

A new policy to consider.

Instruction

Controversial Speakers

American academic tradition stresses the free contest of ideas as a vital element in both curriculum development and in classroom teaching.

In order to foster the study and discussion of controversial issues, the Board of Education, in its effort to educate students for effective citizenship, encourages faculty members to invite speakers to address their classes on subjects which are within the framework of the curriculum and which are not prohibited by law.

Prior to such invitation, the teacher shall consult with the Principal concerning the speaker, the subject matter, and all other pertinent information needed to make an informed judgment concerning the advisability and appropriateness of such invitation. All outside speakers shall be introduced to the Principal on arrival at the school.

In the interest of objective and balanced presentations of all sides of controversial issues, equal opportunity shall be given insofar as is practicable and appropriate to representatives of opposing views on the issue under study to present those views.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Controversial Issues

Reacting to Political Action and Issues

It is the policy of the Derby Public Schools that the Superintendent shall ensure to the greatest extent possible that school curricula and school activities remain clear of overt political action and politization from any group or party seeking to force one point of view or the other on the school system.

Therefore, it shall be the policy of the District to ensure that a fair and balanced discussion be held in conjunction with politically-charged issues. When timing does not permit the organization and implementation of fair and balanced discussion, individual schools, acting through their principals in consultation with the Superintendent, may:

1. Provide parental choice for their child to opt out of participation of an event related to a politically-charged issue, if time and logistics permit, and to proceed with the event, or
2. Choose to pass up on the event and the related discussion/issue altogether.

Properly introduced and conducted, the consideration of controversial issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions.

A controversial issue, for purposes of this policy, is a topic on which opposing points of view have been promulgated by responsible opinion, and/or one that is likely to arouse both support and opposition in the community.

The Board will permit the introduction and proper educational use of controversial issues provided that their use in the educational program:

- a. is related to the instructional goals of the course of study and level of maturity of the students;
- b. does not tend to indoctrinate or persuade students to a particular point of view;
- c. encourages open-mindedness and is conducted in a spirit of scholarly inquiry.

In instances where a controversial issue arises on an unanticipated basis during the course of a class discussion, as the result of a student's question, or in the coverage of current events, and where that issue is neither directly related to the course content nor specified as part of the curriculum, the teacher may deal with the issue on a limited basis, recognizing the existence of legitimate student interest and devoting sufficient time to the question to assure balanced, impartial coverage.

Instruction

Controversial Issues

Reacting to Political Action and Issues (continued)

A student may be exempted from class activities involving the controversial issue in question upon receipt of a written request for exemption from his/her parent or guardian. The teacher will then assign the student alternate activities of equal merit. Although individuals may be excused from the activity, the continuation of the activity by class, school or district shall not be restricted until final disposition has been made in accordance with this policy.

When controversial issues have not been specified in the course of study/curriculum, the Board will permit the instructional use of only those issues which have been approved by the Superintendent upon the recommendation of the school Principal.

- (cf. 1311.1 - Political Activities/Functions of School Employees)
- (cf. 1311.2 - Political Activities in the Schools/On School Property)
- (cf. 1312 - Public Complaints)
- (cf. 6140 - Curriculum)
- (cf. 6144 - Controversial Issues)
- (cf. 6144.3 - Controversial Speakers)

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Extra-Class Activities

Student Organizations and Equal Access

The Board of Education believes that student organizations reinforce the instructional program, give students practice in democratic self-government and provide social and recreational activities. Student organizations also serve to honor outstanding student achievement and enhance school spirit and students' sense of belonging.

Note: *Schools may or may not sponsor student groups or clubs. The district may wish to sponsor clubs that are linked directly to the curriculum or may want to sponsor non-curriculum related clubs such as a ski or hiking club. The following is an optional sentence for use by districts that allow school sponsorship of student clubs.*

The Superintendent or his/her designee shall establish criteria and a process for school sponsorship of student clubs.

Closed Forum

In order to maintain a closed forum on school campuses, only student-initiated groups that relate directly to the curriculum shall be allowed to meet on school premises.

All such clubs or groups shall have equal access to the school media, including the public address system, the school newspaper, the school bulletin board and school website to announce meetings.

The Superintendent or his/her designee may inform students that certain groups are not school sponsored.

No school shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or with any other youth group listed as a patriotic society in Title 36 of the United States Code, for reasons based on the membership criteria or oath of allegiance to God and country.

Legal Reference: Equal Access Act, 20 U.S.C. § 4071 et. seq.
 Westside Community Board of Education v. Mergens

Policy adopted:

DERBY PUBLIC SCHOOLS
 Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Interscholastic/Intramural Athletics

Sunday Play of Postponed Friday and Saturday Games

The Board of Education endorses the allowance of Sunday play of postponed Friday and Saturday games under the guidelines as stipulated in the C.I.A.C. policy.

1. The postponement must be due to severely adverse weather conditions.
2. The two competing schools must agree to Sunday play of a postponed game.
3. No Sunday game may start before 1:30 p.m.
4. A postponed Friday game may be played on Sunday only if a site is not available on Saturday or if severely adverse weather conditions exist on Saturday.

The Principal, in making the decision to postpone, will consult with the Athletic Director.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Interscholastic/Intramural Athletics

Sportsmanship

The Board of Education believes that sports programs serve educational purposes in the lives of the district's students. One of these purposes is the development of good sportsmanship. The primary focus of the challenge of achieving good sportsmanship is on the student, but others are involved.

The Board believes that administrators must insist that good sportsmanship is the goal. Athletic directors must also realize the value of sportsmanship and set the tone for the implementation of its good practice.

The coaches must accept the responsibility of making each athletic contest a showcase for education. They are expected to be models of self-control and dignity for players and spectators.

The players must be taught to handle themselves in a sportsmanlike way; they are also expected to project good sportsmanship in the activities in which they participate. Student fans must be reminded that their conduct reflects on their school and that poor sportsmanship will not be tolerated.

Adult spectators must realize that they also must exhibit good sportsmanship at athletic events. Spectators serve as a model for their own children and for other young people in the community. Spectators also need to demonstrate self-control and dignity while participating in athletic events.

Good sportsmanship practices will be practiced by administrators and coaches. Students will be taught good sportsmanship and be held accountable for their actions. Spectators will be reminded and encouraged to be appropriate role models for young people. The Board will support staff and administrators who enforce sportsmanship rules at athletic and other competitive events, including evicting students or adults who violate the District policy.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Publications

School-sponsored publications, productions, and websites are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material that is inconsistent with the District's educational mission.

The Board reserves the right to designate and prohibit manifestations of student expression that are not protected by the right of free expression because they violate the rights of others or where such expression is likely to or does materially or substantially interfere with school activities, school work, or discipline and order on school property or at school functions, including but not limited to:

1. Libel of any specific person or persons.
2. Advocating the use of advertising regarding the availability of any substance or material that may reasonably be believed to constitute a direct and serious danger to the health or welfare of students.
3. Using obscene, lewd, vulgar or profane language – whether written or symbolic.
4. Inciting violence; advocating use of force; or encouraging violation of federal, state or municipal law, Board policy, or district rules or regulations.
5. Are likely to or do materially or substantially interfere with the educational process, including school activities, school work, or discipline and order on school property or at school functions; threaten serious harm to the school or community; encourage unlawful activity; or interfere with another's rights.

All school-sponsored communications shall comply with the ethics and rules of responsible journalism. Text that conflicts with the basic educational mission of the school, is socially inappropriate, is inappropriate due to the maturity of students, or is materially disruptive of the educational process will not be tolerated.

The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

Legal Reference: *Eisner v. Stamford Board of Education*, 440 F. 2d 803 (2nd Cir 1971)
Trachtman v. Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S. 925 (1978)
District v. Ruhlmeir, 484 U.S. 260 *Hazelwood School*, 108 S Ct 562 (1988)
Bethel School District v. Fraser, 478 US 675 (1986)
Tinker v. Des Moines Independent Community Dist., 393 US 503, (1969)

Policy adopted: DERBY PUBLIC SCHOOLS
 Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new regulation to consider.

Instruction

Student Publications

Purposes of Official Student Newspaper

1. To exist as an instructional device for the teaching of writing and other journalistic skills;
2. To provide a forum for opinions of students, school staff, and members of the community; and
3. To serve the entire school by reporting school activities.

Rights of Student Journalists

1. To print factual articles dealing with topics of interest to the student writers; and
2. To print, on the editorial page, opinions on any topic, whether school related or not, which students feel are of interest to themselves or to the readers.

