

# Board of Education Regular Meeting

Monday, February 7, 2011 7:00 PM

PPMS Library, 1 Route 164, Preston, CT 06365

I. Call to Order	<b>Speaker (s)</b> : Dan Harris: Board Chair
II. Pledge of Allegiance	<b>Speaker (s)</b> : Dan Harris: Board Chair
III. Approval of Minutes	<b>Speaker (s)</b> : Dan Harris: Board Chair
IV. Public Comment	<b>Speaker (s)</b> : Dan Harris: Board Chair
V. Board of Education Committee and Other Reports	<b>Speaker (s)</b> : Dan Harris: Chair
VI. Superintendent Reports and Recommendations	<b>Speaker (s)</b> : Dr. Welch
VI.A. BOE Expenditure/Projection Report	<b>Speaker (s)</b> : Dr. Welch
VI.B. Cafeteria Report	<b>Speaker (s)</b> : Dr. Welch
VII. New Business	<b>Speaker (s)</b> : Dan Harris: Chair
VII.A. Votes Required	<b>Speaker (s)</b> : Dan Harris: Chair
VII.B. Discussion	<b>Speaker (s)</b> : Dan Harris: Chair
VIII. Old Business	<b>Speaker (s)</b> : Dan Harris: Chair
VIII.A. Votes Required	<b>Speaker (s)</b> : Dan Harris: Chair
VIII.B. Discussion	<b>Speaker (s)</b> : Dan Harris: Chair
IX. Information	<b>Speaker (s)</b> : Dan Harris: Chair
X. Executive Session	<b>Speaker (s)</b> : Dr. Welch
XI. Date and Time of Next Meeting	<b>Speaker (s)</b> : Dan Harris: Chair
XII. Adjournment	<b>Speaker (s)</b> : Dan Harris: Chair

## **Board of Education Regular Meeting**

January 10, 2011 07:00PM

PVMS Library

### **1. Call to Order**

Dan Harris called the meeting to order at 7:01pm. **Other members present:** Pauline Andruskiewicz, Deborah Burke-Grabarek (arrived 7:10pm), Charles Raymond, John Moulson and Sandra Gauthier. James Jancewicz was absent. **Also present:** Dr. Welch; Superintendent, Ivy Davis; Director of Curriculum, Instruction and Special Education, Gary Miller; Interim Business Manager, Gloria Homiski; Recording Secretary, Emile Levasseur; Technology Coordinator. **Audience:** Ray Bernier; Principal PPMS, Dr. Walsh; Principal PVMS, Melissa Durkee, Bill Legler, Jan Clancy, Patricia Hibbard; Transportation Coordinator, Michael House; Supervisor of Buildings and Grounds and Rachel Adams.

### **2. Pledge of Allegiance**

### **3. Approval of Minutes**

Moved, to approve the minutes of the regular meeting of December 13, 2010. Moulson/Raymond. Burke-Grabarek, Harris, Gauthier also in favor. Andruskiewicz abstained. Motion Carries.

### **4. Public Comment**

Bill Legler thanked the Board for attending the last BOF Meeting.

### **5. Board of Education Committee and Other Reports**

It was decided that all committees will be listed on the BOE agenda. Members will report when necessary.

Audit Sub-Committee: John Moulson stated there was nothing to report.

School Consolidation Sub-Committee Meeting: Last meeting was held in November.

### **6. Superintendent Reports and Recommendations**

Dr. Welch attended a press conference entitled "What will our children lose?" The purpose of the conference was to draw public awareness to funding cuts.

#### **6.1. BOE Expenditure/Projection Report**

Gary Miller presented the Expenditure/Projection Report to the Board. He explained that 2 unexpected expenses have made it necessary to make a transfer at this time. The two expenses include the installation of a ground water monitoring system and the payment of the LAP Insurance Premium.

Moved, to approve the transfer of \$111,096 from line item 112 to cover a \$55,000 expense in line item 430 and a \$56,096 expense in line item 520.

Andruskiewicz/Gauthier. Unanimous. Motion Carries.

John Moulson expressed his concern over any line items being over-expended. Gary Miller explained that after completing the necessary grant adjustments, many of the line items will be offset. After that, additional transfers will be made if necessary.

#### **6.2. Cafeteria Report**

A cafeteria report was not presented. It will be emailed to the Board ASAP.

## **7. New Business**

### **7.1. Votes Required**

Board Committees: Dan Harris addressed the Board with regard to the formation of various committees and representation at relevant meetings.  
Board of Finance: Primary Representative: John Moulson volunteered (no alternate selected).  
Board of Selectman: Dan Harris volunteered.  
Building Committee: Dan Harris appointed James Jancewicz.  
Parks and Recreation: Deborah Burke-Grabarek volunteered.

Pauline Andruskiewicz suggested that the Board vote on the formation of the committees in question. Dan Harris agreed. Sandra Gauthier recommended that some of the committees be combined because there are only 7 board members and several committees.

**Moved, to establish a budget committee per Policy 3115. Moulson/Raymond. Burke-Grabarek, Harris and Gauthier also in favor. Andruskiewicz abstained. Motion Carries.**

Budget Committee: John Moulson and Charles Raymond volunteered. Dan Harris appointed Pauline Andruskiewicz as third committee member. He would also like to open the committee to community members and school staff.

Policy 9020.1 Legislative Point Person

**Moved, to nominate Deborah Burke-Grabarek as the legislative point person. Moulson/Gauthier. Unanimous. Motion Carries.**

**Moved, to establish a Community Relations Committee per Policy 1000. Harris/Moulson. Unanimous. Motion Carries.**

Dan Harris appointed Jim Jancewicz, Sandra Gauthier and himself. He would also like to open the committee to 2 community members and 2 teachers.

**Moved, to continue the school consolidation sub committee as established. Burke-Grabarek/Gauthier. Unanimous. Motion Carries.**

Members: James Jancewicz, Dan Harris and Deborah Burke-Grabarek.

**Moved, to establish a Policy Committee per policy 9313. Burke-Grabarek/Harris. Gauthier, Andruskiewicz, Moulson and Raymond opposed. Motion Fails.**

It was agreed that the Board would continue to review policies as they have been. They are almost complete.

### **7.2. Discussion**

Dr. Welch presented the proposed FY12 budget to the board. No increase. No layoffs. He asked that the board review the proposal, and be prepared to act on it at their February 7, 2012 meeting.

**Moved, to extend the meeting for a ½ hour. Andruskiewicz/Gauthier. Burke-Grabarek, Harris, Raymond in favor. Moulson abstained. Motion Carries.**

Dr. Welch stated that 3 teachers are leaving at the end of the school year. They accepted an early retirement package. They are Jane Deremiah, Marianne Frechette, and Kristine Shabunia.

John Moulson asked if the Minimum Budget Requirement law has changed from last year. Dr. Welch stated that the law has not changed.

## **8. Old Business**

### **8.1. Votes Required**

Policy 3453 School Activity Funds

Dr. Welch, Gary Miller, Deborah Burke-Grabarek and Gloria Homiski met at the end of December to discuss necessary changes to be made to the Activity Account. He also reviewed the suggested revisions to the Student Activity Policy. The policy will be brought back next month. John Moulson requested that family members receive reports on their individual funds/awards. Dr. Welch agreed.

Review of several 6000 policies:

Policy 6152: Grouping Policy: OK as is.

Policy 6154: Homework/Make Up Assignments: Version 2 with modifications

Policy 6156: Use of Computers in Instruction: OK as is.

Policy 6159: Individualized Education Program: OK with modifications

Policy 6159.1: Released Time: OK as is.

Policy 6161: Equipment/Books/Materials: OK with modifications

Policy 6161.1: Evaluation of Instructional Materials: Version 1

Policy 6161.2: Care of Instructional Materials: OK as is.

Policy 6161.21: Overdue, Damaged, or Lost Instructional Materials: Delete

Policy 6161.3: Comparability of Services: OK as is.

Policy 6161.7: Use of Proprietary Software Products: OK as is.

Modifications will be made and policies will be brought back to the February Meeting.

John Moulson asked if the audience receives copies of the board agendas, etc. Gloria said that extra copies are distributed to them.

He also asked when newly formed committees will meet and who is in charge of each one. Dr. Welch recommended that Dan Harris designate someone to post the first meeting and then a chair will be elected at that first meeting.

**Moved, to extend the meeting for a ½ hour. Gauthier/Andruskiewicz. Burke-Grabarek, Harris, Raymond in favor. Moulson abstained. Motion Carries.**

John Moulson will make arrangements for the Audit Committee. Charles Raymond will arrange for the Budget Committee Meeting. Both will report to the full board at their February Meeting.

### **8.2. Discussion**

### **9. Information**

### **10. Executive Session**

**Moved, to convene in executive session at 9:12pm in order to discuss the employment of a public employee. Dr. Welch was invited to attend the session. Burke-Grabarek/Gauthier. Unanimous. Motion Carries.**

### **11. Date and Time of Next Meeting**

**February 7, 2012**

**7pm**

**FVMS Library**

### **12. Adjournment**

**Moved, to adjourn the meeting at 9:29pm. Burke-Grabarek/Andruskiewicz. Unanimous. Motion Carries.**



## Preston Public Schools

# Memo

**To:** Jack Welch, Superintendent  
**From:** Gary Miller, Interim Business Manager *GM*  
**Date:** February 6, 2010  
**Re:** FY2011 Budget Status Report  
**Encl:** (1) Budget Status – January 2011

The attached Budget Status Report reflects the expenses to date for fiscal year 2010-2011 through January 31, 2011 including budget transfers authorized by the Board of Education.

