

NEW MILFORD BOARD OF EDUCATION

**New Milford Public Schools
50 East Street
New Milford, Connecticut 06776
(860) 355-8406**

**POLICY SUB-COMMITTEE
MEETING NOTICE**

GEORGE C. BUCKBEE
TOWN CLERK

JB

2010 MAR 15 P 3:06

NEW MILFORD, CT

**DATE: March 16, 2010
TIME: 6:30 P.M.
PLACE: Lillis Administration Building, Rm. 2**

REVISED AGENDA

1. Call to Order

2. Public Comment

The Board welcomes Public Participation and asks that speakers please limit their comments to three minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the New Milford Public School System.

3. Discussion and Possible Action Items – Recommended for Revision

- A. Policy 6142.1 Family Life and Sex Education
- B. Policy 6145.2 Interscholastic/Intramural Athletics
- C. Policy 6145.22 Interscholastic/Intramural Athletics - Sportsmanship
- D. Policy 6146.2 Statewide Proficiency/Mastery Examinations
- E. Policy 6153 Field Trips
- F. Policy 6153.1 Educational Tours
- G. Policy 6159 Individualized Education Program/Special Education Program
- H. Policy 6161 Textbooks
- I. Policy 6162.51 Survey of Students (Student Privacy)
- J. Policy 6162.6 Use of Copying Devices
- K. Policy 6172.41 Title I Programs
- L. Policy 6173 Homebound Instruction
- M. Policy 6200 Adult Education
- N. Policy 5121 Examination/Grading/Rating
- O. Policy 5123 Promotion/Acceleration/Retention

4. Discussion and Possible Action Items – Recommended for Deletion

- A. Policy 6145.71 Social Events/Meetings
- B. Policy 6146.1 Grading/Assessment Systems
- C. Policy 6161.3 Comparability of Services
- D. Policy 6162.4 School Volunteers
- E. Policy 6164 Individual Services & Diagnostic Counseling
- F. Policy 6164.11 Drugs, Tobacco, Alcohol
- G. Policy 6164.2 Guidance Services
- H. Policy 6164.4 Identification of Special Needs & Abilities

5. Items of Information

- A. 6159 Suggested Revisions – Model Special Education Policies and Procedures Manual
- B. 6161 Regulation Book Selection
- C. 6161 Forms for Book Selection & Materials
- D. 6162.51 Protection of Pupil Rights Amendment
- E. 6162.6 Regulation Use of Copying Devices and Copied Materials
- F. 6162.6 Appendix A Copyright and Fair Use Guidelines for Educators

G. 6162.6 Appendix B Copyright Resources
H. 6164.12 Regulation Acquired Immune Deficiency Syndrome (AIDS) – DELETED
I. 6142.1 Regulation Exemption from Instruction
J. 6172.3 Regulation Home Schooling

6. Adjourn

Sub-Committee Members: Mrs. Nancy Tarascio-Latour, Chair
Mrs. Lynette Celli Rigdon
Mr. David A. Lawson
Mrs. Alexandra Thomas

Alternates: Mr. Daniel W. Nichols
Mr. Bill Wellman

RECOMMENDED FOR REVISION

[Commentary: State law provides parents and guardians with the right to have a student exempted from instruction for AIDS, family life, and firearms safety. The law also provides exemption under certain circumstances for physical education and foreign languages. You must have a policy regarding AIDS instruction exemption (currently Regulation 6164.12), but the others are optional. Some districts also allow exemption for certain “controversial issues,” such as animal dissection.

The suggested revision would consolidate this policy, 6142.1 and regulation 6164.12, although, the content of 6164.12 should be retained as the regulation implementing this policy (revised to apply not only to AIDS instruction, but also family life and firearm safety, if offered).

You need not include the section about firearms safety if there is no such course or part of a course that is offered. Also, the sections on physical education, foreign language and animal dissection are purely optional and may be removed if you prefer.]

6142.1

Instruction

~~Family Life and Sex Education Exemption from Instruction~~

Acquired Immune Deficiency Syndrome: *The Board of Education shall offer planned, ongoing and systematic instruction on acquired immune deficiency syndrome (AIDS) as required by law. A student may be exempt from this instruction upon the written request to the Superintendent of Schools, or designee, by the student’s parent or legal guardian. Students who are exempt from instruction shall be assigned to a supervised study period.*

Family Life: *The Board of Education recognizes that the purpose of family life education is to help students acquire factual knowledge, attitudes, and values which will contribute to the well-being of the individual, the family, and society. Among other things, family life education provides instruction directed toward enabling students to discuss effectively problems with family members. Such communication shall include the willingness and ability to listen, to accept criticism, and to respond with openness, frankness and honesty.*

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the primary responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in the areas of family life and sex education by offering students factual information and opportunities to discuss concerns, issues, and attitudes inherent in family life and sexual behavior, including traditional moral values.

The Board of Education may offer programs of instruction regarding family life that may include family planning, human sexuality, parenting, nutrition, and the emotional, physical, psychological, hygienic, economic, and social aspects of family life. When family life programs are offered in the curriculum, a student shall be exempt from any portion of the instruction upon the written notification by the student’s parent or guardian to the Superintendent of Schools or designee. Students who are exempt from instruction shall be assigned to a supervised study period.

Instruction

~~Family Life and Sex Education Exemption from Instruction~~

~~Students and parents or guardians shall be informed of their right to exempt the student from the family life program. A written notification to the school principal by the student's parent or legal guardian shall be sufficient to exempt the student from such program in its entirety or from any portion thereof so specified by the parent or legal guardian.~~

Firearm Safety Programs: *When firearm safety programs are offered in the curriculum, a student shall be exempt from any portion of the instruction upon the written notification by the student's parent or guardian to the Board of Education. Students who are exempt from instruction shall be provided an opportunity for other study or academic work.*

The Superintendent of Schools may develop regulations regarding the notification of parents and guardians regarding the right to exempt a student from instruction.

[OPTIONAL ELEMENTS:]

Physical Education: *Any student who presents a certificate from a physician stating that, in the opinion of the physician, participation in physical education is medically contraindicated due to the physical condition of such student, shall be excused from the physical education requirement. The credit for physical education required for graduation may be fulfilled by an elective.*

Foreign Language: *Whenever a course in a foreign language is a required part of the curriculum, the parent or guardian of a student identified as deaf or hearing impaired may request in writing that such student be exempted from such requirement and, if such a request is made, such student shall be exempt from the foreign language requirement.*

Dissection of Animals in the Classroom:

The dissection of animals has a long and well-established place in the teaching of life sciences. Well constructed dissection activities conducted by thoughtful instructors can illustrate important and enduring principles in biology. Learning theory further reinforces the benefit of learning from active experiences rather than passive learning alone. The New Milford Public Schools believe that dissection of animals is a valuable method of giving students a motivating, active biological experience in the study of the anatomy and physiology of organisms. When dissection is used in the classroom it is imperative that it is part of an approved and supervised curriculum and that:

- a. The teacher thoroughly explains the learning objectives of the lesson and utilizes additional worksheet/audiovisual materials to maximize the educational benefit of the experience.*
- b. All specimens be treated with respect.*
- c. All students will be informed, prior to the dissection, that they have the option of discussing individual objections to dissection with the appropriate teacher/administrator. It is possible that such students may be given an alternative assignment. All decisions regarding this matter will be made on an individual basis by the teacher/administrator.*

Instruction

~~Family Life and Sex Education-Exemption from Instruction~~

~~Legal Reference: Connecticut General Statutes Sections~~

~~10-16c State board to develop family life education curriculum guides.~~

~~10-16d Family life education programs not mandatory.~~

~~10-16e Students not required to participate in family life education programs.~~

~~10-16f Family life programs to supplement required curriculum.~~

~~10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.~~

~~10-229 Change of textbooks~~

Legal References:

Connecticut General Statutes:

10-16b Prescribed courses of study

10-16c through 10-16f, Family life education programs

10-18 Firearm safety programs. Exemption from participation

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

10-221a(c) High school graduation requirements

Policy adopted: June 10, 2003

Policy revised: June 27, 2005

Policy revised:

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

RECOMMENDED FOR REVISION

[Commentary: The revisions suggested are intended to improve clarity and establish some of the more important legal aspects of athletic participation (such as the fact that it is a privilege, not an entitlement—implying, therefore, that, it can be taken away without due process (a hearing) and certain additional rules can be applied (such as maintaining a certain, grade point average). The revisions to the first paragraph could be updated to fit the Board’s current perspective on the topic. For example, you might want to specify things students learn by participating in athletics, such as good sportsmanship, teamwork, wholesome competition, physical fitness, self-discipline, etc. Please note that you will need to designate a party empowered to make additional rules for participation in paragraph 3. Finally, it is suggested that the District’s Athletic Director should review this policy. For example, in paragraph 3, “Each student who chooses to participate in an interscholastic athletic program...” is this requirement only for interscholastic sports, or do you require medical certification for intramural sports as well?]

6145.2

Instruction

Interscholastic/Intramural Athletics

The Board of Education *believes that students benefit physically, intellectually, socially, and emotionally* ~~individual students will benefit from opportunities to grow physically and intellectually through experiences that provide the opportunity for self discipline and team efforts made possible through~~ *when given opportunities to participate in* competitive *athletic* interschool and intramural team and individual sports activities. *Further, the Board recognizes that a well-organized, high quality athletic program is a potent factor in the morale of the student body and an important element in positive community relations.*

It is the Board's intent to provide students with extracurricular athletic activities in a variety of sports. Interscholastic and intramural athletics are offered by the school district as a privilege and as an enrichment activity, not an entitlement. ~~Within budgetary limitations~~ *availability,* there shall be ~~interscholastic intrascholastic~~ athletic programs at the high and middle/junior high school levels which shall be conducted in accordance with CIAC (Connecticut Interscholastic Athletic Conference) rules and regulations. *Coaches of intramural and interscholastic athletics shall have the qualifications required by law. The District’s athletic program shall provide equal opportunities for members of both sexes in accordance with law.*

~~It is the Board's policy to provide students interscholastic athletic competition in a variety of sports. Students will be allowed to participate in individual sports subject to parental permission and on the basis of their physical condition, academic standing, and desire. Appropriately certified and qualified personnel shall be provided for coaching and supervising individual sports. In addition, it is the policy of the Board to promote intramural athletic activities as an outgrowth of class instruction in physical education commensurate with the grade level of the students involved.~~

Instruction

Interscholastic/Intramural Athletics

Eligibility for participation in athletic activities will be subject to parental permission, CIAC rules, academic standing, physical condition, and any other guidelines established by the [Superintendent of Schools or designee]. Each student who chooses to participate in an interscholastic athletic program is required to have on file, in the offices of the building administrator and the Athletic Director, a certificate of consent which is signed by the parent or legal guardian. No student may start practice for any athletic team until he or she has submitted certification that he/she has been examined and approved by a medical doctor. This certificate of consent will be in effect for each student for each sports season.

~~The purpose of school athletics is both educational and recreational.~~ The athletic program should encourage participation by as many students as possible and should be carried on with the best interests of the participants as the primary consideration. Participation should *not cause* ~~be without~~ unreasonable interference with other obligations in the school, community, and home.