Responsibilities of Student Journalists

1. To submit copy that conforms to good journalistic writing style;
2. To rewrite stories, as required by the journalism advisor, to improve journalistic structure, sentence structure, grammar, spelling and punctuation;
3. To check facts and verify quotes;
4. In the case of editorials on controversial issues, to provide space for rebuttals, in the same issue if possible, but otherwise no later than the following issue; and
5. Subject to the specific limitations in these guidelines, to determine the contents of official student newspapers.

Material Not Permitted in Official School Newspapers

1. Material which is libelous or which violates the rights of privacy;
2. Profanity, hereby defined as the language which would not be used in *The Hartford Courant* or *The New York Times*;
3. Material which criticizes or demeans any race, religion, sex or ethnic group;
4. Ads for cigarettes, liquor, or any other product not conducive to good health;
5. Any material, the publication of which would cause substantial disruption of the school. Substantial disruption is hereby defined as the threat of physical violence in the school or nearby community and/or the disruption of the school's educational program; and
6. Endorsements of political candidates or ballot measures, whether such endorsements are made via editorial, articles, letter or photograph cartoon. The newspaper may, however, publish "fact sheet" types of articles on candidates and ballot measures, provided such articles do not endorse any person or position, and provided equal space is provided for all candidates for a particular office or both sides of a ballot measure.

Instruction

Student Publications (continued)

Determination of Appropriateness

The newspaper advisor shall have the primary responsibility of reviewing each article prior to its publication to determine if it satisfies all the conditions of these guidelines. The school Principal or his/her designated representative other than the newspaper advisor may also review copy prior to its publication. However, such copy must be returned to the student editors within 72 hours after it is submitted for review. No copy may be censored except for reasons specifically listed in Board policy and these guidelines. Nothing in these guidelines is intended to allow censoring of any article merely because it is controversial or because it criticizes a particular school, a school procedure, or the school system itself.

Resolution of Differences

In the event of disagreement as to whether an article should be printed, each school shall have a Publications Board, which shall meet within 48 hours to submit its opinion. The Publications Board shall consist of the Principal or his/her designated representative; the journalism advisor; the editor-in-chief; representatives from the student government, the PTA/PTO and the advisory council; and other members as mutually agreed upon. If the Publications Board cannot solve the dispute, then an appeal shall be made to the Superintendent who shall seek advice from the Board's legal counsel in making his/her decision. The Superintendent shall act on the appeal within 48 hours.

Legal Reference: *Eisner v. Stamford Board of Education*, 440 F.2d 803 (2nd Cir 1971)
 Trachtman v. Anker, 563 F.2d 518 (2nd Cir 1977), cert. denied, 354 U.S.
 925 (1978)
 Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562
 (1988)
 Bethel School District v. Fraser, 478 US 675 (1986)
 Tinker v. DesMoines Independent Community Dist., 393 US 503, (1969)

Regulation approved:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

School Productions

Student productions are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board of Education shall encourage the development of school theatrical productions.

The Board recognizes that students have rights to free expression in student theatrical productions. Consequently, student speech shall be limited in officially sponsored student theatrical productions only if there is a legitimate pedagogical reason to do so. The administration shall develop regulations to provide guidance on such legitimate pedagogical reasons.

Definition

School productions shall refer to any performance involving student participants and prepared for an audience, either within or outside the regular school day. Productions shall include, but not be restricted to, concerts, plays, variety shows and exhibits.

Requirements

School productions involving students shall meet the following criteria:

1. Performances and productions shall contribute to educational goals and objectives and shall not substantially disrupt regularly scheduled school activities or classes.
2. Include content that adheres to constitutional requirements for separation of church and state.
3. Encourage inclusiveness and reflect sensitivity to diversity, race, religion, disability and ethnicity.
4. Consideration by the faculty of the maturity levels of students and appropriate standards of theatrical taste.
5. Performances shall be approved in advance by the principal.
6. Sponsors shall avoid the extended use of a particular student group.
7. Arrangements shall be made to provide proper supervision and to assure that participating students conduct themselves in a way that brings credit to the school.
8. Performances that are scheduled outside school hours are preferred.
9. As required, approval shall be acquired from copyright holders.

Student productions shall not contain speech which:

1. is vulgar, indecent or obscene;
2. contains libelous comments, personal attacks or abusive language such as language defaming a person's character, race, religion, ethnic origin, gender, family status, or disability;

Instruction

School Productions

Student productions shall not contain speech which: (continued)

3. causes or clearly threatens to cause a material and substantial disruption of normal school functions or school activities;
4. encourages the commission of unlawful acts or the violation of lawful school rules; or
5. promotes any product or service not permitted to minors by law.

Students may appeal a faculty advisor's or principal's decision to restrict production.

(cf. 6145.3 - Publications)

(cf. 6145.4 - Student Performances)

(cf. 6162.6 – Copyright Law Compliance)

Legal Reference: *Eisner v Stamford Board of Education*, 440 F. 2d 803 (2nd Cir 1971)
 Trachtman v Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S.
 925 (1978)
 Hazelwood School District v. Kuhlmeir, 484 U.S. 260 (1988)

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Sunday Activities

Graduation and other ceremonial occasions may be scheduled on a Sunday afternoon or evening. Otherwise the scheduling of student activities on a Sunday shall be discouraged. When an activity begins on Friday or Saturday and by its very nature spans an entire weekend, or when an activity spanning a number of days begins or ends with a Sunday, as in the case of educational trips, concert tours or outing club activities, exceptions may be made. Routine activities, such as rehearsals and club meetings shall not be scheduled on a Sunday. Interscholastic athletic activities shall not be scheduled on Sunday unless necessary to comply with CIAC scheduling exigencies.

Legal Reference: Connecticut General Statutes

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

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6145.5 adopted 12/20/01, appropriate as written with addition of legal reference.

Instruction

Student Government/Organizations/Associations

To encourage student participation in school life and to provide opportunity experiences in democratic processes, schools shall maintain and operate Student Councils. Student government shall be of the students, by the students, in communications with the administration and in the organization of student activities. The Student Council shall assist in improving the general welfare of all students and shall offer students opportunities to participate in the democratic process.

Student Council Members shall be elected democratically and their rights and responsibilities clearly set forth. Faculty advisors for Student Council will be appointed by the Principal.

Student Councils shall not have authority to make policies for the district or regulations for the school, nor shall they have any disciplinary authority, except for recommending removal from the Council of one of their members. However, a Council may make recommendations to the administration on any topic of student concern.

The administration and Student Council shall keep channels of communication open, not only between themselves, but between all students, the Council, and the Board of Education.

Student Organizations and Associations

Student organizations and associations which contribute to learning shall be encouraged and shall operate within the framework of the law, Board policy, administrative rules, and the parameters of existing educational programs. The staff shall assist in the establishment and operation of worthwhile student organizations and associations.

The Superintendent shall develop general guidelines for student organizations. Among other provisions, such guidelines shall require the assignment of at least one faculty advisor to each student organization and the approval by the Board of Education of any student organization.

This policy applies to in-school organizations only. It is not intended to restrict the organization of students into groups which function apart from the school.

Non-School Organizations

All organizations not specifically authorized and organized by the school are non-school organizations and beyond the jurisdiction and responsibility of school authorities. However, should these groups conduct activities on school property, at school-sponsored activities, or as a carry-over into the school day, or reflect on the reputation of the school, the Superintendent may develop disciplinary rules and regulations.

Instruction

Student Government/Organizations/Associations

Non-School Organizations (continued)

Activities contrary to the best interests of the school or which reflect on the reputation of the school are forbidden – including initiations and hazing on school grounds or at school-sponsored events and conducting or participating in activities on school grounds which violate federal, state, or city laws or county ordinances, or Board of Education policies or administrative regulations.

Legal Reference: Connecticut General Statutes

P.A. 98-377 Title VIII, Equal Access Act

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6145.5 adopted 12/20/01, appropriate as written.

Instruction

National Honor Society

The Board of Education endorses the concept of the National Honor Society in its ability to provide special recognition to students who combine scholarship with demonstrated leadership, extensive service and good character. The Principal shall approve all activities and decisions of the chapter. The Principal appoints the society advisor and the members of the faculty council. The administration is directed to develop appropriate regulations regarding Honor Society Procedures.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Travel and Exchange Programs

Foreign Exchange Students Attending Local Schools

The Board of Education recognizes the value of a foreign exchange for students. This unique opportunity to experience the culture of another country can be an effective and memorable learning experience for a student. Personal contact promotes global awareness and international understanding. To that end, the Board welcomes the enrollment of international exchange students and further encourages District students to take any opportunities that they may have to participate in such programs and study in another country.