1. Personnel (Object 111 and 112) and Benefits (Object 200) reflect all payroll expenses. The Regular Education Teachers account shows the gross salaries including those covered by the ARRA Stabilization Grant offset of \$436,130. The offset is the same amount as last fiscal year. Due to the departure of the Reading Teacher in mid-November, I am anticipating a savings in the Regular Education Teacher accounts of approximately \$26,704. This savings will cover the projected cost of the Interim Business Manager.
2. The Substitutes (Object 113) account was adjusted by the \$25,000 budget transfer authorized on December 13, 2010. The revised budget will be sufficient to support the current rate of absences.
3. Unemployment Compensation (Object 260) is projected to have a surplus of approximately \$15,000 at the current rate of expenditures. Although we continue to pay extended benefits on several former employees, the projected expenditure should adequately cover our future liabilities.
4. Special Education Services (Object 320) shows a large balance due to the shift of vocational training costs from this account to the Special Education Tuition – LEA Placed (Object 563) account. This type of service to students is an excess cost eligible tuition. The FY2012 budget already reflects this change in budget categorization. I plan to recommend a budget transfer in March once the excess cost reimbursement rate is announced for this fiscal year.
5. Professional Purchased Services (Object 330) is currently in deficit largely due to the cost of implementing the Phoenix Financial System. The training and implementation costs were not included in the final agreement with Sungard Public Sector signed by both the Town and Board of Education after the FY2011 budget was approved. ADP payroll services were also retained until December 2010, which was one quarter longer than originally budgeted. A future budget transfer will be recommended to cover these unanticipated costs.

6. Repairs & Maintenance (Object 430) had a deficit due to the purchase order (\$50,000) created to encumber funds for Weston Solutions monitoring of the sampling points at PVMS. The Board authorized a budget transfer of \$55,000 on January 10, 2011. The account is now in balance.
7. Property/Liability Insurance (Object 520) shows the first quarter payment and encumbrance for quarters 3 and 4 to CIRMA for insurance that was formerly paid by the Town and assigned to the BOE after the budget appropriation was approved by the Town of Preston. The Board approved a budget transfer of \$56,096 on January 10, 2011 to cover the unbudgeted expenditure.
8. Dues/Fees (Object 810) account reflects a temporary deficit due to the expense for Project Oceanography (\$7,476) which will be charged to a grant when the funds are received.
9. The Board has authorized the following budget transfers:
  - a. December 13, 2010 - transfers totaled \$65,000
  - b. January 10, 2011 – transfers totaled \$111,096. The budget transfers report is attached.

**Preston Board of Education  
FY2011 Budget Status Report**

July 2010 to January 2011

	Current		PO		
Account	Budget	Expenses	Encumb	Projected	Balance
<b>111 · Certified Personnel</b>					
Superintendent	115,257	66,494	-	48,763	-
Director of Cir., Inst & Sped	84,460	51,071	-	33,389	-
Principals	197,713	113,084	-	84,629	-
Business Manager	88,000	59,820	-	43,560	(15,380)
Regular Education Teachers	2,314,053	1,080,968	-	1,206,381	26,704
ARRA Stabilization Grant Offset	(436,130)	(300,000)	-	(136,130)	-
Special Education Teachers	581,598	258,550	-	323,048	-
Health Services	95,276	55,088	-	40,188	-
<b>Total Certified Personnel</b>	<b>3,040,227</b>	<b>1,385,075</b>	<b>-</b>	<b>1,643,828</b>	<b>11,324</b>
<b>112 · Classified Personnel</b>					
Instructional Assistants	310,699	188,785	-	121,914	-
Central Office Staff	97,327	56,342	-	40,985	-
Technical Coordinator	48,067	27,228	-	20,839	-
School Secretaries	51,457	33,716	-	17,741	-
Bldg & Grounds/Custodial	209,525	127,241	-	82,284	-
Transportation Staff	417,949	178,971	-	238,978	-
113 · Substitutes	106,000	46,313	-	59,687	-
114 · Homebound Tutors	12,000	988	-	1,500	9,512
122 · Stipends	21,700	8,447	-	13,253	-
<b>Total Classified Personnel</b>	<b>1,274,724</b>	<b>668,031</b>	<b>-</b>	<b>597,181</b>	<b>9,512</b>
212 · Health Insurance	900,000	631,722	268,278	-	-
215 · Life Insurance	9,500	2,904	2,058	-	4,538
220 · Social Security	161,085	84,361	-	76,724	-
250 · Tuition Reimbursement	7,000	4,722	-	-	2,278
260 · Unemployment Comp	44,000	8,257	-	20,000	15,743
270 · Workers Comp	58,744	26,458	26,458	-	5,828
275 · Employee Physicals	-	727	905	-	(1,632)
291 · Annuity Payments	108,000	75,060	26,203	-	6,737
295/297 · Employee Voluntary Insurances	-	2,642	-	-	(2,642)
<b>Total Benefits</b>	<b>1,288,329</b>	<b>836,853</b>	<b>323,902</b>	<b>96,724</b>	<b>30,850</b>
320 · Special Education Services	292,146	46,935	43,209	-	202,002
322 · Staff Development	10,000	7,609	1,687	-	704
330 · Professional Purchased Services	30,970	53,793	-	-	(22,823)
340 · Legal Services	40,000	18,111	20,000	-	1,889
410 · Utility Services	-	668	-	-	(668)
420 · Refuse Removal	12,000	3,419	2,640	5,500	441
421 · Transportation Vehicle Repairs	50,000	16,583	12,900	-	20,517
430 · Repairs & Maintenance	115,473	76,795	38,004	-	674
431 · Maintenance Equipment Repairs	5,000	2,607	1,530	-	863
432 · Technology Equipment Repairs	43,982	29,709	9,882	-	4,391
442 · Copier Leases	45,000	20,920	24,748	-	(668)
450 · Building Improvements	28,000	17,165	10,285	-	550
<b>Total Purchased Services</b>	<b>672,571</b>	<b>294,314</b>	<b>164,885</b>	<b>5,500</b>	<b>207,872</b>

**Preston Board of Education**  
**FY2011 Budget Status Report**  
 July 2010 to January 2011

	Current		PO		
Account	Budget	Expenses	Encumb	Projected	Balance
510 · Special Educ Transportation	115,000	68,472	-	40,000	6,528
520 · Property/Liability Insurance	56,096	28,051	28,045	-	-
530 · Communications	35,880	17,817	17,730	-	333
531 · Postage	6,000	814	512	-	4,674
570 · Food Service Stoploss	50,000	35,000	-	-	15,000
580 · Travel	10,000	2,078	425	-	7,497
<b>Total Other Purchased Services</b>	<b>272,976</b>	<b>152,232</b>	<b>46,712</b>	<b>40,000</b>	<b>34,032</b>
560 · Tuition - Designated HS	1,569,575	1,540,259	18,610	-	10,706
561 · Tuition - Vo-Ag, Other	134,016	62,179	81,713	-	(9,876)
562 · Tuition - Magnet Schools	21,148	22,073	-	-	(925)
563 · Tuition - Spec Ed - LEA Placed	1,131,526	839,475	292,714	-	(663)
564 · Tuition - Spec Ed - DCF Placed	20,000	6,207	-	-	13,793
565 · Tuition - Reg Ed - DCF Placed	-	6,207	-	-	(6,207)
<b>Total Student Tuition</b>	<b>2,876,265</b>	<b>2,476,400</b>	<b>393,037</b>	<b>-</b>	<b>6,828</b>
611/612 · Instructional/Media Supplies	47,500	39,675	12,890	-	(5,065)
613 · Custodial/Maintenance Supplies	36,800	33,570	5,930	-	(2,700)
620/621 · Heat Energy/Propane	87,647	19,779	58,349	-	9,519
622 · Electricity	137,012	80,701	50,555	-	5,756
626 · Gasoline/Diesel	107,870	23,151	67,826	-	16,893
641/642 · Textbooks/Workbooks/Library	22,500	26,502	6,000	-	(10,002)
650 · Technology Supplies	10,280	3,796	1,172	-	5,312
690 · Non-Instructional Supplies	10,000	9,917	6,695	-	(6,612)
<b>Total Supplies/Commodities</b>	<b>459,609</b>	<b>237,091</b>	<b>209,417</b>	<b>-</b>	<b>13,101</b>
730 · Instructional Equipment	5,000	81	-	-	4,919
733 · Non-Instructional Equipment	20,000	13,842	2,025	-	4,133
734 · Technology Equipment	82,831	67,926	7,861	-	7,044
735 · Technology Software/Licenses	15,000	15,325	2,275	-	(2,600)
<b>Total Equipment</b>	<b>122,831</b>	<b>97,174</b>	<b>12,161</b>	<b>-</b>	<b>13,496</b>
810 · Dues/Fees	12,500	20,830	-	-	(8,330)
<b>Total Expense</b>	<b>10,020,032</b>	<b>6,168,000</b>	<b>1,150,114</b>	<b>2,383,233</b>	<b>318,685</b>