~~It is recognized that a well-organized and well-conducted athletic program is a potent factor in the morale of a student body and an important phase of good community-school relations.~~

~~Every possible effort shall be made to offer equal opportunities for both sexes in sports and activities which shall include life sports that a student can carry through adulthood.~~

Legal Reference:

Connecticut General Statutes

10-149 Qualifications for coaches of intramural and interscholastic athletics.

Regulations of Conn. State Agencies

10-145d-423. Coaching permits

10-145d-424. Temporary emergency coaching permit requirements

*Stratton, PPA v. St. Joseph's High School, Bridgeport Superior Court, June 4, 1986
(12 CT 26)9/87.*

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

Policy adopted: June 10, 2003
Policy revised: June 27, 2005
Policy revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

RECOMMENDED FOR REVISIONS

[Commentary: This policy very much needs to be revised. The CIAC “expects member schools and leagues to have clearly defined and articulated standards of sportsmanship which are enforced at all levels of play.” The current policy does not have clearly defined and articulated standards. Since the topic is not one defined as much by law as by community standards, these revisions are really best done by members of the Board in conjunction with relevant personnel (Superintendent of Schools, Athletic Director, Coaches, Principals, parents, student athletes, etc.).

Your Board level policy could be a general statement about sportsmanship, with the delegation of specific guidelines to be established by one or a number of individuals. The revision below is an example of this type of policy—you need not use this version if it does not suit your needs.

In the alternative, your Board level policy could establish the “clearly defined and articulated standards of sportsmanship” that the CIAC expects of its member schools. Although they are still working on a common set of sportsmanship standards, the CIAC has developed some guidelines that you may want to consult in developing your policy or regulation. (See CIAC Handbook 2009-2010, pages 116-122.)]

6145.22

Students

Interscholastic/Intramural Athletics

Sportsmanship

It is the intent of the New Milford Board of Education that the district’s extracurricular athletic programs emphasize the importance of good sportsmanship within the entire school community. The Board expects the highest standards of courtesy, fair play, and sportsmanship to be displayed not only by student athletes, but also by coaches, school personnel, announcers, cheerleaders, students, parents, and other spectators at athletic events.

Members of the school community are encouraged to provide positive support of players, coaches, and officials. School administrators, athletic directors, and coaches are expected to serve as role models of good sportsmanship, exhibiting at all times the highest standards of self-control, dignity, honor, and respect for the opposing team and officials.

In conformance with the expectations of the Connecticut Interscholastic Athletic Conference (CIAC), the Board recognizes the need to establish a “Sportsmanship Code.” The Board delegates the responsibility for developing the district’s Sportsmanship Code to the [Superintendent of Schools] -OR- [Sportsmanship Committee composed by the following members: Superintendent or designee, Athletic

Director, coaches, teachers, students, parents...etc.]. The Sportsmanship Code shall address, at minimum, the following:

- 1. Specifically and directly state the requirement of good sportsmanship for all members of the school community;*
- 2. Specify the expectations of athletes, coaches, and spectators;*
- 3. Establish penalties for violations of the code;*
- 4. Require student athletes and their parents/guardians to sign an acknowledgement that they have read and understand the code;*
- 5. Establish the methods of disseminating the code so that each member of the school community is apprised of his/her responsibilities under the code.*

The Board of Education retains the right to revise the Sportsmanship Code at any time.

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

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

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

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

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

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

Policy adopted: June 10, 2003
Policy revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Instruction

Statewide ~~Proficiency~~/Mastery Examinations

~~Each student enrolled in the fourth, sixth, eighth and tenth grades shall take a statewide mastery examination. (measuring whether or not a student has mastered essential grade level skills in reading, language arts and mathematics). *Statewide mastery examinations measure whether or not a student has achieved essential, grade-appropriate skills in reading, writing, mathematics and science. Mastery examinations are provided by and administered under the supervision of the State Board of Education.* Each student is in grades three through eight inclusive and grade ten shall take the statewide mastery examinations *for reading, writing and mathematics. Each student in grades five, eight, and ten shall also take the statewide mastery examination for science.* beginning in the 2005-2006 school year. Science shall be added to the examination in the 2007-2008. The mastery examination shall be provided by and administered under the supervision of the State Board of Education.~~

Student scores on each component of the statewide tenth grade *mastery* test, *Connecticut Academic Performance Test* (CAPT), may be included on the permanent record and transcripts of students. Students who meet or exceed the statewide mastery goal on any component of the *CAPT* ~~statewide tenth grade mastery examination~~, shall have a certification of such mastery made on the permanent record and transcript and be provided a certificate of *mastery* for each such component. A student who has not met the mastery goal level on each component of the mastery examination may annually take or retake each such component at its regular administration until the student scores at or above each goal level or until the student graduates or turns twenty-one (21).

The school district may not require achievement of a satisfactory score on the ~~statewide proficiency examination or~~ statewide mastery examination or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.

Special education students shall participate in mastery testing except in the rare case when *the planning and placement team (PPT) for an individual student determines that an alternate assessment as specified by the State Board of Education is appropriate.* ~~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.~~

A student, who is an English Language Learner (ELL) (student with limited English proficiency as defined by law) may be exempt from the reading and writing portions of the mastery examinations if the student has been enrolled in a United States school for ten (10) months or less. An ELL student who has been enrolled for more than ten (10) months must take all portions of the mastery examinations.

Instruction

Statewide ~~Proficiency~~/Mastery Examinations

Students who receive special education, have a 504 plan, or are English Language Learners may be entitled to accommodations when taking statewide mastery examinations. Such accommodations will be provided in a manner consistent with law.

~~The school district shall biennially report to the State Board of Education indicators of (a) instructional improvement and, (b) student progress as a result of testing, remedial assistance and compensatory program in accordance with C.G.S. 10-14m et seq.~~

(cf. 5121 - Examination/Grading/Rating)

(cf. 6146 - Graduation Requirements)

~~(cf. 6162.31 - Test Exclusion)~~

Legal Reference: Connecticut General Statutes
~~10-14m Development and submission of educational evaluation and remedial assistance plan.~~
 10-14n State-wide mastery examination. *Certification of mastery. Limitation on use of test results. Examination in accordance with No Child Left Behind Act; funding. Kindergarten assessment tool. ; Conditions for reexamination. Limitation on use of test results.* (as amended by PA 03-174)
~~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: June 10, 2003
 Policy revised:

NEW MILFORD PUBLIC SCHOOLS
 New Milford, Connecticut

RECOMMENDED FOR REVISION

[Commentary: The revisions to this policy are mostly organizational—for better clarity. However, there are a few notable changes in content that must be pointed out: (1) In paragraph two, the notification period for overnight or out-of-state trips was lengthened from 30 days to 45 days, in keeping with the form which is part of this policy; (2) In the third paragraph, the Building Principal is now specifically responsible for ensuring that there are an adequate number of chaperones; (3) In the fourth paragraph, written approval is required for all field trips, except extra-curricular activities (which you may or may not want to define more clearly), not just those that extend beyond the boundary of the school district; (4) Board Policy 3541.44, “Use of Private Automobiles on School Trips,” has been referenced here to avoid duplicating the requirements. There are no suggested revisions for the field trip request form.

CAVEAT regarding Board Policy 3541.44:

State law requires that anyone who drives an activity vehicle or student transportation vehicle have the proper endorsement on his/her driver’s license. By definition, an activity vehicle/student transportation vehicle is a vehicle other than a bus used by a carrier to transport students. All school districts are “carriers” even if you contract out your bus transportation services. A few years ago, the DMV made a ruling saying that an incidental, unplanned or emergency use of a private vehicle by a staff member, including a coach, does not require special licensing, but the DMV left open the question of whether a Board of Education staff member could legally provide transportation to students in his/her private car as part of his/her job without proper endorsements to his/her driver’s license. The concern is that if the staff member is seen as being “under contract” with the district (much as your bus company is) and such staff member transports students as part of his/her job, then the staff member’s vehicle is a student activity vehicle and the staff member must have the proper endorsement on his/her license. Should such a person transport a student and have an accident, it is possible that the Board of Education may have some liability. You may want to check with the Board’s insurance carrier to determine whether such a situation would be covered (the situation where an employee transports students to an activity in a personal vehicle but the employee does not have the proper license endorsement if deemed to be a “carrier” for the purposes of the law). The most prudent policy, but possibly more expensive and/or inconvenient-- would be to make sure that your staff members are properly licensed and amend 3541.44 to require proper endorsements as well as attestation that the vehicle to be used is in proper working condition.]

6153

Instruction

Field Trips

The Board of Education ***recognizes that field trips (curricular and extra-curricular events that occur off school grounds) are opportunities to enrich the school experience. The Board supports such trips, provided that they contribute to the educational program of the district or otherwise provide a benefit to the intellectual, physical, social, or emotional development of students.*** ~~encourages and sanctions student trips or other out of school activities, including participation in interscholastic events, which are of value in helping achieve each participating student’s educational objectives. (Foreign Language Trips are not included under this policy, but are addressed in Policy #6153.1.)~~

Instruction

Field Trips

All field trips must have the written approval of the Building Principal and the final approval of the Assistant Superintendent. If any activity is to be overnight or out-of-state, the Board of Education will be so notified at least 45 days before the trip is to be held.

The faculty member(s) who organized the field trip shall participate in the trip and be responsible for supervising the conduct of students. The Building Principal shall ensure that an adequate number of chaperones accompany students. All school staff, under the direction of the administration, shall take reasonable and prudent steps to safeguard the well-being of students who are participating in field trips. Parents and other school volunteers may serve as chaperones.

Written approval of a parent or guardian on forms provided by the school is required for participation of students in field trips (excluding extra-curricular activities). The student participating in a field trip is a representative of his/her school and is expected to behave accordingly. The rules of conduct which pertain to students in the school also apply to the student on a field trip. In order to maximize the opportunities for students to participate in field trips, the school may ask students to contribute to the expenses associated with the field trip. No student shall be excluded from a field trip due to a demonstrated inability to pay.

Appropriate classroom instruction shall precede and follow each field trip. Normally, all field trips are to begin and end at the school.

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

~~Students may be assessed a pro-rated amount of the cost of transportation if field trip expenses exceed the funds budgeted for such purposes. In addition, students will be expected to pay for admission fees, tickets and meals where the nature of the field trip requires these expenditures. No child shall be excluded from a field trip because of a demonstrated inability to pay.~~

*The Board of Education will provide appropriate transportation for school groups to approved activities in communities outside the school district. Students and parents are not allowed to drive private vehicles on field trips. School system employees **are discouraged from driving** ~~may be permitted to drive~~ their own vehicles **on field trips and may only do so when the only when bus transportation is inappropriate or unavailable** requirements of Board Policy 3541.44, "Use of Private Automobiles on School Trips," have been fulfilled.*

(cf 3541.44 Use of Private Automobiles on School Trips)

Instruction

Field Trips

~~Appropriate classroom instruction shall precede and follow each field trip. Normally, all field trips are to begin and end at the school. Field trips must have the written approval of the Building Principal and the final approval of the Assistant Superintendent.~~

~~Written approval of parent or guardian is required (on forms provided by the school) for participation of students in field trips (excluding extra-curricular activities) that extend beyond the boundary of the school district.~~

~~The Board of Education will provide, as noted above, for the transportation of school groups to approved activities in communities outside the school district.~~

~~Field trips outside school hours may be scheduled provided approval of the Building Principal is obtained. If any activity is to be overnight or out of state, the Board of Education will be so notified at least one month before the trip is to be held. It is the responsibility of the Principal to see that the advisors have provided all the necessary precautions to insure the students have a safe as well as a worthwhile experience.~~

~~When a field trip is made to a place of business or industry, an employee of the host company will serve as tour conductor.~~

~~Teachers shall participate in all field trips and shall assume responsibility for the conduct of students. Parents or other adults may serve as chaperones.~~

Policy adopted: June 10, 2003
Policy revised: June 27, 2005
Policy revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

**NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut**

FIELD TRIP REQUEST

This request must be submitted a minimum of two (2) weeks prior to the date requested. This will be the only acceptable form.