With Board approval, a District school may establish a sister-school relationship with a school in another country.

In order to insure that students coming into the local school system from another country have a positive experience, as a foreign exchange student, the following guidelines will be distributed to all concerned sponsoring agencies and families.

1. The Board of Education reserves the right to determine, on an individual basis, if a foreign exchange student may or may not attend public school.
2. Advance notice must be provided to the school prior to the finalization of arrangements to accept an exchange student.
3. The decision to accept a foreign exchange student into a district public school shall rest with the building Principal who will take into account such factors as space, appropriateness of placement, etc. (cf. 5111 - Admission/Placement).
4. It is understood that foreign exchange students shall not be eligible for a District high school diploma, but may be given a certificate of attendance (or an honorary diploma) for the period of time in the District and may participate in graduation ceremonies if appropriate.
5. Agencies, groups and/or families sponsoring foreign exchange students in town should submit health and educational records to the school they would like the student to attend as early as possible. These records will be a factor in the decision regarding attendance. All international exchange students shall meet state and District immunization requirements.
6. The name and telephone number of the sponsoring agency/representative must be on file in the school before the school year begins.
7. All living arrangements for foreign exchange students are the responsibility of the sponsoring agency and families. This includes changes in living arrangements after the student has arrived and throughout his/her stay. Neither the Board of Education nor any of its employees will assume responsibility in this area.
8. Foreign exchange students are subject to the same academic and behavioral standards as all other students while enrolled in District schools.

Instruction

Travel and Exchange Programs

Foreign Exchange Students Attending Local Schools (continued)

9. The Board of Education will provide the most appropriate program available for each foreign exchange student, but should not be expected to offer English as a Second Language services.
10. No foreign exchange student will be accepted who has already completed secondary education.
11. This program is designed for foreign students who enter the country on one-year J-I visas through established exchange programs designated by the United States Information Agency and the Department of State and officially recognized by the Board, such as Youth for Understanding, American Field Service and Rotary.
12. The student or sponsoring organization will provide all dues and fees.
13. Students entering the United States on F-I visas may attend schools in the district only upon full payment of tuition before entering the United States. This tuition fee may not be waived due to federal legislation. Students attending school on an F-I visa are limited to a period of attendance not to exceed 12 months.
14. The District shall not incur any financial obligations when sending and/or receiving international exchange students. Program sponsors shall provide assurance of their responsibility for health/accident/liability insurance, the student's home placement, and the resolution of any related personal difficulties which may arise.

District Students Participating in Foreign Exchange Programs

Any district student, planning on going to a foreign country as an exchange student, shall, prior to leaving, request permission from the school Principal to have course work completed in the foreign country applied to his/her high school educational record. The Principal shall notify the Board of Education of his/her decision.

If permission is granted, the following guidelines shall apply:

1. If an English speaking student attends school in a non-English speaking country for a full year, upon return from that country, no credits will be accepted from that country with the exception of that country's language credit. (2 credits)
2. If a student attends school in an English speaking country, the student must present a transcript from the school upon his/her return. The transcript will be evaluated in terms of credit to be granted by the high school Principal. The decision of the high school Principal in such cases shall be final.

Students who do not bring a transcript with them at the time they register for their courses upon their return will resume their education at the grade level/graduation requirement status at which they were on their departure.

Instruction

Travel and Exchange Programs

(cf. 5145.1 – Foreign Exchange Students)
(cf. 6146 - Graduation Requirements)

Legal Reference: Illegal Immigration Reform and Immigration Responsibility Act of 1996

Connecticut General Statutes

10-27 International studies, exchange programs. Advisory committee.
(amended by PA 04-153, An Act Encouraging International Students
Programs)

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

School Events/Meetings

The Board believes that social activities in school life assist students in learning how to enjoy worthwhile group events, how to conduct them, and how to contribute to the enjoyment of others. Therefore school groups and classes may hold social events for their membership under authorization and staff supervision, using school facilities.

Proper chaperoning shall be provided under direction of the Principal.

School organizations holding dances and other social functions will provide for adequate police and fire protection to control traffic, to protect assigned areas during the function, and to be on call as necessary for guarding the welfare of the guests.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new regulation.

Instruction

Social Activities

All social activities pertaining to the schools may only take place after clearance from administration has been received. The following rules should serve as guidelines for the planners of such activities:

1. School activities will end at a time which is appropriate for the age group involved.
2. There must be at least three (3) chaperons in attendance at all school events. The names of said chaperons must be submitted to the office at least three (3) days prior to the event. If required chaperons (parents may be included) fail to arrive by the time that the event begins, the sponsor will be given a short period of time to obtain replacement chaperons. If chaperons cannot be secured, the custodian in charge will order the building closed.
3. At least one (1) policeman will be hired for the evening from one half hour before a dance starts until one half hour after it ends or until the school is cleared and closed for the night. These policemen shall be secured from the Police Department.
4. One (1) custodian must be in attendance at each and every social event.
5. Outsiders may attend such social events as dances but only at the invitation of a Clinton student. No student or guest at a dance may leave the building until s/he is ready to depart for the evening. Those who leave the building will not be readmitted. Students will not be allowed to enter a dance for the first time after 10:00 p.m.
6. Whenever possible, tables, and chairs should be set up at the conclusion of a dance or other event. If this is impossible, all clean up must be completed by the day after the activity.
7. All students are expected to behave as mature and responsible young adults at all times. School rules are in effect during all school activities.

Regulation approved:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6145.8 adopted 12/20/01, appropriate as written.

Instruction

School Activity Funds

The Superintendent of Schools or his/her designee shall direct the maintenance of a school activity fund through which the following may be accounted:

1. That portion of the finances of school lunch programs not provided by town appropriations;
2. Driver education costs not provided by town appropriations;
3. Such funds of schools and school organizations approved by the Superintendent, including amounts received by gifts and donations;

The Board shall designate an employee as Treasurer, who shall be bonded, to:

1. Maintain separate accounts within the School Activity Fund for each school lunch program, for each driver education program, and for each school fund and each school organization fund included in the fund;
2. Make expenditures from such fund in the manner prescribed and authorized by the Superintendent or his or her designee, provided the control of school funds and the funds of all school organizations shall remain in the name of the respective schools and organizations.

Gifts, grants, and bequests in cash or checks shall be deposited in the School Activity Fund and used for the educational benefit of students.

The accounts of the School Activity Fund shall be considered school district accounts and audited in the same manner as all other district accounts.

(cf. 1324 Soliciting Funds from and by Students/Student Fund Raising)

(cf. 3280 Gifts, Grants, and Bequests)

(cf. 3160 Budget Administration)

(cf. 3434 Periodic Audits)

(cf. 3454 Money in School Buildings)

(cf. 3534 Employee/Officer Bonds)

(cf. 3542 Food Services)

Legal Reference: Connecticut General Statutes
10-222a Boards to have use of funds from repayment and Insurance proceeds for school materials.
10-237 School activity funds.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Graduation Requirements

Graduation from our public schools implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, assessed in part by the Connecticut Academic Performance Test (CAPT), established by the faculty and approved by the Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits. Graduation shall not be held until 180 days and 900 hours of actual school work are completed. The adopted school calendar shall indicate a graduation date which is no earlier than the 185th day. This may be modified after April 1 in any school year in conformity with applicable statute.

The Board of Education conforms with state regulations and statute regarding credits for graduation from high school.

The following twenty (20) credits, for classes graduating from 2004 to 2019, inclusive, are necessary:

English	4 credits
Mathematics	3 credits
Science	2 credits
Physical Education	1 credit
Social Studies	3 credits (including one-half credit in Civics and American Government)
Vocational/Fine Arts	1 credit
Electives	6 credits
Total:	20 credits

Commencing with the graduating class of 2020, in order to graduate and be granted a diploma students must satisfactorily complete (1) a minimum of twenty-five (25) credits, including not fewer than: (A) Nine credits in the humanities, including not fewer than (i) four credits in English, including Composition; (ii) three credits in Social Studies, including at least one credit in American History and at least one-half credit in Civics and American Government; (iii) one credit in Fine Arts; and (iv) one credit in a Humanities elective; (B) eight credits in Science, Technology, Engineering and Mathematics, including not fewer than (i) four credits in Mathematics, including Algebra I, Geometry and Algebra II or Probability and Statistics; (ii) three credits in Science, including at least one credit in Life Science and at least one credit in Physical Science; and (iii) one credit in a Science, Technology, Engineering and Mathematics elective; (C) three and one-half credits in Career and Life Skills, including not fewer than (i) one credit in Physical Education; (ii) one-half credit in Health and Safety Education and (iii) two credits in Career and Life Skills electives, such as Career and Technical education, English as a Second Language, Community Service, Personal Finance, Public Speaking and Nutrition and Physical Activity; (D) two credits in World Languages, (E) a one credit senior demonstration project or its equivalent, as approved by the State Board of Education; and (2) end of the school year examinations for the following courses: (A) Algebra I, (B) Geometry, (C) Biology, (D) American History, and (E) grade ten English.