**Transfers Report**

2/3/2011 2:49:18 PM

Preston

Fiscal Year 2010 - 2011

1/1/2011 - 1/31/2011

Trans #	Account Number	T / F	Date	Description	Amount	Batch
2180	1-101-0040-430-2600-0000 BOE Approved Budget Transfers - Jan10	T	1/11/2011	Repairs & Maint	\$55,000.00	BXFR Jan 11
2180	1-101-0060-520-2500-0000 BOE Approved Budget Transfers - Jan10	T	1/11/2011	Prop Liab Auto Ins	\$56,096.00	BXFR Jan 11
2180	1-101-0070-112-2700-0070 BOE Approved Budget Transfers - Jan10	F	1/11/2011	Transp Drivers	\$58,264.00	BXFR Jan 11
2180	1-101-0070-112-2700-0075 BOE Approved Budget Transfers - Jan10	F	1/11/2011	Transp Mechanics	\$52,832.00	BXFR Jan 11

**From Debit                    \$111,096.00**

**To Credit:                    \$111,096.00**

**PRESTON PUBLIC SCHOOLS**

325 SHETUCKET TURNPIKE

PRESTON, CT 06365

Phone: 860-889-6098 ~ Fax: 860-889-8685

DATE	PURCHASE ORDER NUMBER
1/31/2011	110816
AMOUNT	ACCOUNT CODE
\$2,969.00	1-101-0060-690-1000-0000

**PURCHASE ORDER**

**Purchase Terms and Conditions**

1. Include Material safety data sheets, if applicable
2. Purchase Order # must appear on all packages
3. Packing slips are essential for proper payment
4. District must approve all price increases
5. All PO's and backorders will be cancelled within 90 days

W.B. Mason  
P.O. Box 111  
59 Centre St  
Brockton, MA 02303

**SHIP PREPAID TO:**  
Preston Veterans Memorial School  
325 Shetucket Turnpike  
Preston, CT 06365

Vendor Phone (888) 926-2766 Vendor Fax (800) 657-5834 Vendor Code B1465

Delivery Required	F.O.B.	Requested by: G Homiski	# Attachments 0
-------------------	--------	----------------------------	--------------------

ITEM	QUANTITY	DESCRIPTION	Unit Price	TOTAL PRICE
1	1.00 Each	pallet of white 8.5x11 paper	\$2,969.00	\$2,969.00
<b>TOTAL</b>				<b>\$2,969.00</b>

**Special Instructions:**

**PURCHASE ORDER AUTHORIZATION**

If checked, payment is with this order.

John J. Welch, Ed.D., Superintendent

**VENDOR**

[District Home](#) [Login](#) [Help](#) [Search](#)



# PRESTON PUBLIC SCHOOLS

[DIRECTORY](#) [DISTRICT RESOURCES](#) [BOARD OF EDUCATION](#) [CENTRAL OFFICE](#) [DEPARTMENTS](#) [SCHOOLS](#) [DISTRICT CALENDAR](#)

## From the District

February					19
M	T	W	T	F	
		1	2	3	4
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28					

instructional days instead.

This adjustment to the school calendar has been necessitated due to the school cancellations and delays caused by the weather.

## IMPORTANT CALENDAR REVISION

The Superintendent has announced a REVISION to the 2010-2011 school calendar.

February 18th, and February 22nd, originally scheduled as a shortened day and vacation day respectively, will be FULL DAY

## Preston Board of Education Budgets

[BOE Approved FY2011 Budget](#)

[BOE Proposed FY2012 Budget](#)



## Cafeteria Substitutes

PVMS and PPMS are in need of substitutes for their school cafeterias. Training will be provided. Interested applicants please obtain an application from Central Office.



## Bus driver wanted

[View our latests employment opportunities](#)



[Superintendent releases independent evaluation of the district's Student Activity Account by Kostin, Ruffkess and Company, LLC, Farmington, Connecticut.](#)



It's never been easier to help our schools **collect points and win prizes** through the **Labels for Education** program offered by ShopRite.

## FACULTY/STAFF LOG-IN

Username:

Password:

Need Help? [English](#) | [Español](#) [LOGIN](#)

## QUICK LINKS

[2010/2011 Printable Calendar](#)

[Lunch Menu](#)

[Breakfast Menu](#)

[Teacher Snapshot](#)

[Information Center](#)

[Approved 2011-2012 Calendar](#)

[Sex Offender Notification Link](#)

## UPCOMING EVENTS

Friday, February 18

 **Early Dismissal has been revised to be a FULL DAY**


Monday, February 21



**No School**

Presidents' Day

Tuesday, February 22

 **No School has been revised to be a FULL DAY**

Wed, Mar 23 - Thu, Mar 24

## **Last Day of School**

**2010-2011 6/21/11**  
**(Assuming no further cancellations)**

2009-2010 6/22/10

2008-2009 6/23/09

2007-2008 6/19/08

2006-2007 6/20/07

2005-2006 6/21/06

**Preston Board of Education  
Policies, Regulations, and Bylaws**

**4118.6  
4218.6**

**Personnel - Certified-Non-Certified**

**Rights, Responsibilities and Duties**

**Policy on Social Networking**

The Board of Education recognizes the importance of social media for its employees, and acknowledges that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. However, the Board will regulate the use of social media by employees, including employees' personal use of social media, when such use:

- 1) interferes with the work of the school district;
- 2) is used to harass coworkers or other members of the school community;
- 3) creates a hostile work environment;
- 4) breaches confidentiality obligations of school district employees,
- 5) disrupts the work of the school district;
- 6) harms the goodwill and reputation of the school district in the community; or
- 7) violates the law, board policies and/or other school rules and regulations.

The Board of Education, through its Superintendent, will adopt and maintain administrative regulations to implement this policy.

**Legal References:**

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. § 31-51q

Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250

Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520

**Policy adopted:**

# Preston Board of Education

## Policies, Regulations, and Bylaws

4118.6  
4218.6

### Personnel - Certified-Non-Certified

#### Rights, Responsibilities and Duties

#### Regulation on Social Networking

##### **ADMINISTRATIVE REGULATIONS REGARDING USE OF SOCIAL MEDIA**

The Board of Education recognizes the importance of social media for its employees, and acknowledges that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. However, the Board will regulate the use of social media by employees, including employees' personal use of social media, when such use:

- 8) interferes with the work of the school district;
- 9) is used to harass coworkers or other members of the school community;
- 10) creates a hostile work environment;
- 11) breaches confidentiality obligations of school district employees,
- 12) disrupts the work of the school district;
- 13) harms the goodwill and reputation of the school district in the community; or
- 14) violates the law, board policies and/or other school rules and regulations.

##### **Definitions:**

Social media includes, but is not limited to, social networking sites, such as Twitter, Facebook, LinkedIn, YouTube, and MySpace.

Board of Education includes all names, logos, buildings, images and entities under the authority of the Board of Education.

##### **Rules Concerning Personal Social Media Activity**

1. An employee may not mention, discuss or reference the Board of Education, the school district or its individual schools, programs or teams on personal social networking sites, unless the employee also states that the post is the personal communication of the employee of the school district and that the views posted are the employee's alone and do not represent the views of the school district or the Board of Education.
2. Employees must refrain from mentioning other Board of Education employees or other members of the school community (*e.g.*, parents or others) on personal social networking sites, without such individuals' express consent unless the employee is addressing an issue of public concern and the employee's speech falls under applicable constitutional protections pertaining to same.

3. Employees are required to maintain appropriate professional boundaries with students, parents, and colleagues. For example, it is not appropriate for a teacher or administrator to "friend" a student or his/her parent or guardian or otherwise establish special relationships with selected students through personal social media, and it is not appropriate for an employee to give students or parents access to personal postings unrelated to school.
4. Unless given written consent, employees may not use the Board of Education's logo or trademarks on their personal posts. Please note that this prohibition extends to the use of logos or trademarks associated with individual schools, programs or teams of the school district.
5. Employees are required to use appropriately respectful speech in their personal social media posts; and to refrain from harassing, defamatory, abusive, discriminatory, threatening or other inappropriate communications. Such posts reflect poorly on the school district's reputation, can affect the educational process and may substantially and materially interfere with an employee's ability to fulfill his/her professional responsibilities.
6. Employees are individually responsible for their personal posts on social media. Employees may be sued by other employees, parents or others, and any individual that views an employee's social media posts as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment. As such activities are outside the scope of employment, employees may be personally liable for such claims.
7. Employees are required to comply with all Board of Education policies and procedures with respect to the use of computer equipment, networks or electronic devices when accessing social media sites. Any access to personal social media activities while on school property or using school district equipment must comply with those policies, and may not interfere with an employee's duties at work.
8. The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices, including employee blogging and social networking activity. An employee should have no expectation of personal privacy in any personal communication or post made through social media while using district computers, cellular telephones or other electronic data devices.
9. All posts on personal social media must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is unsure about the confidential nature of information the employee is considering posting, the employee shall consult with his/her supervisor prior to making the post.
10. An employee may not link a personal social media site or webpage to the Board of Education's website or the websites of individual schools, programs or teams; or post

Board of Education material on a social media site or webpage without written permission of his/her supervisor.

11. All Board of Education policies that regulate off-duty conduct apply to social media activity including, but not limited to, policies related to public trust, illegal harassment, code of conduct, and protecting confidential information.