IF THIS IS AN OVERNIGHT OR OUT-OF-STATE ACTIVITY, OR PRESENTS AN APPARENT POTENTIAL HAZARD, CENTRAL OFFICE APPROVAL IS REQUIRED A MINIMUM OF **FORTY-FIVE DAYS IN ADVANCE**. Board meetings are the 2nd Tuesday of the month. To be sure approval information is provided to the Board, this request must be sent to the Assistant Superintendent's office by the 1st of the month preceding the Board meeting.

After building approval(s), forward **all** copies to the Assistant Superintendent. Copies will be returned to your school office.

School HPS JPS NES SNIS SMS NMHS DEPT. _____ GRADE K 1 2 3 4 5 6 7 8 9 10 11 12

(circle appropriate school)

(circle appropriate grade(s))

Date of Trip _____ Number of Students _____ % of Class on trip _____ # of Adults _____

List all teachers going on trip: _____

Will subs be needed for this date? No _____ Yes _____ # of Subs Needed _____ When _____

Subs will be needed for the following teachers: _____

Destination: _____ Town _____ State _____
Country _____

Departure Time: _____ Return time: _____ Student Fee: _____ Transportation Cost: _____

How does this trip relate to the instructional program? _____

PAYMENT TO BE MADE AS FOLLOWS:

Students \$ _____ Other School Funds \$ _____ Total Cost \$ _____ Bus Company _____

Teacher's Signature _____ Date: _____

Department Head Signature _____ Date: _____

Bldg. Administrator Approval Signature _____ Date _____

Assistant Superintendent's Approval _____ Date _____

For Central Office Use: Received _____ Returned _____ BOE _____

[Commentary: The policy states that the Board will not sponsor or support foreign travel, but then proceeds to “permit” teachers, under the direction of Principals, to arrange trips to foreign countries. This revision attempts to more clearly distance the Board from direct involvement and sponsorship of such trips. It should be noted that since the Board has chosen not to support foreign travel and such trips are essentially private endeavors, the school administration’s involvement is rather restricted. The school administration may only control activities associated with the trip that occur on school grounds. It would be inappropriate for the High School Principal to cancel the trip (due to, for example, the threat of terrorist activity). Should the Principal cancel a trip, the Board might be liable in some way for financial damages caused by the cancellation despite the clear words of this policy. Also, it would be inappropriate for teachers participating in the trip to receive some kind of compensation from the Board. Finally, students may only be disciplined for misbehavior on the trip to the same extent that they would be subject to discipline for actions occurring off school grounds. If you want to exercise more control and authority, then the policy can be written that way, but it will be difficult to maintain the position that the Board is not supporting the trip.]

6153.1

Instruction

Educational Tours

Foreign Trips

The New Milford Board of Education does not sponsor or financially support foreign travel for students of the New Milford Public Schools. ***Members of the school community are free to make private arrangements for students to participate in foreign travel.***

If a faculty member wishes to act as a private agent and arrange trips to foreign countries for high school students and such travel is relevant to classroom study and will be guided by a reputable and responsible private agency, the Board will allow the following activities on school grounds:

- 1. Information about anticipated trips may be given to students and their parents as long as such information clearly states that participation is voluntary, the trip is not sponsored by the Board, all expenses will be paid by participating students and/or their parents, and the student’s grades will not be affected in any way by participation;***
- 2. Faculty and students participating in the foreign trip may conduct meetings on school grounds. Students will not be contacted or meet during regular school hours. The Principal shall control the number of meetings in the school building which are related to the proposed trip;***
- 3. The trip organizers and participating students shall make every effort to avoid creating peer pressure or conflicts between students and their parents. Planning, discussion, and reports on trips, especially when they take place during classes, will be kept to a reasonable level and handled with sensitivity and courtesy to minimize any feelings of embarrassment, discontent, or exclusion on the part of non-participating students;***

4. ***Any fund-raising activities conducted by students on school grounds or during school-sponsored events, must be approved by the High School Principal. During any such fund-raising activities, it shall be made clear that the trip is strictly a private effort and not sponsored by the Board of Education.***

Participants and their parents/guardians are solely responsible for any contractual provisions made with any travel provider, including, but not limited to, cancellation policies and the Board of Education accepts no responsibilities thereto.

~~The New Milford Board of Education does not sponsor or financially support foreign travel for students of the New Milford Public Schools.~~

~~The Board permits teachers under the direction of the Principal, to arrange trips to foreign countries for high school students when such travel is relevant to classroom study and is sponsored by a reputable and responsible private agency.~~

~~The costs of foreign trips will be paid by participating students and/or their parents and by fund-raising activities which are approved by the High School Principal. In all fund-raising activities, it shall be made clear that the trip is strictly a class effort. The Board of Education will bear no responsibility for or for costs of the trips.~~

~~Information about projected trips will be supplied to students and their parents in a way that makes clear that participating is voluntary, that the trip is extra-curricular and not sponsored by the Board, and that the student's grade will not be affected in any way by participating. Every effort will be made to avoid creating peer pressure or conflicts between students and their parents. Planning, discussion, and reports on trips, especially when they take place during classes, will be kept to a reasonable level and handled with sensitivity to minimize insofar as possible any feelings of embarrassment, discontent, or exclusion on the part of non-participating students.~~

~~Participants are solely responsible for any contractual provisions made of any travel provider, including but not limited to cancellation policies and the Board of Education accepts no responsibilities thereto.~~

Policy adopted: June 10, 2003
Policy revised: June 27, 2005
Policy revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

RECOMMENDED FOR REPLACEMENT

[Comment: Recommend replacement of current policy with the following, which is much briefer and simply states the essentials. Special education is highly regulated with federal and state law and regulations, therefore, there really is no need to make your Board level policy that specific. This policy must be accompanied by administrative regulations, preferably the model special education policy established by the State Department of Education. If the administration does not want to use the SDE model policy as its administrative regulations, then the SDE must review and approve of the regulations the district creates. The SDE model policy was last updated in 2007. There is one suggested alteration to the SDE model based upon recent changes in the law (document of suggested changes attached). The SDE model policy will need to be tailored to your district. The SDE model is available at <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/PolicyProceduresManual.pdf>.]

6159(a)

Instruction

~~Individualized Education Program~~/Special Education Program

Pursuant to Part B of the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. 1411 et seq., the Board of Education provides a free appropriate public education to all children with disabilities residing in the school district between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled.

The Board is committed to ensuring that, to the maximum extent appropriate, children with disabilities are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily in accordance with IDEA.

Parents are encouraged to bring specific concerns about their child's potential need for special education and related services to the Director of Special Services, Office of Student Affairs and Special Services, 860-354-2654.

Administrative Regulations

In the provision of special education and related services, the Board complies with the requirements established by state and federal laws and regulations. The Superintendent of Schools in conjunction with the [Director of Special Services] shall establish and implement administrative regulations consistent with the mandates of federal and state law that address, at minimum, the following aspects of the District's special education program:

- **Child Find and Identification**

A process to ensure that all children with disabilities residing in the District who are in need of special education and related services are identified, located, and evaluated. This includes children with disabilities who are homeless or wards of the state and children with disabilities attending private schools, regardless of the severity of their disabilities. The District shall

participate in transition planning conferences for children in early intervention programs entering preschool programs.

- *Individualized Education Programs*

Specific procedures for developing, implementing, reviewing, maintaining, evaluating and revising individualized education programs for children requiring special education and related services.

- *Procedural safeguards*

Practices to ensure that children with disabilities and their parents are given required notices including the procedural safeguards.

- *Confidentiality*

Procedures to maintain the confidentiality of records and personally identifiable information at the collection, storage, disclosure, and destruction stages of handling.

- *Discipline*

Specific procedures for handling the discipline of students receiving special education and related services.

Legal References: *Connecticut General Statutes:*

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

R.C.S.A. 10-76d-1 et seq (State special education regulations)

20 U.S.C. 1411 et seq, Individuals with Disabilities Education Act (IDEA)

34 C.F.R. Part 300, (IDEA regulations)

~~The school district shall comply with all state and federal laws concerning the provision of a free appropriate public education to students with disabilities.~~

Referral

~~The school district is responsible for identifying children with disabilities and for determining whether such children are eligible for special education services. Any child who is a resident of the Town of New Milford, whether a student of the school district, of pre school age, or between the ages of three and 21 years of age, inclusive, but not attending district schools, who is identified as potentially being in need of special education 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 services.~~

~~Prior to the referring of a student for special education, the pre-referral process should be completed. This process assures that strategies in the regular education classroom have been developed, implemented and evaluated. If it is determined that the alternative strategies have been attempted and that significant progress towards meeting the student's identified needs has not been made, then the student shall be referred to the Planning and Placement Team in order to determine whether special education services are necessary.~~

~~Each child who has been suspended repeatedly or whose behavior, attendance or progress in school is considered unsatisfactory or at a marginal level of acceptance shall be referred to the Planning and Placement Team for consideration of eligibility for special education services.~~

~~A parent, physician, social worker, or other outside agency may refer a student directly for special education services. During these situations the alternative strategies process may be bypassed.~~

~~Planning and Placement Team or Individualized Education Program Team~~

~~The Planning and Placement Team (PPT) for any identified student shall consist of at least the following:~~

- ~~1. — A representative of the school district other than the individual's teacher, who is qualified to provide, or supervise, the provision of special education;~~
- ~~2. — At least one special education teacher of the child, or if appropriate, at least one special education provider of the child;~~

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

- ~~3. — A regular education teacher (if the child is, or may be, participating in th regular education environment);~~
- ~~4. — One or both of the student's parents, a surrogate parent, and/or a representative chosen by the parent;~~
- ~~5. — The student, where appropriate;~~
- ~~6. — For a student who is being evaluated for the first time, a member of the assessment team shall be present, and at least one of the persons present shall be knowledgeable about the assessment procedures; and~~
- ~~7. — At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and~~

~~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.~~

~~If the purpose of a PPT meeting is the consideration of transition services for a student, the District shall invite the student and a representative of any other agency that is likely to be responsible for providing or paying for transition services.~~

~~In the event of a meeting to review or revise the individualized education program of a child in an~~

~~out of district or a private placement, a representative of the out of district or private facility shall also be invited. In addition, a representative of the outside facility shall contribute to the development of the individual educational program.~~

Parental Participation

~~Each Board of Education shall take steps to ensure that one or both of the child's parents are afforded the opportunity to participate in each meeting to develop, review or revise the individualized education program for that child. Every effort shall be made to schedule meetings at a mutually agreed upon time and place. Steps to ensure parental participation shall be taken in accordance with the following:~~