Instruction

Graduation Requirements (continued)

In addition, also beginning with the graduating class of 2020, the Board of Education will provide adequate student support and remedial services for students beginning in grade seven (2014-2015 school year). Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed, or end of the school year examinations, if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (4) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

Credits

A credit defined as the equivalent of one forty minute class period for each day of a school year. One-half credit is given for courses that compile work in one semester. If physical education is not taken because of medical excuse, another subject may be substituted.

Only courses taken in grades nine through twelve, inclusive, shall satisfy this graduation requirement except that a student may be granted credit for the successful completion of coursework at an institution accredited by the Department of Higher Education or regionally accredited. One three-credit semester course, or its equivalent shall equal one-half high school credit. A student may also be granted credit toward meeting a specified course requirement in grades six, seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve, inclusive.

The Board of Education shall grant a student credit towards meeting high school graduation requirements for (1) completing a world-language course provided by a non-profit organization and (2) passing a subject area proficiency test identified and approved by the Commissioner of Education. Up to four credits for a private non-profit world language course shall be granted if the student achieves a passing grade on a test prescribed by the Commissioner of Education. In other subject areas, credit shall be granted, based upon successful passage of the subject area proficiency tests prescribed or identified and approved by the Commissioner of Education,* regardless of the number of hours spent by the student in a public school classroom learning the subject matter. *(optional)*

* The Commissioner, per statute, must prescribe or identify and approve the examinations within available appropriations.

Instruction

Graduation Requirements

Credits (continued)

The fulfillment of the mandated two credit foreign language requirement, beginning with the class of 2020 can include the successful completion of a world language course in grades six seven or eight or an online course successfully completed.

All credits earned toward meeting any of the graduation requirements through the successful completion of online courses must fulfill the requirements established in policy #6172.6, "Virtual/On-line Courses."

Beginning July 1, 2012, the Board shall create a student success plan for each enrolled student, beginning in grade six. Such student success plan shall include a students' career and academic choices in grades six to twelve, inclusive.

The above exceptions to earning credits, at other than grades 9 through 12, is discretionary, not mandated. A board of education may allow, as above an unlimited number of credits to be earned prior to high school or at a higher institution of learning. A board could also place limits on the number to be so earned or, as at present, require all credits needed for high school graduation to be earned in grades 9-12 inclusive.

In addition, the earning of credits, as described in world language and in other subject areas, through passage of tests prescribed, identified and approved by the Commissioner is discretionary, not mandated.

Awards of High School Diplomas

Students who complete all graduation requirements shall receive a diploma at the June commencement. Individuals also may satisfy graduation requirements by the satisfactory completion of the following:

1. Successful completion of a summer course or summer courses comparable (as determined by the Principal) to the subject(s) in which the student was deficient.
2. Honorable discharge from the United States Armed Forces after a minimum of ninety days of active service during World War II for individuals who withdrew from school to join the Armed Forces and for veterans of the Korean Hostilities. (*optional*)
3. Honorable discharge from the United States Armed Forces for individuals who left high school prior to graduation and did not receive a diploma as a consequence of such service. (*optional*)

Instruction

Graduation Requirements (continued)

Note: On or after July 1, 2014, the SDE shall commence development or approval of the end of the school year examinations.

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

(cf. 5121 - Examination/Grading/Rating)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6111 - School Calendar)
(cf. 6145.6 - Travel and Exchange Programs)
(cf. 6146.2 - Statewide Proficiency/Mastery Examinations)
(cf. 6172.6 - Virtual/On-line Courses)

Legal Reference: Connecticut General Statutes

10-16(l) Graduation exercises. (As amended by PA 96-26 An Act Concerning Graduation Requirements and Readmission and Placement of Older Students)

10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses Other Subject Areas), P.A. 10-111, An Act Concerning Education Reform in Connecticut and P.A. 135, An Act Concerning Implementation Dates for Secondary School Reform.

10-233(a) Promotion and graduation policies.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6146.1 adopted 3/15/07, appropriate as written.

Instruction

Grading/Assessment Systems/Weighted Grades

It is the philosophy of the Derby Public Schools that students respond more positively to the opportunity for success than to the threat of failure. The Derby Schools seeks, therefore, through learner objectives and its instructional program, to make achievement both recognizable and possible for students. Achievement will be emphasized in the process of evaluating student performance.

Evaluation of student progress is a primary responsibility of the teacher. The highest possible level of student achievement is a common goal of both school and home. A close working relationship between home and school is essential to the accomplishment of this goal. Regular communication with parents or guardians, utilizing a variety of means, about the scholastic progress of their student is a basic component of this working relationship. It is the responsibility of the school and individual staff members to keep parents or guardians well informed.

Regularly used report cards, combined with scheduled parent-teacher conferences, and other communication vehicles helps promote a process of continuous evaluation of student performance.

The grading and reporting systems as developed by the administration and faculty are subject to the approval of the Superintendent and/or Board of Education.

The Derby Board of Education shall approve the grading and reporting systems as developed by the administration and faculty and upon the recommendation of the Superintendent of Schools.

Weighted Grades

The curriculum contains a wide variety of courses at various levels of academic challenge. Students are allowed considerable choice and are encouraged to strive for academic excellence. A system of grade weighting recognizes the differences in student achievement. Grade weighting encourages and rewards students for selecting courses at more challenging levels of difficulty.

A grade weighting/class ranking system shall be implemented for the high school in accordance with the guidelines set forth and published annually in the high school parent/student handbook.

Parents and students shall be advised annually, via the school's parent/teacher handbook, of this position and the specifics of the weighted grading program.

Rank In Class

Rank in class will be determined by adding up the grades for all courses and dividing by the number of credits.

Instruction

Grading/Assessment Systems/Weighted Grades

Rank In Class (continued)

For rank in class purposes only, three percentage points will be added to the number resulting from the conversion from letter grades to numerical grades for all courses designated “honors” and for all advanced placement courses. Subject to the Principal’s approval, every department will select those courses which deserve an “honors” designation.

Weighted Quality Points

- A. Independent Study shall be an unweighted course.
- B. A student’s transfer grades from other schools shall be evaluated by the Principal or his designee in accordance with the established criteria so that all grades will be included in the student’s quality point average.

(cf. 5124 - Reporting to Parents)

(cf. 6141.5 - Advanced College Placement)

Legal Reference: Connecticut General Statutes

10-220g Policy on weighted grading for honors and advanced placement classes

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Goals and Objectives

Evaluating Student Performance

In the process of evaluating student performance and reporting progress via grades and/or commentary, each teacher shall be guided by the conviction that students respond more positively to the opportunity for success than to the threat of failure and shall be guided by the philosophy that through performance objectives and the instructional program, scholastic achievement of students shall be possible and recognizable. Achievement will be emphasized in the process of evaluating student performance.

The issuance of grades on a regular basis serves to promote a process of continuous evaluation of student performance and to provide the student and his/her guardian(s) with specific and timely feedback on progress made toward essential learning outcomes. Such feedback should be provided so as to give the opportunity to improve upon student performance.

Evaluation of student advancement toward established standards is primarily the responsibility of the teacher. The highest possible level of student achievement is a common goal of both school and home. A close working relationship between home and school is essential to the accomplishment of this goal. Regular communication with guardians, utilizing a variety of means, about the scholastic progress of the student is a basic component of this working relationship. It is the responsibility of the school and individual staff members to keep guardians well informed.

School personnel shall devise a system of evaluating and recording student progress based on established standards. Student participation in class and assignments shall be part of a student's grade. Such assessment shall be based on achievement of established standards, and grades shall not be used punitively. Teachers shall have supportive evidence to show students, parents, or supervisors should a question arise as to the determination of a grade.

Regularly used report cards and progress reports, combined with scheduled parent-teacher conferences, and other communication vehicles help promote a process of continuous evaluation of student performance.

Interim reports shall be issued to students who are either failing or are performing below capability. Such reports shall be issued mid-way in each marking period, but teachers may, and are encouraged to, issue such reports at any time when a student's lack of progress indicates that the attention and cooperation of the home should be directed to the situation.