### **Rules Concerning District-Sponsored Social Media Activity**

1. If an employee seeks to use social media sites as an educational tool or in relation to extracurricular activities or programs of the school district, the employee must seek and obtain the permission of his/her supervisor prior to setting up the site.
2. If an employee wishes to use Facebook or other similar social media site to communicate meetings, activities, games, responsibilities, announcements etc., for a school-based club or an school-based activity or an official school-based organization, or an official sports team, the employee must also comply with the following rules:
  - o The employee must set up the club, etc. as a group list which will be "closed" (e.g. membership in the group is limited to students, parents and appropriate school personnel, and "monitored" (e.g. the employee had the ability to access and supervise communications on the social media site).
  - o When Facebook is used as the social media site, members will not be established as "friends," but as members of the group list. When other social media sites are used, the employee will establish a similar parameter on the basis of the functionality of the social media site utilized.
  - o Anyone who has access to the communications conveyed through the site may only gain access by the permission of the employee (e.g. teacher, administrator, supervisor or coach). Persons desiring to access the page may join only after the employee invites them and allows them to join.
  - o Parents shall be permitted to access any site that their child has been invited to join.
  - o Access to the site may only be permitted for educational purposes related to the club, activity, organization or team.
  - o The employee responsible for the site will monitor it regularly.
  - o The employee's supervisor shall be permitted access to any site established by the employee for a school-related purpose.
  - o Employees are required to maintain appropriate professional boundaries in the establishment and maintenance of all such district-sponsored social media activity.
3. Employees are required to use appropriately respectful speech in their social media posts on district-sponsored sites; and to refrain from harassing, defamatory, abusive, discriminatory, threatening or other inappropriate communications.

4. Employees are required to comply with all Board of Education policies and procedures and all applicable laws with respect to the use of computer equipment, networks or devices when accessing district-sponsored social media sites.
5. The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices, including employee blogging and social networking activity. An employee should have no expectation of personal privacy in any communication or post made through social media while using district computers, cellular telephones or other data devices.
6. All posts on district-sponsored social media must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is unsure about the confidential nature of information the employee is considering posting, the employee shall consult with his/her supervisor prior to making the post.
7. An employee may not link a district-sponsored social media site or webpage to any personal social media sites or sites not sponsored by the school district.
8. An employee may not use district-sponsored social media communications for private financial gain, political, commercial, advertisement, proselytizing or solicitation purpose.
9. An employee may not use district-sponsored social media communications in a manner that misrepresents personal views as those of the Board of Education, individual school or school district, or in a manner that could be construed as such.

#### **Disciplinary Consequences**

Violation of the Board's policy concerning the use of social media or these administrative regulations may lead to discipline up to and including the termination of employment consistent with state and federal law.

#### **Legal References:**

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. § 31-51q

Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250

Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520

**Regulation adopted:**

6162.3

**Instruction****Research: Testing****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:

**A. *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.

**B. *Student Counseling*** - To serve as a tool in the counseling and guidance of students for further direction and for specific academic placement.

**C. *Instructional Change*** - To provide data which will assist in the preparation of recommendations for instructional program changes to:

1. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation;
2. Help the professional staff formulate and recommend instructional policy; and
3. Help the Board of Education adopt instructional policies.

**D. *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.

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: 7/11/05**

Copyright © CABE. All rights reserved.

**6162.31****Instruction****Research: Testing****Test Exclusion**

The Board of Education believes that the annual assessment of student and district progress is a vital component of the instructional process. It is recognized that some students may need to be excluded from the system-wide testing program and/or the statewide mastery testing program, (grades 4, 6, 8, 10) because of unique exceptionalities. All exclusions shall be made as a result of the Planning and Placement Team process.

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

The provisions on mastery testing shall not apply to any student enrolled for ten (10) months or less in a bilingual program, or English as a Second Language program.

(cf. [6141.31](#) - Bilingual-Bicultural Education)

(cf. [6146.2](#) - Statewide Proficiency/Mastery Examinations)

(cf. [6171](#) - Special Education)

Legal Reference: [10-14m](#) Development and submission of educational evaluation and remedial assistance plan

[10-14n](#) Statewide mastery

[10-14o](#) Compensatory education grant. Financial statement of expenditures

[10-14p](#) Reports by local and regional boards re: instructional improvement and student progress

[10-14q](#) Exceptions (as amended by PA 01-205)

**Policy adopted: 7/11/05**

6162.4

1240

**Instruction****School Volunteers**

The Board of Education recognizes the importance of school volunteers. Volunteers can provide for expanded collaboration between the school and community, enhance the school's educational environment and ultimately enrich students' school experience.

School volunteers provide services which enrich existing school programs. Volunteers may be parents, senior citizens or other persons interested in assisting in the school.

The school volunteer is a non-paid person who helps in the school under the direction of the school Principal or his/her designee.

**Policy adopted: 7/11/05****Instruction****School Volunteers**

Volunteers will work under the supervision of staff, assisting with tasks which may include: chaperoning field trips, coaching, clerical support, mentoring and other appropriate assignments.

In our continued effort to maintain a safe learning environment, all school visitors, including volunteers, must report to the office upon arrival and before departing. A sign-in/sign-out log will be maintained in each school office. Volunteers should record both arrival and departure times and indicate the purpose of their visit. Additionally, volunteers will be provided with identification badges which should be displayed during each visit.

All volunteers are expected to exhibit standards of conduct equal to those of the school staff and to observe all Board of Education policies. This includes, but is not limited to: use of appropriate language, maintaining confidentiality, wearing appropriate attire, and exercising good judgment.

The building Principal is responsible for conveying the contents of this regulation to all school volunteers.

**Regulation approved: 7/11/05**

6162.7

**Instruction****Backup Copies of Copyrighted Computer Software**

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

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

**Policy adopted: 7/11/05**

6163.3

**Instruction****Instructional Resources for Students****Live Animals in the Classroom**

To protect both students and animals, students shall not bring any live animal, whether pet or wild, to any classroom without prior consent of the teacher and the Principal.

Teachers may bring and maintain goldfish or tropical fish in suitable bowls or tanks, but turtles, birds, snakes, or other animals which might present a health hazard shall not be allowed without the approval of the Principal - and then only for class observation and study for a limited period of time.

Science teachers may have animals such as rats, mice, and frogs in appropriate facilities in or adjacent to laboratories for the purpose of class study and experimentation, provided that care is taken to prevent accident and/or unnecessary suffering to the animals.

**Policy adopted: 7/11/05**

6164

**Instruction****Individual Services and Diagnostic Counseling**

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

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

**Policy adopted: 7/11/05**

**6164.11****Instruction****Drugs, Tobacco, Alcohol**

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

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

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

(cf. [5131.6](#) Drugs, Tobacco, Alcohol)

**Legal Reference: Connecticut General Statutes**

[10-16b](#) Prescribed courses of study.

[10-19](#) Effect of alcohol, nicotine or tobacco and drugs to be taught.

[10-19a](#) Superintendent to designate substance abuse prevention team.

[10-19b](#) Advisory councils on drug abuse prevention.

[10-220](#) Duties of boards of education.

[10-221\(d\)](#) Boards of education to prescribe rules.

**Policy adopted: 7/11/05**

**6164.12****Instruction****Acquired Immune Deficiency Syndrome (AIDS)**

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

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

Legal Reference: Connecticut General Statutes  
[10](#) 19(b) AIDS education.

**Policy adopted: 7/11/05**

**6164.2****Instruction****Guidance Services**

The guidance program shall be an integral part of the total program of instruction to help each student make the best of educational opportunities and lead a useful and happy life.

The guidance program shall be directed toward the growth and improvement of all students, recognizing however, that some students are in greater need of individual guidance than others.

The guidance program shall attempt to provide for each student a sense of belonging, responsibility, self-respect, emotional security, achievement, and recognition, and shall attempt to develop student appreciation and understanding of the world through provision of classrooms and an overall school environment in which effective learning and good behavior take place.

The guidance program shall provide a positive correction of antisocial behavior of students and shall strive to prevent such behavior initially.

Legal Reference: Connecticut General Statutes  
[10-21](#) Vocational guidance.

**Policy adopted: 7/11/05**

6164.4

**Instruction****Identification of Special Needs & Abilities**

The Board of Education recognizes each student is unique, and, although for most students the regular school program is appropriate, many students have exceptional needs that can't be met with regular programming only. The Superintendent of Schools shall:

- A. develop and promulgate regulations and procedures to identify students with exceptional needs;
- B. develop plans for assessment and evaluation of specific needs of each student identified to have exceptional needs.

The assessment plan shall be a description in ordinary language of procedures, tests, records, or reports proposed for use in student assessments. The search and assessment plans shall be consistent with provisions of federal and state laws and regulations.

(cf. [6159](#) Individualized Education Plans)

Legal Reference: **Connecticut General Statutes**

[10-76a](#) et seq. Special education.

[10-76d\(a\)](#) Identification of school age children needing special education. State Board of Education Regulations

[10-76b-1](#) et seq. 34 C.F.R. 300 Assistance to States for Education of Handicapped Children.

**Policy adopted: 7/11/05**

6171

**Instruction****Special Education**

The District shall provide special education programs for the students of the school district in accordance with state and federal laws and regulations.

The Superintendent of Schools shall develop a comprehensive plan of compliance with all of the requirements of federal and state law for the education of students with exceptional needs who reside in or attend district schools.

While addressing student needs appropriately, special education shall reflect district financial ability necessary for provision of special facilities and trained and certified personnel.

**Legal Reference: Connecticut General Statutes**

[10-76a](#) Definitions.

[10-76b](#) State supervision of special education programs and services.

[10-76c](#) Receipt and use of money and personal property.

[10-76d](#) Duties and powers of boards of education to provide special education programs and services.

[10-76e](#) School construction grant for cooperative regional special education facilities.