- ~~1. At least five days prior to the meeting, parents shall be advised in writing, in their dominant language, of their rights to be participating members of the Planning and Placement Team.~~
- ~~2. Such notice shall also specify the purpose, time and location of the meeting and who has been invited.~~
- ~~3. If neither parent can attend, reasonable efforts shall be made to secure parental participation by other means such as conference calls or home visits.~~
- ~~4. A meeting may be conducted without a parent in attendance if the Board of Education is unable to secure parental attendance. In this event, the Board of Education shall have a detailed record of its attempts to arrange parent participation.~~
- ~~5. Each Board of Education shall take any and all actions necessary to ensure that the parents understand the proceedings at the meeting. This shall include, but not be limited to, providing an interpreter for the parents who are in need of such services.~~
- ~~6. A full written explanation of all due process procedures available to parent shall accompany all notices.~~

Planning and Placement Team Description

~~The Planning and Placement Team is required to convene in the following situations:~~

- ~~1. to develop an evaluation plan for a student referred for eligibility determination, as well as for students already identified but requiring further evaluation;~~
- ~~2. to review the results of the evaluations and to identify the student as disabled, if indicated;~~
- ~~3. to develop an individualized educational program (IEP), based upon evaluation results and to determine the proper placement;~~
- ~~4. to review the special education program for a child on an annual basis or more frequently if deemed necessary and to make the necessary IEP modifications, adjustments or program changes.~~
- ~~5. to exit a student from special education and/or related services, if evaluation results warrant.~~

Evaluations

~~Each child who has been referred and who may require special education and related services shall be evaluated in order to determine whether special education is required. Each child receiving special education and related services shall be re-evaluated at least once every three years. In addition, a re-evaluation shall be conducted upon the request of the parent or personnel working with the child.~~

~~A complete evaluation study shall be conducted for each child referred who may require special education and related services. The evaluation study shall include reports concerning the child's educational progress, structured observation, and such psychological, medical, developmental and social evaluations as may be appropriate in determining the nature and scope of the child's exceptionality. Such reports may include information concerning the child's physical condition, socio-cultural background and adaptive behavior in home and in school. All sources of information shall be documented. If the child is dominant in a language other than English, the evaluation study shall also include systematic teacher observation of the specific areas of concern. Detailed information about the child's performance at home and in the community and any prescriptive or diagnostic teaching which has taken place shall be included.~~

~~The evaluation procedures, instruments and techniques shall be non-discriminatory and be validated for the specific purpose for which they have been designed. All such evaluation procedures, instruments, and techniques shall be administered by appropriately certified and/or licensed personnel in accordance with procedures recommended by the test publisher.~~

- ~~1. All evaluation procedures, instruments and techniques shall be administered in the child's dominant language or other mode of communication.~~
- ~~2. More than one evaluation procedure, instrument, or technique shall be used as the basis for placement. The results of standardized or local tests of ability, aptitude, affect, achievement and aspiration shall not be exclusively used as the basis for placement.~~
- ~~3. Tests shall be selected and administered so as best to ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (except where those skills are the factors which the test purports to measure.)~~
- ~~4. Evaluation procedures, instruments and techniques shall include those designed to assess specific areas of educational need and, where appropriate, language dominance, and shall not be limited to those which are designed to provide a general intelligence quotient.~~

Independent Evaluation

~~Parents have the right to obtain an independent evaluation, conducted by an appropriately certified and/or licensed examiner who is not employed by the responsible Board of Education, of their child. The PPT shall provide to parents, on request, information about where an independent evaluation may be obtained.~~

~~Parents have the right to an independent evaluation at public expense if the parents disagree with an evaluation obtained by the Board of Education. However, the Board of Education may initiate a due process hearing, to be conducted by the State Department of Education, to show that its~~

evaluation is appropriate. If there is a determination by the State Department of Education Hearing Officer that the evaluation of the school district was appropriate, the parents still have the right to an independent evaluation, but not at public expense. For purposes of this policy, "at public expense" means that the evaluation is provided at no cost to the parents.

If the parents obtain an independent evaluation at private expense, the results of the evaluation must be considered by the PPT in any decision concerning the provision of a free appropriate public education to the child and may be presented as evidence at a due process hearing conducted pursuant to the State Department of Education.

Whenever an independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria which the school district uses when it initiates an evaluation.

Individualized Education Program (IEP)

The individualized education program shall be based upon the diagnostic findings of the evaluation study. The Planning and Placement Team shall base recommendations for any changes in a child's individualized education program upon the child's current individualized education program and any information relating to the child's current educational performance.

Each Planning and Placement Team shall develop, or revise, whichever is appropriate, the individualized education program for each child requiring special education and related services prior to the beginning of each school year. In the case of a student enrolled after the last day of the previous school year, this process shall be completed by October first of the school year.

The individualized education program shall be a written statement developed by the PPT which shall include the following:

1. A statement of the child's present level of educational performance, including, where appropriate, academic achievement, social adaptation, prevocational and vocational skills, psychomotor skills and self help skills;
2. A statement of annual educational goals for the school year under the child's individualized educational program;
3. A statement of short-term instructional objectives derived from the annual educational goals. This shall include objective criteria, evaluation procedures and schedules for determining, on a regular basis, whether the short-term instructional objectives are being achieved;
4. A statement of specific educational services needed by the child, including a description of special education and related services which are needed to meet the needs of the child. Such description shall include the type of transportation necessary and a statement of the recommended instructional settings;
5. The date when those services will begin and length of time the services will be given with the length of the school day and school year needed to meet the child's special education needs, including criteria to determine when services will no longer be needed;
6. A description of the extent to which the child will participate in the regular education program. This shall include a description of how the regular education program will be modified to meet the child's needs;

- ~~7. A list of the individuals who shall implement the individualized program; and~~
- ~~8. In the case of a residential placement, whether such placement is being recommended because of the need for services other than educational services.~~

~~The school district shall use a standardized individualized education program form that shall be subject to the approval of the State Board of Education.~~

Timelines

~~Special education and related services shall be provided as soon as possible after the planning and placement team meeting held to review, revise or develop the child's individualized education program, but in any event not later than the following timelines.~~

~~In the case of a referral made during the academic year, the timelines shall be as follows:~~

- ~~1. The individualized education program shall be implemented within forty five school days of referral or notice, exclusive of the time required to obtain parental consent.~~
- ~~2. In the case of a child whose individualized education program calls for out of district or private placement, the individualized education program shall be implemented within sixty school days of referral or notice, exclusive of the time required to obtain parental consent. If difficulty of placement is such as to occasion a delay beyond this period, the Board of Education shall submit to the State Board of Education written documentation of its efforts to obtain placement in a timely manner.~~
- ~~3. Where necessary, parental consent shall be given within ten school days of the date of notice, or, where appropriate, of the date of the planning and placement team meeting in which the parents participated.~~
- ~~4. A full copy of the individualized education program shall be sent to the parents within five school days after the planning and placement team meeting to develop, review or revise the individualized education program.~~

~~In the case of a referral made in between school years, the effective date of the referral may be deemed to be the first school day of the next school year.~~

Placement

~~Educational placements are made in accordance with the requirements set forth in the IEP of each child requiring special education and related services. The least restrictive environment is considered for each student based on the IEP. In selecting the least restrictive environment, consideration is given to any potentially harmful effect on the child or on the quality of services the child needs. To the maximum extent appropriate, students with disabilities, including children in public or private institutions or other care facilities, are educated with their peers in regular education environments. Special classes, separate schooling, or other removal of disabled children from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Each child with disabilities shall participate to the maximum extent appropriate with non disabled age appropriate peers in non academic and extra curricular services and activities, including meals and recess periods.~~

Instruction

Individualized Education Program/Special Education Program

Placement (continued)

Interpreting evaluation data and in making placement decision, the PPT shall:

1. ~~draw upon information from a variety of sources, including attitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;~~
2. ~~ensure information obtained from all of these sources is documented and carefully considered;~~
3. ~~ensure that the placement decision is made by a group of persons including person's knowledge about the child, the meaning of the evaluation data, and the placement options; and~~
4. ~~make the placement decision in conformity with the least restrictive environment considerations.~~

~~When the PPT meeting makes the determination of which placement is most appropriate to deliver education in the least restrictive environment, a continuum of services shall be used to guide the placement selection. This is done at no cost to the parents of the child. This continuum shall consider programs ranging from regular education programs with students who are not disabled to special education programs with students who are the most severely disabled. The PPT shall also consider homebound placements, hospitalized instruction, diagnostic placements and private school placements where such placements are considered necessary by the PPT in order for a student to receive a free appropriate public education.~~

Notice

~~The PPT shall notify parents of students requiring special education and related services five days before proposing to, or refusing to, initiate or change the child's identification, evaluation or placement. Written notice shall be sent to the parents no later than five days after date of referral. In addition, written parental consent shall be obtained prior to pre placement evaluation, initial placement or private placement of a child who requires or may require special education and related services. If the student is considered an emancipated minor or eighteen years of age or older, such notification shall be to the student.~~

~~The notice shall include the following information:~~

1. ~~The reason of the notice. In the event of a referral, the notice shall include the source and date of the referral;~~
2. ~~A description of the general evaluation procedure to be used;~~
3. ~~A statement of parental rights to review and obtain copies of all records used as a basis for the referral, to be fully informed of all evaluation results, and to obtain an independent educational evaluation as part of the evaluation process; and~~
4. ~~A full explanation of all due process procedures available to parents.~~

Where parental consent is required, notice shall include the above requirements and the following information:

1. ~~A statement of parental rights to refuse consent and that, if consent is given, it may be revoked at any time;~~
2. ~~A statement that parental failure to respond, within ten school days from the date of the notice, shall be construed as refusal of consent; and~~
3. ~~A statement that, if contested, the child's current educational placement will not change until due process procedures have been completed.~~

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:
Policy revised:

June 10, 2003

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Instruction

Textbooks and other Learning Resource Materials- Selection and Adoption

It is the policy of the New Milford Board of Education to provide *learning resource* ~~instructional~~ materials that support and enrich the curriculum and further the achievement of the school system's instructional goals.

The term "learning resource materials" refers to any material with instructional content or function that is used for formal or informal teaching/learning purposes, including all library media materials. All learning resource materials purchased by the school district shall be acquired in accordance with this policy and accompanying administrative guidelines.

~~The selection of textbooks will be carried on continuously in order to keep up with the great expansion of knowledge and the rapid changes going on in our world today.~~

Textbook adoptions shall be approved by the Board of Education in accordance with relevant law. 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 are defined as the primary or basic reading for students in a particular subject and/or student section in a semester or during an entire school year, and that resource which provides 50% or more of the information upon which the program of instruction is based. Supplemental and reference books shall not be considered to be textbooks.