The administration and professional staff at each school shall establish a system of grading developmentally appropriately for the students at that school, develop procedures for reporting academic achievement to parents and students, and determine when the requirements for promotion and/or graduation have been met. The Superintendent shall approve the grading and reporting systems as developed by the administration and faculty.

Instruction

Evaluating Student Performance (continued)

Changing of a Grade

Under normal circumstances, a grade awarded by a teacher will be final. However, as a part of a Principal's supervisory responsibility, a student's grade or credits may be altered/adjusted when the necessity arises.

A Principal or his/her designee cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for revising a student's final grade include:

- a technical error or miscalculation; or
- an inappropriate application of the established grading procedures.

Should a grade be changed, the Principal or his/her designee making that decision must sign the revised record. The Principal's decision shall be final.

(cf. 5124 - Reporting to the Parents)

(cf. 5125 - Student Records)

Legal Reference: Connecticut General Statutes
P.A. 99-81 An Act Concerning Weighted Grading for Honors Classes
10-15b Access of parent or guardians to student's records.
10-154a Professional communications between teacher or nurse & student
10-209 Records not to be public
11-8a Retention, destruction and transfer of documents
11-8b Transfer or disposal of public records. State Library Board to adopt regulations
46b-56(e) Access to Records of Minors
Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983)
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).
Department of Education 34 C.F.R. Part 99 (May 9, 198045 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 123g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.
Falvo v. Owasso Ind. Sch. Dist. 99-5130(10th Circuit-2000)
Owasso Ind. School Dist. v. Falvo, No. 00-1073 (U.S. Sup. CT)

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Instructional Arrangements

The Board of Education, convinced that instruction in the school system must be so organized as to give all students maximum opportunity to achieve their potential, and aware that instructional arrangements must always be flexible and dynamic enough to insure the implementation of new ideas, methodology, and technology, shall constantly strive to provide, within the limitations and constraints of budgetary allocations, adequate staffing, sound modern staffing patterns, and enlightened instructional procedures to meet the needs of students in this rapidly changing society.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6152 adopted 12/20/01, appropriate as written with the addition of legal reference.

Instruction

Grouping Policy

The placement of students in instructional groups, classrooms, and programs of study, has a significant impact on their educational and social development. No one grouping or placement practice is best for all children under all circumstances, but some general principles are common to all proper grouping and placement decisions. It is the policy of the Board of Education that grouping and placement decisions be based exclusively on educational considerations and that their primary goal be to promote the best educational interests of the students in question.

In making grouping and placement decisions, staff members must give due regard to the following general principles:

1. Students can learn much from students whose skills and interests are different from their own in heterogeneous groups;
2. Different students have different skills and interests;
3. Students develop at different rates in different areas of learning; and
4. Students learn from other students as well as from adults.

Grouping and placement decisions should also reflect the fact that changes in a student's educational development may require changes in his or her placement. Grouping and placement decisions, consequently, should be flexible, and they should be reviewed regularly to test their appropriateness.

Legal Reference: Connecticut General Statutes

10-4a Educational interests of state identified

10-220 Duties of boards of education

State Board of Education Resolution Regarding Tracking

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Travel Study Programs/Trips

All Travel Study Programs (those programs which combine instruction and/or travel for a period of time greater than 24 hours), class, and student organization trips planned cooperatively by students and faculty in the East Granby Public Schools shall be viewed as school-sponsored activities. Student participation in these activities shall be voluntary, and students who do not participate shall not be adversely affected in terms of their course requirements, grades, or eligibility to participate in other activities of the class or group.

Travel agencies or other organizations shall not be permitted to come into the school for the purpose of advertising, promoting, or enrolling students for privately-sponsored Travel Study Programs and trips. Teachers shall not enroll students for nonschool-sponsored Travel Study Programs or trips.

School facilities and school time may be used by faculty members to plan, promote and solicit Travel Study Programs or trips after initial approval has been granted by the building Principal.

All trips as described in this policy must be approved by the Board of Education.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6153.1 adopted 12/20/01, more appropriately written as a regulation.

Instruction

Tours

School Sponsored Tours

Tour participants, both employees, and students, must show evidence of accident and health insurance. The Principal will have on file the documents which indicate that each participant of the tour is covered by insurance including policy numbers.

Student and adult tour participants are responsible for personal travel and living expenses on the tour. No school funds or educational funds will be used for any expenses.

The Principal will be responsible to see that all Board of Education policies and administrative procedures are followed.

Principals will be responsible for reviewing with staff tours that will require more than one school day and/or out of state and will forward a recommendation on all suggested tours to the Board of Education for review and approval.

Non-School Sponsored Tours

The teacher, who is acting as a private agent to conduct the tour must advise the school of intent to plan such tours.

Students will not be contacted during regular school hours. The Principal shall control the number of meetings in the school building which are related to the proposed trip.

No pressure of any kind will be exerted on students to influence participation.

Clear and definitive statements from agents must accompany all materials and literature advising the Principal that the district or school is not in any way sponsoring or participating in the educational tour activity.

The teacher acting as a private agent to conduct the tour must file a list of participants ten days in advance of the intended trip to afford the school an opportunity to advise parents that the school is not sponsoring or participating in the educational tour.

Regulation approved:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Student Participation in Election Process

The Board of Education considers the active participation of students in the election process to be a valuable and educational experience provided that it is conducted in such a manner that the privacy of the students and their families is completely safeguarded, that there is a minimum disruption to the total school program, that the buildings and personnel are not exploited on behalf of the advocacy of any specific individual or issue other than through impartial information dissemination proceedings.

Further, the Board encourages active student participation in the annual Statewide Student Voter Registration Drive conducted by the Secretary of State. The administration shall assist in the coordination and publicizing of the event in order to achieve maximum student response.

Students shall also be encouraged to serve as challengers, checkers, translators or voting machine attendants in an election or primary, fulfilling the statutory requirements pertaining to training and permission.

Pre-election activity including the visits to the schools by the candidates for public office will be coordinated via the Social Studies Department in each individual building and will be conducted in a period of two weeks preceding the election.

In keeping with this general statement, the Board of Education shall permit a pre-election opinion survey to be conducted in grades eight through twelve during the week preceding the November election.

Legal Reference: Connecticut General Statutes
 9-233 Voting machine tenders. (as amended by P.A. 03-108)
 9-235 Unofficial checkers.(as amended by P.A. 03-108)
 9-235d Citizens sixteen or seventeen years of age authorized to serve as
 election or primary officials.(as amended by P.A. 03-108)
 9-258 Election officials; additional lines of electors. (as amended by P.A.
 03-108)
 9-436 Use, number and adjustment of voting machines; conditions and rules
 for use of paper ballots; qualification and appointment of primary officials.
 (as amended by P.A. 03-108)
 9-436a Candidate checkers. (as amended by P.A. 03-108)

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Use of Computers

The Board recognizes that technological advances in all areas are necessary and that computers are and will continue to be a part of this advance. As such, the Board's goal is to implement computer resources in each school facility.

Technology for instruction will be used primarily for the following:

1. Technology-assisted instruction to improve student performance.
2. Managing an instructional program in areas such as a classroom, library and resource room, involving maintenance of test scores, grades, and other data used in evaluating instruction and student progress.
3. Teaching basic and advanced computer skills and/or concepts.
4. Teaching job skills.
5. Implementation and support of blended learning in and out of classrooms.

Any student or staff member using microcomputers will be instructed in the proper use and care of the hardware and software prior to its use.

The school Principal, or designee, will coordinate the use of microcomputers in the classrooms within his/her building.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Use of Computers in Instruction

Off-Site Computer Use

To facilitate computer use by staff for instructional or administrative purposes, the Board of Education, through its Superintendent, will adopt and maintain procedures to authorize off-site computer use.

The building principal must authorize the borrowing of microcomputers, assorted computer hardware and software for use by staff members. This must relate directly to the instructional or administrative goals of the school system. Such loans of school equipment are subject to the following:

1. Instructional use shall be defined as practice in the use of software related to instructional programs, preview of instructional software, curriculum development or revision or development of instructional materials.
2. Computers cannot be taken from lab or network setups where substantial dismantling of components is required. Computers cannot be borrowed from the media center.
3. Computers, assorted hardware, and software may be borrowed over weekends, major school year vacation periods, and summer break. No item will be loaned if a disruption in educational programs result. Items must be returned so that they are available in working order for classroom use on the first day that classes resume.
4. The school district's insurance coverage will be in effect only if proper authorization is granted when borrowing computers, assorted hardware and software. The staff member will be held responsible and liable for damage, theft, or misuse of the borrowed equipment if such authorization is not obtained.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6159 adopted 12/20/01, appropriate as written with update to legal reference.