[10-76f](#) Definition of terms used in formula for state aid for special education.

[10-76g](#) State aid for special education.

[10-76h](#) Special education hearing and review procedure. Mediation of disputes.

[10-76i](#) Advisory council for special education.

[10-76j](#) Five-year plan for special education.

[10-76k](#) Development of experimental educational programs.

[10-76m](#) Auditing claims for special education assistance.

State Board of Education Regulations

[10-76a-1 et seq.](#) Definitions

[10-76d-1](#) through [10-76d-19](#) Conditions of instruction

[10-76h-1](#) through [10-76h-2](#) Due process

[10-76l-1](#) Program Evaluation

[10-145a-24](#) through [10-145a-31](#) Special Education (re teacher certification)

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

The Individuals with Disabilities Education Act as amended by P.L. 105-17.

**Policy adopted: 7/11/05**

6172

**Instruction****Alternative Education Programs**

The Board endeavors to provide an educational program adjusted to the needs of the individual child within the financial means of the district. Grouping enables a more efficient use of staff in meeting these needs. Program adaptations provide another means of using staff efficiently and effectively to meet the needs of many children.

When the needs of special individuals or groups cannot be met through adaptation or independent study, the Superintendent of Schools shall investigate and propose to the Board for approval alternative programs and facilities

**Policy adopted: 7/11/05**

6172.1

**Instruction****Gifted Children Program**

Gifted students are those with outstanding learning abilities or outstanding talent in the creative arts.

The school district shall provide educational programs for the gifted and talented including a broad spectrum of learning experiences to:

- A. broaden and deepen knowledge and to develop skills necessary for the student to function successfully in society;
- B. encourage students to excel in areas of special competence and interest.

Though early identification of the gifted and talented is important, it is essential that the identification of these students be recognized as an initial step in a continuing educational process. Also, special abilities and skills appear at different times in children's lives.

Legal Reference: **Connecticut General Statutes**

[10-76a-\(e\)](#) Definitions.

[10-76d\(e\)](#) Duties and powers of Boards of Education to provide special education programs and services.

**Policy adopted: 7/11/05**

**Policy adopted: 7/11/05**

**Policy adopted: 7/11/05**

6172.11

**InstructionProgram****Adaptations/Alternative Programs****Relations with Charter Schools**

The Board of Education supports efforts by parents, teachers, or other interested persons or organizations, including public or independent institutions of higher learning, Boards of Education, or regional service centers interested in establishing charter schools within the district. The Board believes that public school programs should be designed to fit the needs of individual students and that parents and educators have a right and responsibility to participate in the schools which serve them. Connecticut has authorized charter schools. The Board shall work cooperatively with individuals and groups submitting proposals and applications for charter schools because charter schools can serve as centers for innovation and educational leadership to improve student performance. Charter schools can also impact the racial, ethnic and economic isolation of the student population.

A charter school shall be a public, non-sectarian, non-religious, non-home-based school which operates within the public school district independently of the Board of Education in accordance with the terms of its charter and the provisions of Connecticut General Statutes 10-66aa to 10-66ff, inclusive. It shall be subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of race, color, national origin, gender, religion, disability, athletic performance or proficiency in the English language. Enrollment may be limited to particular grade levels or a specialized educational focus and shall be open to all students within the state. A local charter may give preference to district students and may target at-risk students. Tuition shall not be charged in local or state charter schools.

Each charter school shall be governed by its own governing body as specified in its approved charter. The governing body will have overall responsibility for the operation and management of the school, including its curriculum, the development of staff and student policies, staffing and financial operation.

The Board of Education shall be involved in the approval process for local and state charter schools. The Board will initially receive applications for local charters. The Board shall vote on the application after holding a public hearing and surveying teachers and parents to determine if there is sufficient local interest. Emphasis shall be placed on determining if the application meets the requirements imposed by the law. If approved, the application will be forwarded to the State Board of Education for approval. Applications for state charters shall be submitted to the State Board of Education which shall conduct a hearing in the school district in which the school will be located and also shall solicit comments from the Board of Education in which the school is to be located and from contiguous districts.

All laws which apply to a Board of Education apply to charter schools unless waived. Applicants for charter schools may request a waiver from various statutory provisions that apply to Boards of Education. Mandates regarding health, safety, certification, mastery testing and collective bargaining may not be waived.

An approved charter school is considered a separate statutory entity, which may hold property, make contacts, sue or be sued and borrow money. Neither the State nor the Board of Education are liable

for the debts or other actions of a charter school except as such obligations may be created by contract.

The Board of Education shall, for a local charter school, pay the amount specified in the charter for each student enrolled in the school. State charter schools will receive funding from the state, as specified in the statutes. Transportation shall also be provided to students enrolled in the charter school within the district unless the charter school makes other arrangements. The Board of Education will/will not (choice) provide transportation for students attending a charter school who reside in another district. (No statutory requirement) A student enrolled in a local charter, not a state charter school, shall be considered a student enrolled in the school district for purposes of education equalization aid.

The Board of Education shall receive from the local charter school, a copy of the annual report to the Commissioner of Education, which shall include the progress of its students; its financial condition, including a certified audit statement of all revenues and expenditures; and the accomplishment of its mission, purpose and specialized focus of the school. The charter school must determine compliance with the provisions of its charter and applicable laws or face probation or revocation of its charter.

Teachers at local charter schools are subject to the collective bargaining agreement that applies to teachers in the district in which the charter school is located. The terms of the contract may be modified only upon a majority vote of the teachers employed at the charter school. Teachers employed by the Board of Education shall be granted a two year leave of absence to work in a charter school, which may be extended at the request of the teacher for an additional two year period. The teacher may return to the same or a comparable position at any time during the leave, and such leave time will not be considered as an interruption of service for purposes of seniority or retirement. Such time may not be included for the purpose of achieving tenure.

The district recognizes its responsibility to charter school resident students for conducting planning and placement team meetings regarding children with disabilities. Representatives from the charter school will be invited to the PPTs. The district will also pay the difference, as required, between the amount received by the charter school and the reasonable cost of special education instruction

Legal Reference: **Connecticut General Statutes** [10-66aa](#) Charter schools: Definitions.

[10-66bb](#) Application process and requirements. Charter renewal. Probation. Revocation. [10-66cc](#) School profile. Report.

[10-66dd](#) School professionals employed in charter schools. Charter schools subject to laws governing public schools; exceptions; waivers.

[10-66ee](#) Charter school functions. Student count for purposes of education equalization aid. Transportation. Contracting authority.

[10-66ff](#) Powers. Liability limited.

**Policy adopted: 7/11/05**

Copyright © CABE. All rights reserved.

**6172.2****Instruction****Remedial Instruction**

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

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

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

(cf. [6174](#) - Summer School)

**Policy adopted: 7/11/05**

6172.4

**Instruction****Title I Parent Involvement**

The District Public Schools endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. At the annual Spring meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address parent involvement goals.

The parents of children identified to participate in Title I programs shall receive from the school Principal an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

Legal Reference: Improving America's Schools Act, P.L. No. 103-382, Sec. 1112 Local Educational Agency Plans.

Improving America's School Act (IASA), P.L. 103-382.

**Policy adopted: 7/11/05**

6173

**Instruction****Homebound Instruction**

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

- A. When recommended by the Planning and Placement Team either as the student's entire program or as a supplement to his or her regular school program.
- B. A physician indicates that the student is unable to attend schools for medical reasons.
- C. The student has a handicap which prevents him/her from learning in a school setting, or his/her presence in school constitutes a hazard to his/her or other students' safety and welfare.
- D. A special education program is being planned.
- E. A student is pregnant or in a postpartum period. When a student is pregnant or has given birth, the Planning and Placement Team should consult her physician to determine when and for how long home instruction is in the best interest of the student.
- F. Parents or guardians are unwilling to accept a special education program offered and homebound instruction is the most satisfactory and economically feasible alternative.
- G. The Planning and Placement Team recommends homebound instruction as a supplement to the student's in school program.

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

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

**Policy adopted: 7/11/05**

6174

**Instruction****Summer School****General**

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

**Admission**

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

- A. Elementary.** Admission to elementary summer school classes will be limited to students who will be enrolled in grades K-6 in September following the summer school session and who are current district residents.
- B. Secondary.** Admission to secondary summer school classes for enrichment or noncredit courses must be approved by the school Principal following review with the Superintendent of Schools or designee. Admission to a make-up course for credit will be permitted for students previously enrolled in the course who have not previously received credit for that course. Credit for courses not normally offered by the school district may be granted with prior approval from the high school Principal.
- C. Tuition.** All services of the summer school program will be free to residents. Nonresidents will be required to pay fees as established by the Board of Education.

Legal Reference: **Connecticut General Statutes**

[10-74a](#) Summer courses.

[10-74b](#) Grants for remedial summer school programs.

**Policy adopted: 7/11/05**

6176

**Instruction****Career and Vocational Education**

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

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

**Legal Reference: Connecticut General Statutes**

[10-221](#) Board of education to prescribe rules

[10-265a](#) Definitions.

[10-265b](#) State grants for vocational education equipment.

**Policy Adopted: 7/11/05**

6177

**Instruction****Use of Commercially Produced Video Recordings**

Videotapes will be selected and assigned to give support directly to instructional learning objectives contained within the Board approved curriculum.

Videotapes, when used, shall be selected for their direct relevance to the instructional program. General selection criteria should include quality of the overall worth and its individual parts, fair and accurate representation of the facts, the reputation and significance of the writer, director, and/or performer.