~~Where applicable, all textbooks should present balanced views concerning the international, national, and local issues and problems of the past, present and future. Textbooks should:~~

Guiding Principles for the Selection of Textbooks and other Learning Resource Materials

The responsibility for recommending textbooks for approval by the Board and reviewing and selecting all other learning resource materials is delegated to the professional personnel employed by the school district. The professional staff is responsible for recommending textbooks and selecting other learning resource materials which provide information and experiences that:

1. ~~Provide materials to~~ Stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values;
2. ~~Allow sufficient flexibility for meeting the special needs of individual students and groups of students~~ *Implement, enrich, and support the curriculum, taking into consideration the varied interests, abilities, needs, and maturity of the students served;*
3. ~~Provide materials that will~~ *Help* students *to* develop abilities in critical reading and thinking;

4. ~~Provide materials that will develop and foster an appreciation of cultural diversity and development in the United States and throughout the world~~ ***Provide balanced views concerning the international, national, and local issues and problems of the past, present, and future;***
5. ~~Provide for all students an effective education that, in compliance with the Title VI, Title IX and Section 504 of the Rehabilitation Act of 1973, does not discriminate on the basis of race, creed, color, national origin, age, sex, or handicap~~ ***Be free of bias and intolerance in the areas of gender, race, color, religion, age, national origin, marital status, sexual orientation, and disability;***
6. ***Accurately present the achievements and accomplishments of individuals and groups from all ethnic and racial backgrounds and of both sexes.***

[COMMENTARY: You may want to give further guidance to professional staff on the selection of textbooks by including in this policy some version of the following:]

Criteria for the Selection of Textbooks

In addition to the guiding principles for the selection of learning resource materials, textbooks recommended to the Board of Education for formal approval and adoption shall be selected based upon the following criteria:

- ***Correlation with the district's curricula described in the individual subject area or course curriculum***
- ***Significant value for instructional use based upon selection guidelines for the subject area's essential curriculum***
- ***The level of difficulty of languages and of ideas for students who will use the material***
- ***Stimulation of student thinking, reasoning, factual and conceptual knowledge, literary appreciation, and active participation in dialogue related to the instruction***
- ***Inclusion of the most recent thinking, trends, and issues in the subject area***
- ***Integration of technology and/or digitally generated information/processes***
- ***Support for research-based instruction and assessment strategies to develop student skills and monitor student achievement***
- ***Adaptability to students' individual needs***
- ***Supports aesthetic values, ethical standards, and character development***
- ***Balanced and accurate presentations in text and illustrations***
- ***Reflection of the pluralistic, multi-ethnic nature of our society, past and present***
- ***Representative of Connecticut's foundation skills including literacy, numeracy, technology, character, citizenship, and diversity***
- ***Sustained skill, topic, and concept development throughout grade level/course and transition (where appropriate) to next grade level/course in sequence***
- ***Format and price***

The administration will develop and review administrative rules outlining a procedure to select textbooks ***and other learning resource materials*** which meet the above criteria. This procedure shall include analysis, evaluation, and recommendation by professional staff.

Requests for Reconsideration

Challenges or objections to a textbook or other learning resource material shall be made in accordance with administrative regulations. Every reasonable effort will be made to resolve complaints informally through discussion with the appropriate school personnel. Formal requests for reconsideration of learning resources materials shall be processed by the Superintendent of Schools. Challenges to textbooks shall be reviewed by the Board of Education. Challenges to other learning resource materials shall be reviewed by the Superintendent of Schools. If the complainant disagrees with the decision of the Superintendent of Schools, he/she may request that the Board of Education review the matter. If the Board declines to review the matter, the decision of the Superintendent of Schools shall be final. If the Board of Education agrees to review the matter, the Board shall involve appropriate school district personnel.

Legal reference: Connecticut General Statutes
 10-18a Contents of textbooks and other general instructional materials
 10-221 Boards of education to proscribe rules, policies & procedures
 10-228 Free Textbooks, supplies, materials and equipment
 10-229 Change of textbooks

Policy adopted: June 10, 2003
Policy revised: June 27, 2005
Policy revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

RECOMMENDED FOR REPLACEMENT

[Commentary: Suggest replacement of entire policy as follows, with notice as an addendum. The content of the revised version of the policy is not much different, but organized differently for better clarity. For administrative convenience, you have also been provided samples of model notices that have been developed by the U.S Department of Education, but this document need not be part of your policy or regulation, though it is provided for use in connection with this policy and could be tailored for your district and maintained in the form of a regulation. Also, these revisions were provided with recent updates to Student Records policies and may have been placed with the that policy's regulations. You may wish to remove the PPRA from the Student Records regulations to avoid any redundancies.]

6162.51(a)

Instruction

Surveys of Students (Student Privacy)

Protection of Student Privacy

Surveys, Certain Physical Examinations, and Parental Access to Information

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

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

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

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

- ~~1. — political affiliations or beliefs of the student or the student's parent;~~
- ~~2. — mental or psychological problems of the student or the student's family;~~
- ~~3. — sex behavior or attitudes;~~

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

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

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

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

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

- ~~1. — The collection, disclosure and use of personal information gathered from students for the purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students, such as:~~
 - ~~a. — College or other postsecondary education recruitment, or military recruitment;~~
 - ~~b. — Book clubs, magazines and programs providing access to low-cost literary products;~~
 - ~~c. — Curriculum and instructional materials used in schools;~~
 - ~~d. — Tests and assessments used by schools to provide cognitive, evaluative, diagnostic, clinical, aptitude or achievement information about students;~~
 - ~~e. — Student recognition programs; and~~
 - ~~f. — The sale by students of products or services to raise funds for school-related activities or education-related activities.~~

- ~~2. The administration of any survey that delves into the restricted sensitive subject areas identified and listed above; or~~
- ~~3. The administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law.~~

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

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

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

~~_____ P.L. 107-110, (HR-1 “Leave No Child Behind”) § 1061/1062 Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors. (20 U.S.C. §1232h)~~

~~_____ Regulation 34-CFR Part 99~~

The Board of Education is committed to protecting the privacy rights of students in the school district in a manner consistent with the Protection of Pupil Rights Amendment (PPRA). The PPRA establishes the parameters that school districts must follow whenever personal information is collected from students as part of a survey, analysis, evaluation, or certain types of physical examinations. Parents also have the right to inspect surveys and instructional materials that concern student information of a protected nature.

For the purpose of this policy, the term “parent” includes parents, guardian, or other persons standing in loco parentis (such as a grandparent or step-parent with whom the child lives or a person who is legally responsible for the welfare of the child). The term also includes students who are age 18 or older, since the rights of the parent transfer to the student at age 18.

I. Student Surveys

A. Protected areas of information

The following eight categories are considered “protected areas” for the purpose of collection of student information by survey, analysis, and evaluation:

- 1. Political affiliations or beliefs of the student or student’s parent;*
- 2. Mental or psychological problems of the student or student’s family;*
- 3. Sex behavior or attitudes;*

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

B. Prior written consent for federally funded surveys revealing protected information

Written consent of a parent must be obtained prior to participation of any student in a survey or evaluation that is funded in whole or in part by the U. S. Department of Education if the survey elicits information concerning any of the eight protected areas listed in Section A above.

C. Opportunity to opt-out of other surveys revealing protected information

For surveys not funded in any part by the federal government, parents need not give written consent, but must instead be given prior notice of the survey with the opportunity to opt their child out of participation if the survey elicits information concerning any of the eight protected areas listed in Section A above.

II. Collection of student information for marketing purposes

A. Opportunity to opt-out of marketing surveys or data collection

The school district shall offer parents the opportunity to opt their child out of activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose. "Personal information" is defined as individually identifiable information including: 1) a student's or parent's first and last name; 2) a home or other physical address, 3) a telephone number; or 4) a social security number.

B. Exceptions

The requirements concerning these activities do not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following:

1. *College or other postsecondary education recruitment or military recruitment;*
2. *Book clubs, magazines, and programs providing access to low-cost literary products;*
3. *Curriculum and instructional materials used by elementary schools and secondary schools;*
4. *Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;*
5. *The sale by students of products or services to raise funds for school-related or education-related activities; and*
6. *Student recognition programs.*

III. Administration of Physical Examinations and Screenings

A. Opportunity to opt-out of certain physical examinations

The school district shall offer an opportunity for parents to opt their child out of participating in any non-emergency, invasive physical examination or screening that is: 1) required as a condition of attendance; 2) administered by the school and scheduled by the school in advance; and 3) not necessary to protect the immediate health and safety of the student or of other students. An “invasive physical examination” is defined as any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

B. Exceptions

This provision does not apply to any physical examination or screening that is permitted or required by State law, including physical examinations or screening permitted without parental notification.

IV. Parental Access to Information

Parents shall have the right to review, upon request, any survey that concerns one or more of the eight protected areas, any instructional materials used in connection with any survey that concerns one or more of the eight protected areas, any instrument used in the collection of personal information for marketing or sales purposes, and any instructional material used as part of the educational curriculum for the student. “Instructional material” is content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital format, but does not include academic tests or academic assessments.

V. Notification

1. Parents will be given notice of their rights under the PPRA and this policy annually, at the beginning of each school year, and within a reasonable period of time after any substantive changes are made. (Addendum A)

2. Parents shall be provided with reasonable notification (at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time) and given an opportunity to opt his or her child out of participation in the following specific activities:

- 1. Surveys (not funded by the federal government) that elicit information concerning any of the eight protected areas listed in Section I(A);*
- 2. Activities involving the collection, disclosure, or use of personal information collected from students for marketing purposes;*
- 3. Any non-emergency, invasive physical examination or screening as defined in Section III.*

VI. Administrative Regulations

The Superintendent of Schools shall develop administrative regulations - in consultation with parents - to implement this policy including any specific arrangements to protect student privacy, notification forms and the process for parents to inspect surveys, instruments for collecting marketing data and instructional materials.

(cf. 6141.11 - Curriculum Research/Experimental Projects)

(cf. 6161 - Equipment, Books and Materials: Provision/Selection)

(cf. 6161.1 - Evaluation/Selection of Instructional Materials)

Legal References: **20 U.S.C. §1232h Protection of Pupil Rights Amendment**
 34 C.F.R. Part 98 (PPRA regulations)

Policy adopted: **June 10, 2003**

Policy replaced:

Policy revised:

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

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

Federal law (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-

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

Receive notice and an opportunity to opt a student out of -

- 1. Any other protected information survey, regardless of funding;*
- 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and*
- 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.*

Inspect, upon request and before administration or use -

- 1. Protected information surveys of students;*
- 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and*
- 3. Instructional material used as part of the educational curriculum.*

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

The school district has adopted policies (Board of Education Policy 6162.51 and 6141.11) and regulations, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school district will directly notify parents of these policies at least

annually at the start of each school year and after any substantive changes. The school district will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The school district will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

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

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

*Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5901*

Instruction

Use of Copying Devices

Publication or Creation of Educational Materials -- Copyrights: Printing and Duplication

It is the policy of the New Milford Board of Education to acknowledge and abide by the federal Copyright Act, 17 U.S.C. 101 et seq.

Copyright is a form of legal protection provided to authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works. By law, the owner of a copyright is entitled to distribute, perform, display, sell, lend, rent, reproduce, and create derivative works from original works of authorship that are fixed in a tangible medium. The protection applies to published and unpublished works. It is illegal for anyone to violate the rights of the copyright owner by copying, displaying, distributing, performing, selling, lending, renting, reproducing, or creating derivative works of the original work without the authorization of the copyright owner. There are exceptions to the requirement for authorization such as the “fair use” doctrine, which includes certain educational purposes.

The Board of Education expects all students and staff to act in accordance with the Copyright Law when using school copying devices or working with copied materials. Failure to observe this policy and applicable administrative regulations may subject individuals to disciplinary action up to and including expulsion from school or termination of employment.

The Superintendent of Schools shall develop administrative regulations pursuant to this policy to provide guidance to assist school staff and students to comply with the requirements of the Copyright Law.