Instruction

Individualized Education Program/Special Education Program

Any child, whether a student of the school district, of pre-school age, or between the ages of three and 20 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a "special education planning and placement team" (PPT) which shall make an evaluative study to determine whether special education is required and to establish the scope of the special education program.

Planning and Placement Team or Individualized Education Program Team

The term "Individualized Education Program team" or "IEP Team" means a group of individuals composed of

- (i) the parents of a child with a disability;
- (ii) at least one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) at least one special education teacher, or where appropriate, at least one special education provider of such child;
- (iv) a representative of the local educational agency who -
 - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - (II) is knowledgeable about the general curriculum; and
 - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (vii) whenever appropriate, the child with a disability.

(Note: All of the above are required by 34 CFR 300.344)

Instruction

Individualized Education Program/Special Education Program

Planning and Placement Team or Individualized Education Program Team (continued)

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the students individualized education program and placement. Where the student or parent is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non- English speaking individuals should be included.

For transition services, the district shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition Services.

(a) General. The IEP for each child must include -

- (1) A statement of the child's present levels of educational performance, including
 - (i) How the child's disability affects the child's involvement and progress in the general curriculum; or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to -
 - (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum; and
 - (ii) Meeting each of the child's other educational needs that result from the child's disability.
- (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child -
 - (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
 - (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph;

Instruction**Individualized Education Program/Special Education Program****(a) General. The IEP for each child must include - (continued)**

- (4) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a)(3) of this section;
- (5)
 - (i) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and
 - (ii) If the IEP team determines that the child will not participate in a particular State or district-wide assessments of student achievement (or part of an assessment), a statement of -
 - (A) Why that assessment is not appropriate for the child; and
 - (B) How the child will be assessed;
- (6) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and
- (7) A statement of -
 - (i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
 - (ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of -
 - (A) Their child's progress toward the annual goals; and
 - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

(b) Transition services

- (1) The IEP must include -
 - (i) For each student beginning at age 14 and younger if appropriate, and update annually, a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program); and

Instruction

Individualized Education Program/Special Education Program

(b) Transition services (continued)

- (ii) For each student beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages.
- (2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.

(c) Transfer of rights.

Beginning at least one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under Part B of the Act, if any, that will transfer to the student on reaching the age of majority, consistent with §300.517.

(d) Students with disabilities convicted as adults and incarcerated in adult prisons.

Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained in §300.311(b) and (c).

Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Independent Educational Assessment

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this district.

Legal Reference: Connecticut General Statutes

10-76a Definitions (as amended by P.A. 06-18)

10-76b State supervision of special education programs and services. Regulations. (as amended by P.A. 12-173)

Instruction

Individualized Education Program/Special Education Program

Legal Reference: Connecticut General Statutes (continued)

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

10-76f Procedures for determining if a child requires special education (as amended by P.A. 06-18).

10-76g State aid for special education.

10-76h Special education hearing and review procedure.

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

P.A. 06-18 An Act Concerning Special education.

P.A. 12-173 An Act Concerning Individualized education programs and other issues relating to special education.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A sample policy to consider.

Instruction

Instructional Resources

The Board of Education shall endeavor to assist teachers and students in accomplishing the educational goals of the district by providing the necessary supporting resources and services within the limits of fiscal constraints. Such resources and services may include, but are not limited to, audiovisual media and print materials, assessment materials, school library media centers, consultant and resource teachers, as well as individual and remedial support services. The Board of Education is responsible for selection and purchase of the instructional resources and services. The Board of Education hereby delegates to the Superintendent or his/her designees the authority for the selection of those instructional resources and services in order to meet the educational objectives of the district.

It is the responsibility of the professional staff to select instructional materials and resources of the highest quality that will support the educational goals of the district.

Legal Reference: Connecticut General Statutes
 10-221 Boards of education to prescribe rules.
 10-228 Free textbooks, supplies, materials and equipment.
 10-229 Change of textbooks.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6161 adopted 12/20/01, appropriate as written with addition of legal reference.

Instruction

Equipment/Books/Materials: Provision/Selection

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

Adoption of new textbooks shall require a two-thirds vote of all the members of the Board, notice of such intended change having been previously given at a meeting at least one week prior to the vote. Textbooks shall be defined as the primary or basic reading for students in a particular subject and student section in a semester or during the entire school year; supplemental and reference books shall not be considered to be textbooks.

Selection

Basic textbooks will be continuously reviewed to keep up with the expansion of knowledge and rapid changes in the world and to present balanced views on international, national, and local issues and problems of the past, present, and future. Textbooks should further:

1. Provide materials to stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical value;
2. Provide materials to help students develop abilities in critical reading and thinking;
3. Provide materials to help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world;
4. Provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, or disabilities;
5. Allow sufficient flexibility for meeting the special needs of individual students and groups of students.

Instructional Materials

Basic textbooks, instructional materials, and equipment shall be furnished by the Board of Education for all district students with the following exceptions:

1. Materials to be used for special projects not required for credit in a course.
2. Personal clothing items worn for physical education and other in-school athletic activities.

Instruction

Equipment/Books/Materials: Provision/Selection (continued)

The administration will develop rules for textbook selection which meet the above criteria, including:

1. Analysis, evaluation, and recommendation by professional staff.
2. The opportunity for interested citizens in the district to review recommended textbooks.

According to state law, the Board of Education will make final textbook selections.

(cf. 1220 Citizens' Ad Hoc Advisory Committees)

(cf. 1312 Public Complaints)

(cf. 4118.21 Academic Freedom)

(cf. 5145.2 Freedom of Speech/Expression)

(cf. 6144 Controversial Issues)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules.

10-228 Free textbooks, supplies, materials and equipment.

10-229 Change of textbooks.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

INSTRUCTIONS TO EVALUATING COMMITTEE

Bear in mind the principles of the freedom to learn and to read and base your decision on these broad principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.

Study thoroughly all materials referred to you and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aids and local holdings in other schools.

Passages or parts should not be pulled out of context. The values and faults should be weighed against each other and the opinions based on the material as a whole.

Your report, presenting both majority and minority opinions, will be presented by the Principal to the complainant at the conclusion of our discussion of the questioned material.

Enclosed are checklists for fiction and nonfiction works which are to be used when reconsidering instructional materials.

**Checklist for School Media Advisory Committee's Reconsideration of Instructional
Material - Fiction and Other Literary Forms (sample)**

Title _____ Author _____

A. Purpose

1. What is the purpose, theme or message of the material? How well does the author/producer/composer accomplish this purpose?

2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children? ___Yes ___No: for young adults? ___Yes ___No. If both are marked No, for what age group would you recommend?
3. Will the reading and/or viewing and/or listening to material result in more compassionate understanding of human beings? ___Yes ___No
4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups? ___Yes ___No
5. Are any questionable elements of the story an integral part of a worthwhile theme or message? ___Yes ___No

B. Content

1. Does a story about modern times give a realistic picture of life as it is now?
___Yes ___No
2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless?
___Yes ___No
3. When factual information is part of the story, is it presented accurately? ___Yes ___No
4. Is prejudicial appeal readily identifiable by the potential reader? ___Yes ___No
5. Are concepts presented appropriate to the ability and maturity of the potential readers? ___Yes ___No
6. Do the characters speak in a language true to the period and section of the country in which they live? ___Yes ___No
7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters? ___Yes ___No

Checklist for School Media Advisory Committee's Reconsideration of Instructional Material - Fiction and Other Literary Forms (sample) (continued)

8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children? ___ Yes ___ No; young adults? ___ Yes ___ No
9. If there is use of offensive language, is it appropriate to the purpose of the text for children? ___ Yes ___ No; young adults? ___ Yes ___ No
10. Is the material free from derisive names and epithets that would offend minority groups? ___ Yes ___ No; children? ___ Yes ___ No; young adults? ___ Yes ___ No
11. Is the material well written or produced? ___ Yes ___ No
12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way? ___ Yes ___ No
13. Does the material make a significant contribution to the history of literature or ideas? ___ Yes ___ No
14. Are the illustration appropriate and in good taste? ___ Yes ___ No
15. Are the illustrations realistic in relation to the story? ___ Yes ___ No

Additional comments:

Recommendation by School Media Advisory Committee for Treatment of Challenged Materials:

Date _____

Signature of Media Advisory Review Committee

**Checklist for School Media Advisory Committee's Reconsideration of
Instructional Material - Nonfiction (sample)**

Title _____ Author _____

A. Purpose

1. What is the overall purpose of the material? _____

2. Is the purpose accomplished? ___Yes ___No

B. Authenticity

1. Is the author competent and qualified in the field? ___Yes ___No
2. What is the reputation and significance of the author and publisher/producer in the field? _____

C. Appropriateness

1. Does the material promote the educational goals and objectives of the curriculum of District Schools? ___Yes ___No
2. Is it appropriate to the level of instruction intended? ___Yes ___No
3. Are the illustrations appropriate to the subject and age levels? ___Yes ___No

D. Content

1. Is the content of this material well presented by providing adequate scope, range, depth and continuity? ___Yes ___No
2. Does the material present information not otherwise available? ___Yes ___No
3. Does the material give a new dimension or direction to its subject? ___Yes ___No

E. Reviews

1. Source of review: _____
Favorably received _____ Unfavorably received _____

**Checklist for School Media Advisory Committee's Reconsideration of
Instructional Material - Nonfiction (sample)**

2. Does this title appear in one or more reputable selection aids? ___ Yes ___ No
If answer is yes, please list titles of selection aids. _____

Additional Comments:

Recommendation by School Media Advisory Committee for Treatment of Challenged
Materials

Date _____

Signature of Media Advisory Review Committee

SAMPLE LETTER TO COMPLAINANT

Dear

We appreciate your concern over the use of _____ in our school district. The district has developed procedures for selecting materials, but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of the district's:

1. Instructional goals and objectives
2. Learning Resources Selection Policy
3. Procedure for dealing with challenged materials

If you are still concerned after you review this material, please complete the Request for Reconsideration of Learning Resources form and return it to me. You may be assured of prompt attention to your request. If I have not heard from you within two weeks, I will assume you no longer wish to file a formal complaint.

Sincerely,

Principal

FREE TO LEARN

A Policy on Academic Freedom and Public Education

Adopted by Connecticut State Board of Education

Academic freedom is the freedom to teach and to learn. In defending the freedom to teach and to learn, we affirm the democratic process itself. American public education is the source of much that is essential to our democratic heritage. No other single institution has so significantly sustained our national diversity, nor helped voice our shared hopes for an open and tolerant society. Academic freedom is among the strengths of American public education. Attempts to deny the freedom to teach and to learn are, therefore, incompatible with the goals of excellence and equity in the life of our public schools.

With freedom comes responsibility. With rights come obligations. Accordingly, academic freedom in our public schools is subject to certain limitations. Therefore, the STATE BOARD OF EDUCATION affirms that:

Academic freedom in our public schools is properly defined within the context of law and the constraints of mutual respect among individuals. Public schools represent a public trust. They exist to prepare our children to become partners in a society of self-governing citizens. Therefore, access to ideas and opportunities to consider the broad range of questions and experiences which constitute the proper preparation for a life of responsible citizenship must not be defined by the interests of any single viewpoint. Teachers, school administrators, librarians, and school media specialists must be free to select instructional research materials appropriate to the maturity level of their students. This freedom is itself subject to the reasonable restrictions mandated by law to school officials and administrators.

At the same time, local school officials must demonstrate substantial or legitimate public interest in order to justify censorship or other proposed restrictions upon teaching and learning. Similarly, local boards of education cannot establish criteria for the selection of library books based solely on the personal, social or political beliefs of school board members. While students must be free to voice their opinions in the context of a free inquiry after truth and respect for their fellow students and school personnel, student expression which threatens to interfere substantially with the school's function is not warranted by academic freedom. Students must be mindful that their rights are neither absolute nor unlimited. Part of responsible citizenship is coming to accept the consequences of the freedoms to which one is entitled by law and tradition. Similarly, parents have the right to affect their own children's education, but this right must be balanced against the right other parent's children have to a suitable range of educational experiences. Throughout, the tenets of academic freedom seek to encourage a spirit of reasoned community participation in the life and practices of our public schools.

Since teaching and learning are among the missions of our public schools, the STATE BOARD OF EDUCATION affirms the distinction between teaching and indoctrination. Schools should teach students how to think, not what to think. To study an idea is not necessarily to endorse an idea. Public school classrooms are forums for inquiry, not arenas for the promulgation of particular viewpoints. While communities have the right to exercise supervision over their own public school practices and programs, their participation in the educational life of their schools should respect the constitutional and intellectual rights guaranteed school personnel and students by American law and tradition.

Accordingly, the STATE BOARD OF EDUCATION, in order to encourage improved educational practices, recommends that local school boards adopt policies and procedures to receive, review, and take action upon requests that question public school practices and programs. Community members should be encouraged, and made aware of their rights to voice their opinions about school practices and programs in an appropriate administrative forum. The STATE BOARD OF EDUCATION further recommends that local school boards take steps to encourage informed community participation in the shared work of sustaining and improving our public schools.

Finally, the STATE BOARD OF EDUCATION affirms that community members and school personnel should acknowledge together that the purpose of public education is the pursuit of knowledge and the preparation of our children for responsible citizenship in a society that respects differences and shared freedom.

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948
Amended February 2, 1961, June 27, 1967, and January 23, 1980,
by the ALA Council

A new policy to consider.

Instruction

Selection of Music for Study and Performance

Music educators should exercise sound judgment in selecting music for study and performance. Inclusion of music with a sacred text is acceptable as long as the goal is secular education and not religious indoctrination. In keeping with the requirement of the U.S. Constitution for separation of church and state and to ensure sound educational practice, the following criteria should be applied in instances where sacred text for study or performance is being considered:

1. The purpose of the activity is secular in nature, without promoting or inhibiting any religion.
2. The use of sacred music with religious symbols or scenery will be avoided, as will performance in devotional settings.
3. The music will be selected on the basis of its musical and educational value, rather than its religious character.
4. There is sensitivity to the various religious beliefs represented by the students and parents in the community.
5. Music selected for performance will reflect an appropriate balance between secular and non-secular content.
6. The activity is relevant to the objectives of the curriculum and is age-appropriate.

In circumstances where students choose not to participate in an activity because of their beliefs or convictions, an alternative educational experience of equivalent educational value will be provided by music educators.

Legal Reference Connecticut General Statutes
 10-221 Boards of Education to prescribe rules.
 10-222a Boards to have use of funds derived from repayment for school materials.
 10-228 Free textbooks, supplies, materials and equipment.
 10-229 Change of textbooks.
 President's Council, District 25 v. Community School Board no. 25, 457 F.2d 289 (1972), cert. denied 409 U.S.C. 998 (Nov. 1972)
 Minarcini v. Strongsville City School District, 541 F.2d 577 (6th Cir. 1976).
 Island Trees Union Free School District Board of Education v. Pico, 457 US 853 (1982).
 Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Policy adopted:

DERBY PUBLIC SCHOOLS
 Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6161.2 adopted 12/20/01, appropriate as written.

Instruction

Care of Instructional Materials

Library books, textbooks, and other educational materials are loaned to students for their use, and shall be returned when requested by school authorities. Students must pay the current value of any book or educational material lost or damaged beyond ordinary wear.

Teachers shall insure that students take proper care of books. Students shall enter their name and other information on the book plate. If a student loses his or her book during the school year, the teacher should issue another book to the student. Students shall be required to pay for lost books.

If a student loses two books during the school year from any teacher, the teacher shall notify the parents before the third book is issued and request parents pay for the lost book or books if the first one has not yet been paid for.

Overdue, Damaged, or Lost Instructional Materials

The Board of Education may impose sanctions against students who lose or damage textbooks and other educational materials. The Superintendent is authorized by the Board to set regulations and adopt any guidelines necessary to carry out the wishes of the Board.

Legal Reference: Connecticut General Statutes

10-221(c) Boards of education to prescribe rules.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Instruction

Fees, Fines and Charges (continued)

Fines For Inappropriate Use of Library Materials

In order to encourage borrowers to return books promptly so that others may use them, the library imposes a fine on patrons who keep library materials beyond the due date. Where applicable, a fine of five (5) cents per item per day up to a maximum of no greater than replacement cost. If a book or other item is lost, the borrower will only be charged for the replacement and reprocessing costs. In the case of damaged books or items, actual repair costs or replacement costs may be imposed.

Materials from the reserve collection kept beyond the specific stated period will incur a fine of ten (10) cents per item per day up to a maximum no greater than replacement cost.