Videotapes shall not be used for recreation or entertainment, or for other than planned instructional purposes.

Legal Reference: Publication [94-553](#); The Copyright Act of 1976, 17 U.S.C. 101 et seq. and 1980 amendments

**Policy Adopted: 7/11/05**

6180

**Instruction****Evaluation of the Instructional Program**

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

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

Elements of program evaluation may include the following:

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

(cf. [6121](#) Nondiscrimination: Instructional Program)

Legal Reference: **Connecticut General Statutes**

[10-14m](#) Development and submission of educational evaluation and remedial assistance plan.

[10-76d\(g\)](#) Duties and powers of boards of education to provide special education programs and services.

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

**Policy adopted: 7/11/05**

6181

**Instruction****Evaluation of Special Education Program**

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

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

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

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

**Legal Reference: State Board of Education Regulations**

[10-76d-1](#) - [10-76d-19](#) Duties and powers of boards of education to provide special education programs and services.

**Policy adopted: 7/11/05**

6200

## Instruction

### Adult/Continuing Education

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

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

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

### Adults in Day Secondary School Programs

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

### Legal Reference: **Connecticut General Statutes**

[10-69](#) and [10-73a](#) Adult education.

[10-71](#) and [10-71a](#) State grants for adult education programs.

[10-73b](#) Grants for adult education services of programs conforming to state plan.

[10-73c](#) Basic adult education programs.

PA 96-244 An Act Concerning Technical Revision to the Education Statutes

PA 97-290 An Act Enhancing Choices and Opportunities.

**Policy adopted: 7/11/05**

## **Memorandum of Agreement**

The Preston Board of Education (hereinafter the "Board of Education") and the Board of Selectmen for the Town of Preston (hereinafter the "Board of Selectmen") (collectively referred to as the "parties" or the "Boards") hereby agree to the following:

1. The parties desire to hire a Director of Finance and School Business Operations (hereinafter the "Director of Finance") who will work jointly for the Board of Education and the Board of Selectmen.
2. The parties agree to form a committee for purposes of interviewing candidates for the Finance Director position. The Board of Education, the Board of Selectmen and the Preston Board of Finance may each appoint up to two (2) individuals to serve on the committee.
3. The committee will recommend a finalist or finalists to the First Selectman and the Superintendent of Schools, who will interview said finalist(s). The First Selectman and the Superintendent of Schools will each make a recommendation to their respective Boards on the candidate(s). The parties understand and agree that the recommendation of the First Selectman to the Board of Selectman and the recommendation of the Superintendent of Schools to the Board of Education shall not bind their respective Boards. Moreover, in the event that both Boards do not accept a candidate, the Board rejecting the candidate shall not be bound to accept such candidate and the Board in favor of the candidate may, at its discretion, hire the candidate to work exclusively for such Board.
4. The parties agree that an individual will not be hired for such joint position until both the Board of Education and the Town of Preston have successfully installed and fully integrated the Phoenix financial software previously purchased by the parties, as determined by a representative of Phoenix.
5. The parties understand and agree that as a condition of employment and as a condition of the parties agreement to jointly employ the Director of Finance, the Director of Finance will dedicate eighty percent (80%) of his work time for work on behalf of the Board of Education and twenty percent (20%) of his work time for work on behalf of the Board of Selectmen.
6. The parties agree that eighty percent (80%) of the Director of Finance's salary shall be the responsibility of the Board of Education and twenty percent (20%) of the Director of Finance's salary shall be the responsibility of the Board of Selectmen. Costs related to benefits shall also be shared based upon an eighty percent (80%)/twenty percent (20%) division.

7. The parties agree that in the event either party to this Memorandum of Agreement believes that the Finance Director is required for a greater percentage of time than the percentages set forth under paragraph 5 herein, the party requiring the Finance Director for the greater percentage of time must request and receive written approval from the other party for such additional use. If such request is denied, the Finance Director will continue to work within the percentages set forth under paragraph 5 herein.
8. The parties agree that in the event the Finance Director works beyond the percentages set forth under paragraph 5 herein and written approval has been secured as set forth under paragraph 7 herein, the parties will revisit the percentage of remuneration paid by the Board of Education and the Board of Selectmen.
9. The parties agree that in the event the Finance Director works beyond the percentages set forth under paragraph 5 herein for a party to this Memorandum of Agreement and written approval from the other party has not been secured, the party being adversely impacted may provide written notice to the other party of its termination of this Memorandum of Agreement. Accordingly, the joint use of the Finance Director will cease upon receipt of such notice. Alternatively, if the party being adversely impacted does not wish to terminate this Memorandum of Agreement, the party being adversely impacted will be provided by the other party, upon demand, with a greater percentage of the Finance Director's salary, as determined by the adversely impacted party.
10. The parties agree that the joint use of the Finance Director may be discontinued at any time, provided that the parties either: (1) agree, in writing, to discontinue this arrangement; or (2) either party provides the other with sixty (60) days written notice of its desire and intent to discontinue the joint use of the Finance Director. Moreover, the joint use of the Finance Director may be discontinued based upon a violation of this Memorandum of Agreement, as set forth under paragraph 9 herein.
11. In the event that either option is selected under paragraph 10 herein or if there has been a violation of paragraph 9 of this Memorandum of Agreement by the Board of Selectmen, the Board of Education, at its discretion, may continue to employ the Finance Director solely as an employee of the Board of Education.
12. In the event that either option is selected under paragraph 10 herein and the Board of Education elects not to continue to employ the Finance Director, the Board of Selectmen, at its discretion, may continue to

employ the Finance Director solely as an employee of the Town of Preston.

13. In the event that there has been a violation of paragraph 9 of this Memorandum of Agreement by the Board of Education, the Board of Selectmen, at its discretion, may continue to employ the Finance Director solely as an employee of the Town of Preston.
14. The parties agree that if either the Board of Education or the Board of Selectmen desire to terminate the Finance Director in accordance with the terms of his/her employment agreement, the other party may continue to employ him or her.
15. The parties agree that the terms and conditions of employment for the Finance Director shall be set forth in an Employment Agreement between the Board of Education, Town of Preston and the Finance Director. The terms and conditions enumerated in the Employment Agreement shall be agreed to by the Board of Education and the Board of Selectmen.
16. This Memorandum of Agreement contains the full and complete understanding between the parties. No other promises or agreements shall be binding or of any effect unless they are signed by the parties.
17. This Memorandum of Agreement is subject to approval by the Preston Board of Education and the Preston Board of Selectmen.

\_\_\_\_\_  
Preston Board of Education

\_\_\_\_\_  
Board of Selectmen for the  
Town of Preston

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## **Memorandum of Agreement**

The Preston Board of Education (hereinafter the "Board of Education") and the Board of Selectmen for the Town of Preston (hereinafter the "Board of Selectmen") (collectively referred to as the "parties" or the "Boards") hereby agree to the following:

1. The parties desire to hire a Director of Finance and School Business Operations (hereinafter the "Director of Finance") who will work jointly for the Board of Education and the Board of Selectmen.
2. The parties agree to form a committee for purposes of interviewing candidates for the Finance Director position. The Board of Education, the Board of Selectmen and the Preston Board of Finance may each appoint up to two (2) individuals to serve on the committee.
3. The committee will recommend a finalist or finalists to the First Selectman and the Superintendent of Schools, who will interview said finalist(s). The First Selectman and the Superintendent of Schools will each make a recommendation to their respective Boards on the candidate(s). The parties understand and agree that the recommendation of the First Selectman to the Board of Selectman and the recommendation of the Superintendent of Schools to the Board of Education shall not bind their respective Boards. Moreover, in the event that both Boards do not accept a candidate, the Board rejecting the candidate shall not be bound to accept such candidate and the Board in favor of the candidate may, at its discretion, hire the candidate to work exclusively for such Board.
4. The parties agree that an individual will not be hired for such joint position until both the Board of Education and the Town of Preston have successfully installed and fully integrated the Phoenix financial software previously purchased by the parties, as determined by a representative of the Town Auditor. In determining whether the Board of Education and the Town of Preston have successfully installed and fully integrated the Phoenix financial software, the following criteria must be met by the Board of Education and the Town of Preston: (a) All employee payrolls and accounts payable/receivable are produced solely on the Phoenix financial software (all parallel processing having been completed); (b) Quickbooks and IMG are being used only as legacy systems for transaction/budget history, except for funds/processes not intended for conversion to the Phoenix financial software; and (c) Routine management, accounting, and audit reports are produced on the Phoenix financial software.
5. The parties understand and agree that as a condition of employment and as a condition of the parties agreement to jointly employ the Director of Finance, the Director of Finance will dedicate eighty percent (80%) of his

work time for work on behalf of the Board of Education and twenty percent (20%) of his work time for work on behalf of the Board of Selectmen.