~~It is illegal for anyone to duplicate copyrighted materials without permission, except to the extent such duplication may fall within the bounds of the "fair use" doctrine.~~

~~The Board further recognizes that severe penalties are provided for unauthorized copying of audio, visual or printed materials unless the copying falls within the bounds of "fair use".~~

~~Any duplication of copyrighted materials by employees, therefore, must be done with permission of the copyright holder or within the bounds of "fair use" as set forth in the guidelines concerning use agreed upon by various representative groups of publishers, authors, composers, teachers and other affected parties.~~

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

Policy adopted: June 10, 2003
Policy revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

RECOMMENDED FOR REVISION

[COMMENT: This suggested revision consolidates Board Policy 6161.3, “Comparability of Services,” with this policy.]

6172.41(a)

Instruction

Title I Programs

The Superintendent or his/her designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

Comparability of Services

In order to fulfill the fiscal mandates of Title I, the Board of Education affirms that state and local funds will be used in Title I schools to provide services that, taken as a whole, are at least comparable to services in schools that do not receive Title I funds. In other words, the district will equalize the provision of educational services among its schools before it supplements its Title I schools with federal funds.

The Superintendent shall ensure comparability among schools by:

- 1. Maintaining a district-wide salary schedule.***
- 2. Providing equivalence among schools in teachers, administrators, and other staff***
- 3. Providing equivalence among schools in the provision of curriculum materials and instructional supplies.***

The Superintendent of Schools or designee shall maintain records that are updated at least biennially to document the District’s compliance with this requirement and provide written assurances regarding comparability to the State Department of Education as required by law.

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

Title I Parental Involvement

The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

District-Level Parental Involvement Compact

The Superintendent or his/her designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parental Involvement Compact

Each Building Principal or his/her designee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

(cf. 3541 – Transportation)
(cf. 5111 – Admission)
(cf. 5117.1 – Intra-district Choice)
(cf. 5118.1 – Homeless Students)
(cf. 5125 – Student Records)
(cf. 5145.14 – On-Campus Recruitment)
(cf. 5145.15 – Directory Information)
(cf. 6141.311 – Programs for Limited English Proficient Students)
(cf. 6141.312 – Migrant Students)
(cf. 6159.1 – Teacher Aides)
(**cf. 6161.3 – Comparability of Services**)
(cf. 6162.51 – Student Privacy)
(cf. 6172.4 – Title I Parent Involvement)

Legal Reference: Title I of the Elementary and Secondary Education Act, 20 U.S.C.
§6301-6514.
20 U.S.C. 6321 Fiscal requirements

RECOMMENDED FOR REVISION

[Commentary: These revisions are intended to improve clarity and more accurately reflect the language of the state regulation pertaining to homebound instruction.]

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:~~ ***Homebound instruction shall be provided when a student's condition will cause an absence of at least three weeks' duration. Such instruction shall begin no later than two weeks from the first day of absence, provided that nothing in the student's condition precludes it.***

For students not otherwise in need of special education and related services, homebound or hospitalized instruction shall maintain the continuity of the student's regular program. The requirements of evaluation and an individualized education program shall not apply and a planning and placement team meeting need not be convened.

In the case of a child not previously receiving special education and related services, the requirements of evaluation and an individualized education program shall apply if there is reason for the planning and placement team to believe that the child will continue to require special education and related services.

In the case of a child receiving special education and related services, the planning and placement team shall, where necessary, modify short-term instructional objectives in the child's individualized education program.

~~When recommended by the Planning and Placement Team either as the student's entire program or as a supplement to his or her regular school program and one or more of the following conditions are met:~~ ***Homebound and hospitalized instruction shall be provided only when the planning and placement team finds that one or more of the following conditions applies:***

- ~~1. A physician indicates that the student is unable to attend schools for medical reasons.~~ ***1. A physician has certified in writing that the student is unable to attend school for medical reasons and has stated the expected date the student will be able to return to the school. A***
- 2. The student has a handicap which prevents him/her from learning in a school setting, or his/her presence in school constitutes a hazard to his/her or other students' safety and welfare.***
- 3. A special education program is pending being planned, and the child was at home at the time of the referral.***
- 4. A student is pregnant or has given birth and a physician has certified that homebound or hospitalized instruction is in the child's best interest and should continue for a specified period of time. in a postpartum period. When a student is pregnant or has given birth, the*** The Planning and Placement Team should consult ~~with the student's her~~ ***physician to determine when and for how long home instruction is in the best interest of the student.***

5. ***The parents or guardians of a student and the school district agree that a student shall receive homebound instruction.***
5. ~~Parents or guardians are unwilling to accept a special education program offered and homebound instruction is agreeable to the parents and the most satisfactory and economically feasible alternative.~~
6. ~~The Planning and Placement Team recommends homebound instruction as a supplement to the student's in-school program.~~

Homebound ~~and hospitalized~~ instruction shall be provided for at least one hour per day, or five hours per week, for children in grades kindergarten through six and at least two hours per day, or ten hours per week, for children in grades seven through twelve. ***Where evaluative data indicates that these time requirements are too great for the student, the planning and placement team may decrease instruction time.***

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

Legal Reference: Connecticut General Statutes

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

Regulations Connecticut State Agencies 10-76d-15 Homebound and hospitalized instruction

~~10-233a et seq. Exclusion.~~

Policy adopted: June 10, 2003
Policy revised: June 27, 2005

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

RECOMMENDED FOR REPLACEMENT

[Commentary: Suggest replacement of entire policy with the following, which incorporates changes in the law since this policy was last adopted.]

6200(a)

Instruction

Adult Education

The Board of Education recognizes that education is a lifelong process. Therefore, the Board shall establish and maintain a program of adult education classes for its adult residents of the school district. The Board may choose to provide its adult education program through cooperative arrangements with one or more other Boards of Education, eligible entities, or regional educational service centers.

I. Eligible participants

The adult education program is available to the following:

- 1. Any person sixteen (16) years of age or older who is not enrolled in a public elementary or secondary school;*
- 2. Students age sixteen (16) or older who have been assigned to an adult education class as an alternative educational opportunity pursuant to an expulsion proceeding;*
- 3. A public school student who is both under sixteen years of age and a mother may request permission from the Board of Education to attend adult education classes. The Board of Education, by motion duly made and voted upon, may assign such student to adult education classes;*
- 4. Students enrolled in full-time program in any local or regional school district may enroll in an adult education activity with the approval of the principal of the school in which the student is enrolled.*

II. Instruction

A. The adult education program must provide classes to adult residents of the school district in the following subjects:

- 1. Americanization and U.S. citizenship*
- 2. English for adults with limited English proficiency*
- 3. Elementary and secondary school completion*

B. The adult education program may also make classes available to adults (residents and non-residents of the school district) in any of the following subjects:

- 1. Any subject provided by the elementary and secondary schools including vocational education*
- 2. Adult literacy*
- 3. Parenting skills*
- 4. Any other subject or activity*

III. Fees

No fees may be charged to adult residents enrolled in any of the classes listed in Section I(A) above. The Board of Education may fix tuition and/or registration fees and collect fees for books and materials provided to students in any class or activity of the adult program listed in Section I(B). The Board may also lend books or materials and require students to pay a

deposit which will be refunded upon the return, in good condition, of the books or materials which were loaned to the student. Such deposit may not exceed the actual cost of such books or materials. The Board may waive fees in accordance with law.

IV. Adult education diploma

The adult education program provided by the school district shall grant an adult education diploma to a participant who satisfactorily completes a minimum of twenty (20) adult credits, of which not fewer than four (4) shall be in English, three (3) in mathematics, three (3) in social studies (including one in American history and at least a one-half credit course in civics and American government), two (2) in science and one (1) in the arts (fine or vocational).

V. Alternative methods for earning adult education credits

The adult education program provided by the school district shall award credit for the following:

- 1. Experiential learning, including (a) not more than two non-required credits for military experience, including training; (b) not more than one vocational educational non-required credit and one required or not more than two non-required credits for occupational experience, including training; and (c) not more than one non-required credit for community service or avocational skills;*
- 2. Successful completion of courses taken for credit at state-accredited institutions, including public and private community colleges, technical colleges, community-technical colleges, four-year colleges and universities, and approved public and private high schools and vocational-technical schools;*
- 3. Satisfactory performance on subject matter tests that demonstrate prior learning competencies, but not more than six such credits;*
- 4. Independent study projects, but not more than three such credits, provided that not more than one of such credit shall be applied for a required subject.*

The adult education program shall determine the number of weeks per semester that the program shall operate and shall provide certified counseling staff to provide adult education participants with educational and career counseling.

Legal Reference: Connecticut General Statutes

10-67 Definitions

10-69 Adult Education

10-73a Adult Education Fees and Charges

10-73d Request of certain students to attend adult education classes. Assignment

~~The New Milford Adult Education program provides education for all New Milford residents who do not have a high school diploma and who wish to remediate basic skills or obtain a high school diploma. It also provides New Milford residents with limited English proficiency the opportunity to learn English and residents from foreign countries to gain American citizenship. A number of other tuition non-credit courses are also available as a community service.~~

~~The goal of the New Milford Board of Education in providing this service is to promote literacy and learning as well as skills and credits for the high school diploma or equivalency diploma for New Milford residents who are no longer eligible for the New Milford Public Schools. The program~~

wishes to promote citizenship and language skills as well. The adult program also allows current high school students who may wish to access a course offered in the program, to participate in the high school diploma program, as long as permission is obtained from the High School Principal.

The New Milford Adult Education Program is open to all New Milford residents free of charge who do not have a high school diploma. It is available to residents and non residents alike who wish to pay to participate in a variety of non credit courses. All student transcripts and student records will be kept by the adult education program according to procedures outlined by the adult program and mandated by the State Department Bureau of Vocational and Adult Education.

Standards

1. ~~New Milford residents 16 years old or older who do not have a high school diploma may participate in the High School Diploma program, the Adult Basic Education program, or the G.E.D. program.~~
2. ~~New Milford residents 16 years old or older who are non English speaking may participate in the English as a Second Language program.~~
3. ~~New Milford High School students who have the permission of the High School Principal may register and receive credit for a course successfully completed.~~
4. ~~New Milford residents who are not American citizens may register for the American Citizenship program.~~

Legal Reference: ~~Connecticut General Statutes~~

- ~~10-67 Adult education definitions (as amended by P.A. 03-100)~~
- ~~10-69 (as amended by P.A. 03-100) and 10-73a Adult education.~~
- ~~10-71 (as amended by P.A. 03-100) 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.~~
- ~~P.A. 96-244 An Act Concerning Technical Revision to the Education Statutes.~~
- ~~P.A. 97-290 An Act Enhancing Choices and Opportunities~~
- ~~P.A. 03-102 An Act Concerning Adult Education and Workforce Development~~

Policy adopted: June 10, 2003
Policy revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

RECOMMENDED FOR REVISION

5121

Students

Examination/Grading/Rating

The Board of Education seeks, through performance objectives in its instructional program, to make achievement both recognizable and possible for students.

The issuance of grades on a regular basis serves to promote a process of continuous evaluation of student performance, to inform the student, the student's parents and counselor of his/her progress, and to provide a basis for bringing about change in student performance, if such change seems necessary.

Evaluation of student progress is a primary responsibility of the teacher. Every teacher shall maintain an evaluation record for each student in the teacher's classroom.