Field Trips

In general, transportation costs for field trips must be borne by the student. In view of this fact, discretion should be used in planning field trips to avoid unreasonable costs. A minimal insurance cost for each student will also be required.

Lab Fees

No system of lab fees will be permitted. However, students in courses offered in grades seven through twelve may be charged for loss or breakage of equipment due to misuse or negligence after the facts have been determined.

Other Fees

In accordance with Board policy, the cost of the following items are to be borne by the student:

- Cap and gown for graduation;
- Class ring;
- Yearbook;
- Charity drives;
- Class dues;
- Materials used in club activities;
- Musical instruments for participating in a school band or orchestra except those provided by the school;
- Club dues;
- Dances.

Legal Reference: Connecticut General Statutes
10-221(c) Boards of education to prescribe rules.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new and mandated policy.

Instruction

Comparability of Services

The Superintendent or his/her designee shall pursue funding under Title I of the Academic Achievement of the Disadvantaged, as amended by the Every Student Succeeds Act (ESSA) to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Comparability, is defined, for purposes of this policy, that the District uses state and local funds to provide services to Title I schools that are comparable to those offered in non-Title I schools in order to get federal funding under ESSA.

The Board of Education believes that at all times its schools should be equally as well equipped and maintained as may be possible within existing financial limitations.

It shall be the policy of the Board of Education to insure comparability of services funded by state and local sources in both Title I project schools and non-project schools. The Board of Education will therefore:

1. Maintain a district-wide salary schedule.
2. Provide services with federal, state and local funds in schools serving Title I project areas that are at least comparable to services in non-project areas.
3. Use federal, state and local funds to provide for an equivalence among all schools in all schools with the same grade levels in teachers, administrators, auxiliary personnel.
4. Use federal, state and local funds to provide for an equivalence among all schools with the same grade levels in the provision of curriculum and instructional materials, books and supplies.

The District shall maintain records that are updated biannually documenting its compliance with this ESSA requirement.

Nothing in this policy will prohibit the administration from addressing identified problems at individual schools.

Instruction

Comparability of Services (continued)

Note: The comparability requirements of 20 U.S.C. Section 6321(c) shall not apply to a district that does not have more than one building from each grade span. (20 U.S.C. Section 6321(c)(4))

Legal Reference: Title I Improving Basic Programs Operated by State and Local Educational Agencies, Improving Every Student Succeeds Act, P.L. 114-95

20 U.S.C. Section 6321(c)

Agostini v. Felton 521 U.S. 103 (1997)

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Title I Program

In order to improve the educational opportunities of educationally disadvantaged or deprived children, the Board of Education directs the Superintendent or his/her designee to pursue funding under Title I of the Federal Elementary and Secondary Education Act for compensatory instructional services and activities. The Superintendent or his/her designee shall also ensure that the District appropriately uses any funds received.

The Superintendent or his/her designee shall consult with the administration of private schools within the district to determine what Title I services are appropriate and the manner in which they are to be provided for private school students in accordance with all applicable regulations and guidelines.

Title I services, if provided on the premises of religious private schools must occur under the following safeguards:

1. Only public employees could serve as Title I instructors and counselors;
2. Assignment of public school personnel to the private school shall be made without regard to the employee's religious affiliation;
3. Religious symbols must be absent in classrooms used for Title I services;
4. Publicly funded personnel shall be instructed to limit their consultations with the regular private school classroom teacher to discussions of students' education; and
5. A publicly employed "field supervisor" shall make one unannounced visit to each teacher's classroom each month.

Title I personnel, employed by the Board of Education are public employees, accountable to district supervisors. Such personnel, assigned to teach at a private or religious school shall teach only students determined eligible by appropriate district personnel. Further, such Title I staff shall not engage in team teaching with private school employees nor shall the public school teachers introduce any religious matter into their teaching or become involved in the religious activities of the private school. Title I material and equipment can only be used in the Title I program.

Legal Reference: Title I of the Elementary and Secondary Education Act of 1965, 20 U.S.C. § 6301-6514, as implemented by 34 C.F.R. parts 200, 201, 203, 205 and 212.

Agostini v. Felton, (96-552)

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Instruction**Use of Proprietary Software Products**

It is the intent of the Board of Education to adhere to the provisions of copyright law (Title 17, U.S. Code) and publishers' license agreements, including trade secret provisions, in the area of proprietary software products. (Proprietary products are those made or marketed by persons having exclusive manufacturing and sales rights, who may or may not be the copyright holders.) Therefore, persons may use or cause to be used on school system computing equipment only software that is included in one of the following categories:

1. Public domain (i.e., uncopyrighted) software.
2. Software covered by a licensing agreement with the software author, authors, vendor, or developer, whichever is applicable (a licensing agreement is a legal contract authorizing use of the software).
3. Software purchased by a school or school system, with a record of the purchase on file.
4. Software purchased by the user, with a record of purchase available for verification.
5. Software donated officially accepted by the Board.
6. Software being reviewed or demonstrated by the users in order to reach a decision about possible future purchase, license, or acceptance of a donation.
7. Software written or developed by an employee for use by the schools or to assist in training school district personnel.
8. Software developed by a non-employee under contract to the school system for use by the school system or to assist in training school district personnel.

In addition, none of the software in the categories listed above may be used or obtained in violation of copyright law or licensing agreements.

Licensing agreements or other forms of documentation covering software shall be kept on file at the location where the computer program is used.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Instruction

Instructional Resources for Teachers

All District classrooms and media centers should be equipped with an evenly-proportioned, wide assortment of teaching tools, textbooks, workbooks, audio-visual materials, and equipment selected to meet the students' needs. Textbooks and instructional materials should provide quality learning experiences for students and:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;
3. Provide background information to enable students to make intelligent judgments;
4. Present opposing sides of controversial issues;
5. Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;
6. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

A list of textbooks and instructional materials used in the District shall be revised annually by building administrators under the Superintendent's direction and shall be made available to the Board and professional staff as a reference. Anyone may inspect any textbook or instructional material.

Teachers are encouraged to limit the use of supplemental media material to only that which will enhance, or otherwise illustrate, the subjects being taught. All supplemental media material must be age-appropriate. Additionally, no R-rated movie shall be shown to students unless prior approval is received from the Building Principal and Superintendent and parents are notified of its nature and possible offensive content and give permission for their child, if under age 18, to view it. No NC-17 movies shall be shown under any circumstances.

(cf. 6177 - Use of Commercially Produced Video Recordings)

Legal Reference: General Education Provisions Act, 20 U.S.C. § 1232g.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, number 6162.3 adopted 12/20/01, appropriate as written.

Instruction

Testing Program

A plan of system-wide testing in addition to mandated statewide assessments shall be developed and implemented as one indication of the success and quality of the district's total educational program. In the case of individual students, standardized achievement tests, in combination with other criteria, can provide an indication of student achievement. When appropriate, students may also be tested for mental ability, aptitude and interest.

The purposes of the district-wide testing program are to facilitate and provide information for the following:

1. **Student Achievement** - To produce information about relative student achievement so that parents/guardians, students and teachers have a baseline against which to monitor academic progress. Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student progress.
2. **Student Counseling** - To serve as a tool in the counseling and guidance of students for further direction and for specific academic placement.
3. **Instructional Change** - To provide data which will assist in the preparation of recommendations for instructional program changes to:
 - a. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation;
 - b. Help the professional staff formulate and recommend instructional policy; and
 - c. Help the Board of Education adopt instructional policies.
4. **School and District Assessment** - To provide additional indicators of the progress of the district toward established goals.

The testing program is an integral part of the district's needs assessment and evaluation programs. The program should be developed primarily for furnishing needed information to decision makers, including the Board, administrators, teachers, parents/guardians and students.

The needs of these various groups shall be clearly identified, and the testing program shall be limited to obtaining that information which is needed and useful.

In planning, every effort will be made to see that testing contributes to the learning process rather than detracts from it. Efforts shall be made to incorporate necessary culture-free and culture-fair tests to assure reasonably accurate measurements.

Instruction

Testing Program (continued)

The district shall not discriminate in the methods, practices and materials used for testing, evaluating and counseling students on the basis of sex, race, national origin, creed, sexual orientation or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

Parents shall be notified prior to any individual student testing, beyond that which is part of the regular classroom routine. Parental notification shall include the reason for the testing and an explanation of the test to be used. All such tests results shall be shared with parents.

Staff will receive in-service education in the use of designated tests, confidentiality issues and interpretation of test results.

A periodic review and evaluation of the district's testing program will be conducted.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

(Reviewed and approved by Policy Review Committee)