6. The parties agree that eighty percent (80%) of the Director of Finance's salary shall be the responsibility of the Board of Education and twenty percent (20%) of the Director of Finance's salary shall be the responsibility of the Board of Selectmen. Costs related to benefits shall also be shared based upon an eighty percent (80%)/twenty percent (20%) division.
7. The parties agree that in the event either party to this Memorandum of Agreement believes that the Finance Director is required for a greater percentage of time than the percentages set forth under paragraph 5 herein, the party requiring the Finance Director for the greater percentage of time must request and receive written approval from the other party for such additional use. If such request is denied, the Finance Director will continue to work within the percentages set forth under paragraph 5 herein.
8. The parties agree that in the event the Finance Director works beyond the percentages set forth under paragraph 5 herein and written approval has been secured as set forth under paragraph 7 herein, the parties will revisit the percentage of remuneration paid by the Board of Education and the Board of Selectmen.
9. The parties agree that in the event the Finance Director works beyond the percentages set forth under paragraph 5 herein for a party to this Memorandum of Agreement and written approval from the other party has not been secured, the party being adversely impacted may provide written notice to the other party of its termination of this Memorandum of Agreement. Accordingly, the joint use of the Finance Director will cease upon receipt of such notice. Alternatively, if the party being adversely impacted does not wish to terminate this Memorandum of Agreement, the party being adversely impacted will be provided by the other party, upon demand, with a greater percentage of the Finance Director's salary, as determined by the adversely impacted party.
10. The parties agree that the joint use of the Finance Director may be discontinued at any time, provided that the parties either: (1) agree, in writing, to discontinue this arrangement; or (2) either party provides the other with sixty (60) days written notice of its desire and intent to discontinue the joint use of the Finance Director. Moreover, the joint use of the Finance Director may be discontinued based upon a violation of this Memorandum of Agreement, as set forth under paragraph 9 herein.

11. In the event that either option is selected under paragraph 10 herein or if there has been a violation of paragraph 9 of this Memorandum of Agreement by the Board of Selectmen, the Board of Education, at its discretion, may continue to employ the Finance Director solely as an employee of the Board of Education.
12. In the event that either option is selected under paragraph 10 herein and the Board of Education elects not to continue to employ the Finance Director, the Board of Selectmen, at its discretion, may continue to employ the Finance Director solely as an employee of the Town of Preston.
13. In the event that there has been a violation of paragraph 9 of this Memorandum of Agreement by the Board of Education, the Board of Selectmen, at its discretion, may continue to employ the Finance Director solely as an employee of the Town of Preston.
14. The parties agree that if either the Board of Education or the Board of Selectmen desire to terminate the Finance Director in accordance with the terms of his/her employment agreement, the other party may continue to employ him or her.
15. The parties agree that the terms and conditions of employment for the Finance Director shall be set forth in an Employment Agreement between the Board of Education, Town of Preston and the Finance Director. The terms and conditions enumerated in the Employment Agreement shall be agreed to by the Board of Education and the Board of Selectmen.
16. This Memorandum of Agreement contains the full and complete understanding between the parties. No other promises or agreements shall be binding or of any effect unless they are signed by the parties.
17. This Memorandum of Agreement is subject to approval by the Preston Board of Education and the Preston Board of Selectmen.

\_\_\_\_\_  
Preston Board of Education

\_\_\_\_\_  
Board of Selectmen for the  
Town of Preston

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Preston Board of Finance  
389 Route 2  
Preston, CT 06365**

Dan Harris  
Chairman  
Board of Education  
325 Shetucket Turnpike  
Preston, CT 06365

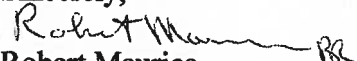
February 1, 2011

Dear Mr. Harris,

The Board of Finance at their January 25, 2011 special meeting voted to approve the attached Memorandum of Agreement between the Board of Selectmen, Board of Education and Board of Finance regarding the Director of Finance position.

Please forward the attached copy to your Board members for review and approval at your earliest convenience.

Sincerely,

  
Robert Maurice  
Chairman,  
Preston Board of Finance

## **Memorandum of Agreement**

The Preston Board of Education (hereinafter the "Board of Education), the Board of Selectmen for the Town of Preston (hereinafter the "Board of Selectmen") and the Board of Finance for the Town of Preston (hereinafter the "Board of Finance") (collectively referred to as the "parties") hereby agree to the following:

1. The Board of Education and the Board of Selectmen desire to hire a Director of Finance and School Business Operations (hereinafter the "Director of Finance") who will work jointly for the Board of Education and the Board of Selectmen.
2. The parties agree to form a committee for purposes of interviewing candidates for the Director of Finance position. The Board of Education, the Board of Selectmen and the Board of Finance may each appoint up to two (2) individuals to serve on the committee.
3. The committee will recommend a finalist or finalists to the First Selectman and the Superintendent of Schools, who will interview said finalist(s). The First Selectman and the Superintendent of Schools will each make a recommendation to their respective Boards on the candidate(s). The parties understand and agree that the recommendation of the First Selectman to the Board of Selectmen and the recommendation of the Superintendent of Schools to the Board of Education shall not bind their respective boards. Moreover, in the event that both the Board of Selectmen and the Board of Education do not accept a candidate, the board rejecting the candidate shall not be bound to accept such candidate and the Board in favor of the candidate may, at its discretion, hire the candidate to work exclusively for such board.
4. The parties agree that an individual will not be hired for such joint position until both the Board of Education and the Town of Preston have successfully installed and fully integrated the Phoenix financial software previously purchased by the Board of Education and the Town of Preston, as determined by the Town auditor.
5. The parties understand and agree that as a condition of employment and as a condition of the agreement between the Board of Education and the Board of Selectmen to jointly employ the Director of Finance, the Director of Finance will dedicate eighty percent (80%) of his work time for work on behalf of the Board of Education and twenty percent (20%) of his work time for work on behalf of the Board of Selectmen.

6. The parties agree that eighty percent (80%) of the Director of Finance's salary shall be the responsibility of the Board of Education and twenty percent (20%) of the Director of Finance's salary shall be the responsibility of the Board of Selectmen. Costs related to benefits shall also be shared based upon the same eighty percent (80%)/twenty percent (20%) division.
7. The parties understand and acknowledge that the Board of Education and the Board of Selectmen have entered into a separate Memorandum of Agreement dated \_\_\_\_\_ regarding the Director of Finance position. The Board of Education and the Board of Selectmen have agreed, pursuant to the said Memorandum of Agreement, to certain procedures to be followed in the event the Director of Finance is requested to work for either the Board of Education or the Board of Selectmen on a percentage other than is addressed by paragraph 5 herein, which procedures include written approvals and written notice regarding certain acts. The parties herein agreed that if written approval or written notice is provided in accordance with the procedures stated in the Memorandum of Understanding between the Board of Education and the Board of Selectmen, copies of said written documents will be provided to the Board of Finance.
8. The parties agree that the terms and conditions of employment for the Director of Finance shall be set forth in an Employment Agreement between the Board of Education, the Town of Preston and the Director of Finance. The terms and conditions enumerated in the Employment Agreement shall be agreed to by the Board of Education and the Board of Selectmen.
9. The parties agree that the Director of Finance provide financial reports to the Board of Finance in a format acceptable to the Board of Finance, and shall attend meetings of the Board of Finance as requested by the Board of Finance. The parties agree to take whatever steps may be necessary to ensure that this provision is adhered to by the Director of Finance.
10. This Memorandum of Agreement contains the full and complete understanding between the parties. No other promises or agreements shall be binding or of any effect unless they are signed by the parties.

11. This Memorandum of Agreement is subject to the approval by the Preston Board of Education, the Preston Board of Selectmen and the Preston Board of Finance.

\_\_\_\_\_  
Preston Board of Education  
By:  
Its

\_\_\_\_\_  
Date

\_\_\_\_\_  
Preston Board of Selectmen  
By:  
Its

\_\_\_\_\_  
Date

\_\_\_\_\_  
Preston Board of Finance  
By:  
Its

\_\_\_\_\_  
Date

# Preston Board of Education

## Policies, Regulations, and Bylaws

3453

### **Business and Non-Instructional Operations**

#### **School Activity Account Fund**

The Superintendent of Schools shall direct the maintenance of the Student Activity Account (SAA) and provide a report relative to the status of the SAA to the board at its first meeting in September. In addition, the Superintendent shall report the status of each gift, donation or award to every benefactor of said gift, donation.

The funds comprising the SAA that the District is authorized to establish and operate under prevailing state statutes are as follows:

- a. School Lunch Fund
- b. Drivers Education
- c. Student body funds
- d. Gifts or donations (awards)

The Business Manager shall be responsible for the following:

- A. To maintain adequate procedures and internal controls regarding the financial operations for each of the funds noted above.
- B. Maintain separate accounts and adequate accountability for each student body fund.
- C. Maintain separate accounts and adequate accountability for each gift, donation or award in accordance with the donor instructions for the educational benefit of students.

The Board shall designate a Treasurer (who is not the Business Manager) who shall be bonded, or in the alternative, indemnified by the Board's insurance carrier to make expenditures from the SAA in the same manner, and according to the same policies and procedures that are used for budgetary and grant funds; provided, however, that the control of the student activity funds (spending authority) remains with the respective activity/school.

All of the accounts noted above are considered to be Town accounts and must be audited in the same manner as all other Town accounts.

**Policy adopted:**

# **Preston Board of Education**

## **Policies, Regulations, and Bylaws**

**6152**

### **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:

- A. Students can learn much from students whose skills and interests are different from their own in heterogeneous groups;
- B. Different students have different skills and interests;
- C. Students develop at different rates in different areas of learning;
- D. Students learn from other students as well as from adults; and

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.

**Policy adopted:**

# Preston Board of Education

## Policies, Regulations, and Bylaws

6154

### **Instruction**

#### **Homework**

### **Instruction**

#### **Homework**

The responsibility of the school district to educate the student is carried out by the teachers through effective classroom instruction and the careful delegation of independent study. It is important for the student to be taught the concepts related to the subject area and how to study in school before he/she is given work to do at home. There is, therefore, a steady increase in the amount of homework expected of students from the elementary grades through the senior high school.