Each student enrolled in grades 2 through 10 shall take a standardized, statewide examination provided by and administered under the supervision of the State Board of Education intended to assess student mastery or proficiency. Achievement of a satisfactory score on the mastery or proficiency test shall not be required as the sole criterion for graduation.

(insert the cf and legal references from current policy)

(cf. 5124 - Reporting to the Parents)

(cf. 5125 - Student Records)

Legal Reference: Connecticut General Statutes

10-15b Access of parent or guardians to student's records.

10-154a Professional communications between teacher or nurse & student.

10-209 Records not to be public.

11-8a Retention, destruction and transfer of documents

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

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

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

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

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs.
implementing FERPA enacted as part of 438 of General Educ.
provisions act (20 U.S.C. 1232g)-parent and student privacy and
other rights with respect to educational records, as amended
11/21/96.

Falvo v. Owasso Ind. Sch. Dist. 99-5130 (10th Circuit-2000)

Policy adopted:
Policy revised:

June 10, 2003

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

RECOMMENDED FOR REVISION

[COMMENT: This is a highly revised version of your current Promotion/Acceleration/Retention policy, # 5123. State law requires the Board to establish objective criteria upon which to measure student progress and the appropriateness of promotion or retention—the criteria listed in this model policy incorporates some of the usual factors that schools consider, but you may tailor the criteria to your needs/practices as long as your criteria are not illegally discriminatory—such as consideration of a student’s disability, race, gender, etc.]

5123

Students-

Promotion/Acceleration/Retention

It is the policy of the Board of Education that all students should be placed in instructional programs in which they can achieve academically, emotionally, and socially. The Board is dedicated to minimizing the incidence of social promotion and ensuring that students are promoted from grade to grade based upon objective criteria that recognize the individual needs of the student. The decision to promote a student to the next grade level shall be based upon successful completion of grade-level requirements, with appropriate consideration being given to the mental, physical, emotional and social maturity of the student. When high academic achievement is evident, the Superintendent or designee may approve a student for acceleration into a higher grade level. The student’s social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

It is expected that the vast majority of students will progress satisfactorily through their elementary and secondary school programs with similarly-aged peers. Some students may require individual attention and supplemental services to realize their potential. Schools shall identify students in danger of failing and being at risk for retention. This identification shall also include those students who fail to meet the remedial standards of the CMT and CAPT statewide assessment programs. Prior to deciding on retention for a student not mastering the appropriate skills, the district shall provide and may require the student to attend one or more alternatives for remedial assistance. Students who have substantial academic deficiencies may be required to attend after school tutorial programs, Saturday tutorial programs, summer school, instruction during school vacations or during week-end programs, cross-age tutoring, student mentoring or any other programs offered by the school district that are designed to assist students in remedying such deficiencies. In certain situations, it may be in the best interests of the student to spend an additional year at a particular grade level.

The following criteria shall be used to determine the appropriateness of a student’s promotion to the next grade level:

1. Academic achievement in all subject areas, especially the basic skill areas of reading, writing, and mathematics as revealed by tests and teacher assessment
2. Emotional maturity
3. Social maturity
4. Relative chronological age
5. Relative physical size
6. Learning ability as determined by tests and teacher assessment
7. Work and study habits
8. Attendance record
9. Teaching situations into which the student will be placed
10. Placement of siblings
11. Parent or guardian opinion toward retention or promotion
12. Other relevant factors that impact the student's school experience and ability to progress satisfactorily

The Superintendent of Schools shall ensure that teachers, parents and students are made aware of the criteria that the school district uses in making decisions about student promotion and retention. The Superintendent shall also ensure that each school has a reliable system of informing parents and guardians in a timely manner of a student's risk of retention. The parent/guardian is to be fully involved and informed throughout the promotion/retention decision making process. Parents will be notified as early as possible that retention is being considered and, except in very unusual circumstances, no later than March 15. Grade placement shall be the Principal's responsibility. In the event that a parent/guardian is in disagreement with the Principal's decision, the parent/guardian may request a review of the decision by the Superintendent or Superintendent's designee. The decision of the Superintendent or designee shall be final.

Legal reference: Connecticut General Statutes

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

10-223a Promotion and graduation policies. Basic skills necessary for graduation, assessment process

Policy adopted:

NEW MILFORD PUBLIC SCHOOLS

Policy revised:

New Milford, Connecticut

RECOMMENDED FOR REVISION

[COMMENTARY: Suggested revisions for this regulation pertain only to the Request for Reconsideration. Some districts use a "Reconsideration Committee" to review requests for reconsideration. A sample of this is included herein, but there is no requirement or suggestion that you must use this method.]

6161(a)

Instruction

Book Selection

Definitions:

Basic Textbook: - a book or series of books specifically designated to be used as the basic instructional tool for a given subject or area of learning.

Co-Basic Textbook - a book similar to textbooks in format and content used to supplement basic textbooks in given subjects or areas of learning.

Supplementary Textbook - a book other than a basic or co-basic text, used to supplement learning in a particular subject or class.

Library Books - those books, other than basic and supplementary textbooks, used in instruction for fact-finding, information, aids to thinking and studying, literary masterpieces, and recreational reading.

Other Printed Materials - All vertical file material such as pamphlets, folders, reprints, reports and specific journals which are not classified as books.

Procedures for Selection of Basic and Co-Basic Textbooks

A textbook committee will be appointed by each Principal to review and evaluate basic textbooks in the given subject area and to make recommendations for adoption and changes.

Committees will consist of teachers in the grade, grades, or subject fields in which the textbook would be used. If a subject is taught in only one school, the committee will consist of persons from that school and appropriate administrative personnel. All schools in which the textbook would be used will be represented on the committee.

If the textbook series is used in more than one school, the Assistant Superintendent of Schools or his/her designee will serve as Chairperson.

The appropriate forms will be used to measure objectively the effectiveness of the textbooks being evaluated. The worksheet will be used for each book reviewed; the recommendation form for the text being recommended.

Instruction

Book Selection

Procedures for Selection of Basic and Co-Basic Textbooks (continued)

The textbook committee will make a report of its study to the Building Principal(s). Recommendations accepted by the Principal(s) will be forwarded to the Superintendent of Schools. In the event of disagreement between one or more Principals, the matter will be brought to the attention of the Assistant Superintendent of Schools.

Recommendations accepted by the Superintendent of Schools will be submitted to the Board of Education for final approval or rejection.

Procedures for Selection of Supplementary Textbooks

Guidelines for choice of books will include these considerations:

- a. Contribution to the reader
- b. Aesthetic value
- c. Appropriateness (relevancy) to the curriculum
- d. Readability in structure and content for a particular group
- e. Honesty
- f. Appeal to the age group

Each teacher requesting supplementary text will complete the appropriate form. He/she will explain why the book is recommended for a particular class and his/her objectives in regard to class and individual needs.

All recommended supplementary texts must have been referenced in one or more of the following guides:

- a. The Booklist: A guide to Current Books. Chicago, American Library Association, Semi-Monthly.
- b. English Journal, National Council of Teachers of English, Monthly, October to May.
- c. New York Times Book Review, New York Times Weekly
- d. Wilson Library Bulletin, H.W. Wilson, Monthly
- e. Library Journal, Bowker. Issued twice a month
- f. Fiction Catalog, with supplements, 8th edition, 1971, H. W. Wilson C.

Instruction

Book Selection

Procedures for Selection of Supplementary Textbooks (continued)

Every supplementary text must be acceptable to each immediate administrator or supervisor (Department Head, Principal, and Assistant Superintendent where applicable).

Recommendations accepted by the Superintendent of Schools will be submitted to the Board of Education for final approval or rejections.

Responsibilities and Procedures – at New Milford High School

The Building Principal particularly supported by interested students and parents will be responsible for the selection and recommendation for purchase of all books and materials to be used in the library located in his building. The Principal will ordinarily rely on the advice and recommendations of certified librarians where located in the school system.

Purchase orders for library books and materials will be coordinated by the Building Principal, and then transmitted through regular channels for approval.

Guides to be Used in Selection of Library Books

The following guides shall be used as the primary tools for the selection of basic library books:

- a. Professional review journals (such as, but not limited to)
 - The Book Report
 - Booklinks
 - Book List
 - CD-Rom Professional
 - Classroom Connect
 - Horn Book
 - School Library Journal
- b. Core Collection Tools
 - Children's Catalog
 - Elementary School Library Collection
 - Junior High School Catalogs
 - Senior High School Catalogs

Instruction

Book Selection

Guides to be Used in Selection of Library Books (continued)

The following guides may also be used for the selection of current books:

- a. The Booklist: A Guide to Current Books. Chicago, American Library Association, Semi-monthly.
- b. Elementary English. National council of Teachers of English.
- c. English Journal. National Council of Teachers of English.
- d. Horn Book Magazine. Boston, Horn Book, Inc. monthly.
- e. Library Journal. Bowker.
- f. New York Times Book Review. New York Times Weekly.
- g. Wilson Library Bulletin N.Y., W. W. Wilson.

Other Printed Materials:

- a) The Principal will be responsible for all materials used in the instruction of children at the building level.
- b) Teachers will be encouraged to select and use a wide variety of appropriate printed materials in the development of classroom programs. Each teacher will be responsible to the Building Principal for selection and use of other printed materials in the classroom.
- c) The procedures for the selection of library books will be followed in the selection of other printed materials especially for libraries, such as pamphlets, reports and reprints. Librarians will use these sources as guides:
 1. Vertical File Index
 2. A subject and title index to selected pamphlets and materials
 3. Monthly Catalog of U.S. Government publications.

Instruction

Book Selection

Citizens And Parents Complaints On Reading Materials/Instructional Materials Requests for Reconsideration of Books or other Learning Resource Materials

It is the policy of the New Milford Board of Education that:

- ~~1. Every parent has the right to request that his/her child not have to read a given book provided the request is made on the appropriate form to the Building Principal. The school will make reasonable efforts to comply with the request, provided there are reasonable grounds upon which the complaint is made.~~
- ~~2. Any citizen of the Town who wishes to request reconsideration of the use of any book in the schools must make such request in writing on forms provided through building Principals.~~
- ~~3. The final decision for controversial reading matter shall rest with the New Milford Board of Education after careful examination and discussion of the book or reading matter with school officials or anyone else the Board may wish to involve.~~

If the school receives a complaint regarding learning resource material, all parties shall be respectful of each other's viewpoints and open to discourse.

The building administrator (or Superintendent in the case of objections to textbooks) and other appropriate staff shall meet with the complainant to attempt to resolve the issue in an expeditious manner.

The administrator or other appropriate staff member shall explain the selection guidelines and criteria used for the selection of the learning resource material; the particular place the questioned resource occupies in the educational program; its intended educational usefulness; and any additional information regarding its use.

The complainant shall be provided with copies of Board Policy No. 6161 and the administrative regulations as well as a "Request for Reconsideration of a Learning Resource Material" form.

The complainant shall also establish whether his/her request is for reconsideration of a learning resource for his/her individual child or for its use by other students. Every parent has the right to request that his/her child not have to read a given book provided the request is made on the appropriate form. The school will make reasonable efforts to comply with the request, provided there are reasonable grounds upon which the complaint is made.

If the complaint can not be resolved informally, then the complainant may submit a formal “Request for Reconsideration of Learning Resource Material” form to the Superintendent’s office.

