During the learning experiences;
 - B. Following the learning experiences.
4. Comparing outcomes with objectives;
5. Continuing, revising or expanding learning experiences which seem to result in the desired objectives.

(cf. 6121 Nondiscrimination: Instructional Program)

Legal Reference: Connecticut General Statutes

§10-76d(a) Duties and powers of boards of education to provide local education programs and services

Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq.

Policy adopted:

**DERBY PUBLIC SCHOOLS
Derby, Connecticut**

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6181 adopted 12/20/01, appropriate as written.

Instruction

Evaluation of Special Education Program

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

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

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

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

Legal Reference: State Board of Education Regulations

10-76d-1 - 10-76d-19 Duties and powers of boards of education to provide special education programs and services.

Policy adopted:

**DERBY PUBLIC SCHOOLS
Derby, Connecticut**

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6200 adopted 12/20/01, appropriate as written with update to legal reference.

Instruction

Adult Continuing Education

Education is a lifelong process, and the district shall establish and maintain a program of adult education classes through a school district collaborative open to all residents over age 16 who are not otherwise attending a public or private elementary, middle, or senior high school. The program shall offer a variety of subjects to serve the community's civic, cultural, vocational, and avocational need. Subject to limitations of facilities, personnel, and equipment, course offerings shall be determined by response to previous courses and current needs and interests.

A student who is under age 16 and a mother may attend adult education classes if her request is approved by the Board.

Fees shall be established by the Board of Education; tuition shall not be charged for residents in adult classes for elementary and high school completion, Americanization United States citizenship, and English for adults with limited English proficiency. Other courses including adult literacy and/or parenting skills may be scheduled only when enrollment is adequate, and when a qualified teacher, adequate facilities, and appropriate supervision is available.

Adults in Day Secondary School Programs

Adults who are residents of the school district may enroll free of charge in day classes at the high school level as space is available. Selection of classes available to adults will be determined by the high school Principal in consultation with the Superintendent. Applications will be processed through the Principal or designee and by high school guidance counselors. Adults enrolled in day secondary classes will abide by student rules and regulations of the high school.

Legal Reference: Connecticut General Statutes
10-67 Adult Education definitions (as amended by P.A. 08-100)
10-69 and 10-72a Adult education (as amended by H.A. 08-100 and P.A. 08-126)
10-71 and 10-71a State grants for adult education programs
10-71b Grants for adult education services or programs conforming to state plan
10-71c Basic adult education programs
P.A. 96-244 An Act Concerning Technical Revision to the Education Statutes
P.A. 97-290 An Act Expanding Choices and Opportunities
P.A. 08-102 An Act Concerning Adult Education and Workforce Development

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Alternative Education Programs

The Board is dedicated to providing educational options for all students within available financial constraints. It is recognized there will be students in the District whose needs and interests are best served by participation in an alternative education program.

A list of alternative programs will be approved by the Board annually. The Superintendent may provide for the involvement of staff, parents and the community in recommending alternative education programs for Board approval. Annual evaluation of alternative education programs will be done.

Alternative education programs implemented by the District are to maintain learning options that are flexible with regard to environment, structure and pedagogy. Such programs include, but are not limited to, a separate school, tutorial instruction, small group instruction, large group instruction, counseling and guidance, computer-assisted instruction, cooperative work experience, supervised community service activities and supervised independent study.

It shall be the responsibility of the Superintendent of Schools to identify alternative program opportunities to be made available to students at risk, to recommend such alternative programs to the Board for approval, and to familiarize students and parents/guardians with the availability of such alternative programs. The Superintendent shall, through cooperative efforts with other districts, schools, agencies and organizations, periodically recommend additional or modified alternative educational programs to the Board.

(cf. 6172.11 – Relations with Charter Schools)

(cf. 6172.12 – Magnet Schools)

(cf. 6172.2 – Remedial Instruction)

(cf. 6172.21 – Supplementary Services)

(cf. 6172.41 – Title I Program)

(cf. 6172.6 – Virtual/Online Courses)

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Magnet Schools

The Board recognizes that students may benefit from choosing a magnet school to attend within the public school system that is not limited by school district boundaries.

District students who apply pursuant to the regulations approved by the Board may enroll in particular schools beyond this District on a space available basis without payment of tuition, except as otherwise provided by law and subject to such policies as may be stipulated by the magnet school. In addition, local students may enroll directly into a magnet school, with which the District does not have a participation agreement, on a space available basis. The District will be responsible for any tuition for such enrollment, but not for transportation. *(Unless the school is within the boundaries of the school district.)*

The Board recognizes that on or before May 15, 2010, and annually thereafter, each interdistrict magnet school operator shall provide written notification to the school district that is otherwise responsible for educating a student who resides in such school district and will be enrolled in an interdistrict magnet school under the operator's control for the following school year. Such notification shall include the number of such students, by grade, who will be enrolled in an interdistrict magnet school under the control of such operator, the name of the school in which such student has been placed and the amount of tuition to be charged to the local board of education for such student. Such notification shall represent an estimate of the number of students expected to attend such interdistrict magnet schools in the following school year, but shall not be deemed to limit the number of students who may enroll in such interdistrict magnet schools for such year.

Nondiscrimination

The Board, the Superintendent, other administrators and teachers shall not make any distinction on account of race, sex, sexual preference, ethnic group, religion or disability of any student who may seek admission to any magnet school.

Special Education

Requests from the parents of special education students for admission shall be considered in accordance with applicable state and federal laws. The student's current Individual Education Plan (IEP) shall be used to determine if the requested school can meet the student's needs.

The District recognizes its responsibility for planning an appropriate educational program and for paying the additional costs of such services for a resident special education student attending an interdistrict magnet school.

Instruction

Magnet Schools (continued)

Transportation

Transportation for District students who enroll in a magnet school, not within the boundaries of the District, shall be at the discretion of the Board of Education. Transportation may be provided from a central location.

Legal Reference: Connecticut General Statutes

10-264l(h) Grants for the operation of interdistrict magnet school programs. Transportation. Special education.

P.A. 08-170, Section 14 An Act Concerning Various Education Grants

June 19 Special Session, Public Act No. 09-1, An Act Concerning Educator Certification & Professional Development & Other Education Issues

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)