Worthwhile homework benefits students. Homework should be an extension of the class lesson, be clearly understood by students, be well planned and meaningful, and be evaluated, corrected, and count for class credit.

The immediate purpose of a specific homework assignment may be to:

- A. Strengthen basic skills
- B. Extend classroom learning
- C. Stimulate and further interests
- D. Reinforce independent study skills
- E. Develop initiative, responsibility, and self-direction
- F. Stimulate worthwhile use of leisure time
- G. Acquaint parents with the work students do in school.

Homework assignments shall be planned in accordance with the following principles:

- A. If homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the student.
- B. Students should understand not only what to do, but also how to do it.
- C. Homework should grow from classroom problems, projects, and concerns.
- D. The student's age, need for play time, and out-of-school responsibilities must be considered when deciding upon length of any assignment. The student must bear responsibility for managing his time in a way that homework can be completed and be submitted on time.

Assignments should make use of a variety of skills.

- E. Every homework assignment must be properly corrected and/or evaluated in keeping with the purpose of the assignment. To the extent possible such corrections/evaluations shall be shared with the students involved in a timely fashion.
- F. When a student's grade is being adversely affected by poor homework performance, the teacher shall communicate orally, or in writing, in a timely fashion with parents/guardians concerning the problem.
- G. All homework assigned will be reflected in the child's grade.

The Board encourages the administration to assist teachers in planning homework assignments in keeping with the above guidelines. Additionally:

- A. The Board expects that Principals (or department heads/supervisors where appropriate) will monitor the implementation of this homework policy through various approaches such as review of lesson plans, observation of classes, conferences with teachers, examination of student papers and/or other related activities.

#### **Average Homework Time**

**10 minutes multiplied by the student's grade level per night**

**Ex: Grade 1 = 10 minutes of homework per night**

**Grade 2 = 20 minutes of homework per night**

**Legal Reference: Connecticut General Statutes**

**10-221 Boards of Education to prescribe rules, policies and procedures.**

**Policy adopted: 7/11/05**

# Preston Board of Education

## Policies, Regulations, and Bylaws

6156

### **Instruction**

#### **Use of Computers in Instruction**

The Board recognizes that technological advances in all areas are necessary and that microcomputers 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. Because of the many types of application and the potential cost, the Board establishes the following policy to plan for and guide this growth both for instructional and administrative uses.

Microcomputers for instruction will be used primarily for the following:

- A. Computer-assisted instruction to improve student performance.
- B. 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.
- C. Teaching computer skills and/or concepts.
- D. Simulations for general interest, enrichment, and motivation.
- E. Teaching job skills.

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.

Databases will be restricted to those normally generated within instructional areas.

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

**Policy adopted:**

# Preston Board of Education

## Policies, Regulations, and Bylaws

6159

### 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 21 years of age, inclusive, 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 "**planning and placement team**" or "**PPT Team**" means a group of individuals composed of

- A. the parents of a child with a disability
- B. at least one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- C. at least one special education teacher, or where appropriate, at least one special education provider of such child;
- D. a representative of the local educational agency who -
  1. is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
  2. is knowledgeable about the general curriculum; and
  3. is knowledgeable about the availability of resources of the local educational agency;
- E. 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);
- F. 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
- G. whenever appropriate, the child with a disability.

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

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 student's individualized education program and placement. Where the student 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.

# Preston Board of Education

## Policies, Regulations, and Bylaws

6159

### Instruction

#### Individualized Education Program/Special Education Program (continued)

**General.** The IEP for each child must include -

- A. A statement of the child's present levels of educational performance, including -
  1. How the child's disability affects the child's involvement and progress in the general curriculum; or
  2. For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- B. A statement of measurable annual goals, including benchmarks or short-term objectives, related to -
  1. 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
  2. Meeting each of the child's other educational needs that result from the child's disability.
- C. 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 -
  1. To advance appropriately toward attaining the annual goals;
  2. 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
  3. To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph;
- D. 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;
- E. 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
  1. 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;

**Instruction**

**Individualized Education Program/Special Education Program (continued)**

- A. 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
- B. A statement of -
  - 1. How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
  - 2. 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

**Transition services.**

- A. The IEP must include -
  - 1. 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
  - 2. 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.
- B. 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.

**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.

# Preston Board of Education

## Policies, Regulations, and Bylaws

6159

### Instruction

#### Individualized Education Program/Special Education Program (continued)

##### **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

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

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

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.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

| **Policy adopted:**

**6159.1****Instruction****Released Time**

Although the schools shall cooperate with parents in requests for student absences for dental, medical, legal, and other personal matters, parents or guardians should not remove students from school unless necessary. The school district encourages student appointments after school hours or on weekends, vacations, and holidays. Parents/guardians should provide advance notice of school day appointments for students.

Students shall be excused from school upon written request from parent or guardian for major religious holidays, and students shall have the right to make up tests and shall not be deprived of any awards because of absences on religious holidays.

(cf. [5113](#) Attendance and Excuses)

**Legal Reference: Connecticut General Statutes**

[10-184](#) Duties of parents.

[10-185](#) Penalty.

[10-199](#) through [10-202](#) Attendance, truancy - in general.

**Policy adopted:**

# Preston Board of Education

## Policies, Regulations, and Bylaws

6161

### **Instruction**

#### **Equipment/Books/Materials: Provision/Selection**

##### **General**

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:

- A. provide materials to stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical value;
- B. provide materials to help students develop abilities in critical reading and thinking;
- C. provide materials to help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world;
- D. provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, sexual orientation or disabilities;
- E. allow sufficient flexibility for meeting the special needs of individual students and groups of students.
- F. Instructional Materials
- G. Basic textbooks, instructional materials, and equipment shall be furnished by the Board of Education for all district students with the following exceptions:

**1. Individual project materials to be used in the industrial arts, homemaking, and art courses.**

**2. Materials to be used for special projects not required for credit in a course.**

**Preston Board of Education  
Policies, Regulations, and Bylaws**

**6161**

**Instruction**

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

**3. Personal clothing items worn for physical education and other in-school athletic activities.**

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

- A. analysis, evaluation, and recommendation by professional staff.
- B. 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)

**Policy adopted:**

6161.1

**Instruction****Evaluation of Instructional Materials****General**

Instructional materials shall be evaluated consistently and systematically to insure high instructional standards to ensure compliance with Connecticut General Statutes, regulations of the State Board of Education, Board of Education policy and regulations.

These guidelines are not intended to supplant the professional judgment of staff who evaluate instructional materials - both student materials and teacher materials. Instead, they establish minimum standards for acceptability and provide criteria on which to judge instructional quality.

To portray accurately American cultural and racial diversity, and the male and female roles in our society, instructional materials should encourage students to understand the historical roles and contributions of women and minorities, the forces which shaped those roles and contributions, and how and why the contemporary roles and contributions of women and minorities are different.

**Limitations**

It may be inappropriate to require a pictorial or textual item to conform to these guidelines, for example in reprinting a story by a well known author or in a painting by an artist which makes an important contribution to a particular instructional material. In such situations, discussion material should have been included which explains why a particular attitude was prevalent during a certain period in history, and how and why that attitude has changed.

When examining instructional material for adverse reflection on race, creed, sex, etc., the evaluator should make a qualitative judgment with respect to stories or articles having historical perspective. Any description, depiction, inference, label, or retort found to be, by itself, an adverse reflection should not be judged out of context. Rather, the story or article should be examined for appropriate explanations, discussions, or other comments included or immediately attached which may overcome the impact of such offending words or pictures. The instructional material should be rejected only if, on a total basis, the story or article would, in the mind of an average student for whom the material is intended, reflect adversely upon a person because of his or her race, color, creed, national origin, ancestry, sex, or occupation.

Legal Reference: **Connecticut General Statutes**

10-18a Contents of textbooks and other general instructional materials

**Policy adopted:**

**6161.2****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 bookplate. 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.

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

**Policy adopted:**

**6161.3****Instruction****Comparability of Services**

The Superintendent of Schools shall insure comparability of services funded by state and local sources in both Title I project schools and non-project schools. Annual records are maintained in the school district to document comparability.

The Superintendent shall also ensure equivalency among schools and shall:

- A. Provide services with state and local funds equally in Title I project area schools and other district schools;
- B. Provide equitable staff resources (teachers, administrators, auxiliary personnel) in all schools including the same grade levels;
- C. Provide equitable resources in curriculum and instruction for all schools.

**Policy adopted**

6161.7

**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:

- A. Public domain (i.e., uncopyrighted) software.
- B. 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).
- C. Software purchased by a school or school system, with a record of the purchase on file.
- D. Software purchased by the user, with a record of purchase available for verification.
- E. Software donated officially accepted by the Board.
- F. Software being reviewed or demonstrated by the users in order to reach a decision about possible future purchase, license, or acceptance of a donation.
- G. Software written or developed by an employee for use by the schools or to assist in training school district personnel.
- H. 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:**

**Preston Board of Education**  
**Policies, Regulations, and Bylaws**

**1151**

**Community Relations**

**Communications with the Public**

**Sex Offender Notification**

In the interest of public safety and related to Connecticut Public Act 09-199, the Superintendent of Schools shall place a link on the district website to the State of Connecticut website identifying sex offenders residing in the Town of Preston, Connecticut.

**Policy adopted:**