If the challenged resource material is a textbook, the Superintendent of Schools shall immediately inform the Board of Education of the complaint. The Board of Education shall respond to the formal Request for Reconsideration and determine whether the challenged textbook should be removed or restricted.

If the challenged material is something other than a textbook, the Superintendent of Schools shall review the material and determine whether it conforms to the principles of selection outlined in Board Policy 6161 and administrative regulations. The decision of the Superintendent shall be in writing.

If the decision of the Superintendent is not in favor of the complainant, the complainant shall be advised that he/she may request that the Board of Education review the complaint. This request must be made in writing within 14 calendar days of the date of the decision. The complainant must also be advised that if the Board of Education declines to review the complaint, the Superintendent’s decision will be final.

[Commentary: As indicated above, the following is a sample of a regulation creating a “reconsideration committee” to handle challenges to instructional materials. This sample is provided as an option for your consideration:]

Procedure for Processing a Request for Reconsideration of Learning Resource Material:

If the school receives a complaint regarding learning resource material, all parties shall be respectful of each other’s viewpoints and open to discourse. All parties should also allow the process to be completed before sharing information widely so the integrity of the process will not be compromised.

Informal Reconsideration

1. The building administrator (or Superintendent in the case of objections to textbooks) and other appropriate staff shall meet with the complainant to attempt to resolve the issue in an expeditious manner.
2. The administrator or other appropriate staff member shall explain the selection guidelines and criteria used for the selection of the learning resource material; the particular place the questioned resource occupies in the educational program; its intended educational usefulness; and any additional information regarding its use.
3. The complainant shall be provided with copies of Board Policy No. ____ and the administrative regulations as well as a *Request for Reconsideration of Learning Resource Materials* form.

4. The complainant shall also establish whether his/her request is for reconsideration of a learning resource for his/her individual child or for its use by other students.
5. If the request is for the complainant's individual child only and the administrator is unable to resolve the complaint, the complainant will be referred to the Superintendent for further discussion and exploration of alternatives.
6. If the complainant wishes to request reconsideration of the learning resource material for broad use (other students), then the *Request for Reconsideration of Learning Resources* form must be submitted to the Superintendent's office and the committee procedures outlined below should be followed.
7. If the complainant fails to complete and return the complaint within five (5) school days of receipt of the form, the complaint will be considered withdrawn.

Formal Reconsideration

1. Within ten (10) school days of the receipt of a *Request for Reconsideration of Learning Resources* form, the Superintendent's designee shall appoint a Reconsideration Committee. The committee shall include the following membership: the building principal or other administrative designee, the teacher(s) and department coordinator(s) (secondary level only) involved with the learning resource, a school psychologist (as needed), the building library media specialist, and three parents (other than the complainant). The parent representatives will be annually appointed as needed and represent each school level. The Superintendent's designee may include other district staff deemed to offer expertise in the content area that is the subject of the request for reconsideration.
2. In the case of a textbook challenge, the *Request for Reconsideration of Learning Resources* form shall be submitted to the Superintendent and the Board of Education shall serve as the Reconsideration Committee. They shall follow similar procedures as those defined for the Reconsideration Committee process used for all other learning resource materials, as noted below
3. The Superintendent's designee shall arrange for a Reconsideration Committee meeting as quickly as possible after the complaint is filed, giving the committee members an appropriate amount of time to read or examine the work in its entirety before the meeting. In the case of non-print learning resource materials, the committee may choose to view the material during a committee meeting and shall review the material in its entirety. The Reconsideration Committee may also consult additional district staff or other resources.
4. The Reconsideration Committee shall review the challenged learning resource material and judge whether it conforms to the principles of selection outlined in the district's *Guidelines for the Selection of Learning Resource Materials*. At the first committee meeting, the committee will:
 - a. Review the district's Selection of Learning Resource Materials policy and guidelines;
 - b. Review the *Request for Reconsideration of Learning Resource Materials* form submitted by the complainant;
 - c. Read professional reviews of the learning resource material, if available;

- d. Discuss the challenged material in the context of the educational program and intended audience for which it was selected;
- e. Form opinions based on the learning resource material as a whole, rather than on passages or sections taken out of context;
- f. Discuss the challenged learning resource material based upon documents supplied by the complainant, in the context of its use in the educational program;
- g. Choose to schedule a second meeting if more discussion or information is necessary;
- h. In the event a complainant is a parent/guardian of a student, all reasonable efforts shall be made to protect the identity of the complainant. Names or other forms of identifiers shall not be shared with parent representatives. However, the school district can not ensure anonymity and may have to release the identity of the complainant as required by law.

5. The final decision will be based on a response to the complaint as presented and will include one of the following statements:

- a. It is the consensus of the Reconsideration Committee that the learning resource material is compatible with the philosophy and criteria of the selection guidelines and should not be restricted or removed;
- b. It is the consensus of the Reconsideration Committee that the learning resource material is compatible with the philosophy and criteria of the selection guidelines, but should be restricted to conditions specified by the committee, or in the case of a textbook, by the Board of Education;
- c. It is the consensus of the Reconsideration Committee that the learning resource material is not compatible with the philosophy and criteria of the selection guidelines and should be removed/replaced. (Where the Board serves as the Reconsideration Committee, the Board may not change textbooks except by a two-thirds vote of all members of the board, notice of such intended change having been previously given at a meeting of such board held at least one week previous to the vote upon such change.)

6. Resolution:

- a. The Reconsideration Committee shall prepare a written decision, including the meeting date(s), a summary of the findings and a list of the individual committee members that participated.
- b. The Superintendent or designee will notify the complainant of the decision and provide the complainant with a copy of the committee's written decision.
- c. In the case of a non-textbook request for reconsideration, within ten (10) calendar days of receipt of the decision, the complainant may appeal a decision of the Reconsideration Committee to the Superintendent of Schools. The Superintendent shall review the written decision of the Reconsideration Committee and make a final decision.

Regulation approved:

June 10, 2003

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

RECOMMENDED FOR REVISION

[Commentary: An additional question for the evaluator to answer should be: Does this book fulfill the guiding principles and other criteria mandated by the Board of Education in Board Policy 6161?]

**6161
Form #1**

NEW MILFORD PUBLIC SCHOOLS New Milford, Connecticut

Author(s) _____ Title _____

Publisher _____ Date _____ Grades _____

Worksheet For Textbook Evaluation		Poor	Adequate	Superior
1.	Is the book suitable to the objectives of the Course? Attach same.			
2.	Are facts accurate? Are they significant? Are they carefully tied together so as to result in useful understandings?			
3.	Is the reading difficulty of materials including vocabulary sentence structure, paragraph structure and concepts presented suitable for the students for whom the book is intended?			
4.	Are the materials interestingly written and presented in a manner that is appealing to the age group for which it is intended?			
5.	How well in terms of proposed use does this book contribute to appropriate balance of representative points of view in the curriculum? If this book stresses any one point of view in terms of cultural, racial or ethnic background, state on the reverse side what objectives this meets in the course. Be specific.			
6.	Does the book include an appropriate number and variety of clear illustrative materials which enrich content, such as pictures, charts, graphs and diagrams?			
7.	Is there an organized plan for developing skills which could include locating, gathering, organizing and evaluating information, interpreting ideas, developing basic concepts, and developing critical thinking?			
8.	Does this book build on skills preceding it and prepare students for these skills needed in future grades? (Refer to appropriate curriculum guide).			
9.	Are the table of contents, index and appendix suitable?			
10.	Are there carefully correlated and properly graded supplementary exercises and/or drills?			
11.	Are such reading aids as variations in type, center, heads, side heads, italics, etc., used effectively?			
12.	Is the physical format (typograph, binding, design, quality of paper) appropriate?			
13.	Does the teacher's manual make maximum contribution to successful use of the book?			
14.	Are the author(s) recognized as authorities in the field?			

Signature of Evaluator

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Recommendation of Basic or Co-Basic Text Book Evaluation

Title of Book _____ Authors _____

Publisher _____ Copyright _____ Edition _____ # of pages _____

Grade _____ Date Submitted _____ Name of School _____

Committee Chairman and Members _____

of books needed _____ Price _____ Basic _____ Co-Basic _____

Course _____ Level Number _____

- I. Factors necessitating change and/or deficiencies and inadequacies in present text.

- II. Brief synopsis of book (a Xeroxed copy of a critical review of this material will be acceptable).

- III. Major factors in the selection and recommendation of this textbook.

- IV. Instructional improvement objectives to be sought with next text.

- V. Other co-texts or supplementary books that will be used in conjunction with this text and how they interrelate. (If any.)

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Recommendation of Basic or Co-Basic Text Book Evaluation

- VI. In light of its treatment of persons, themes or events and in its content or style, is this book likely to arouse controversy? If yes, please state which aspects of this book are likely to do so. What are the over-riding merits of the text?
- VII. Other co-texts or supplementary books that will be used in conjunction with this text and how they interrelate. (if any)
- VIII. In light of its treatment of persons, themes or events and in its content or style, is this book likely to arouse controversy? If yes, please state which aspects of this book are likely to do so. What are the over-riding merits of the text?
- IX. Recommended sequence of "Phasing In" new title (i.e., experimental period, selected students, etc.)
- X. Other textbooks evaluated. Attach evaluation worksheets for all texts reviewed.

(ADDITIONAL INFORMATION)

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Supplemental Textbooks - Recommendation For Purchase

Title _____

Author _____ Publisher _____ Date _____

Subject Area or Course _____

Grade _____ Group: Below Average _____ Average _____ Above Average _____

Specific Unit(s) of Curriculum to be Enriched:

Objectives in Use of Book

Additional comments concerning balance, fairness, relevance to curriculum, and educational value:
Guide reference: Title, year, page. - appropriate quotation.

Quantity desired: _____

Date

Signature of Department Chairman

Signature of Principal

[COMMENTARY: This form should be updated to apply to any kind of learning resource material, not just books.]

**6161
Form #4**

**NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut**

~~Citizen's~~ Request for Reconsideration of a ~~Book (Article)~~ Learning Resource Material

Title/*description* _____

Author _____ Hardcover _____ Paperback _____ Other _____

Publisher (if known) _____

Request Initiated By _____

Address _____ Zip _____

City _____ Telephone _____

Complainant Represents Himself/Herself, Organization or Other Group _____

1. To what in the book do you object? (Please be specific: cite pages) _____

2. What do you feel might be the result of reading this book? _____

3. For what age group would you recommend this book? _____

4. Did you read the entire book? _____ What Parts? _____

5. Are you aware of the judgment of this book by literacy critics? _____

6. What do you believe is the theme of this book? _____

6161
Form #4
(continued)

7. What would you like your school to do about this book?
Not assigned to my child _____
Withdrawn from all students, as well as my child _____
Send it back to the English Department Office for re-evaluation _____
8. In its place, what book of equal literary quality would you recommend that would convey as valuable a picture and perspective of our civilization? _____

Signature of complainant

[Commentary: This document is provided for administrative convenience to assist you with developing notices as needed in compliance with PPRA. It need not be part of your regulations unless you tailor it specifically to your district for ease of use.]

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

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

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

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

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

Date: On or about October 15, 2008

Grades: Five and Six

Activity: ABC Survey of At-Risk Behaviors.

Summary: This is an anonymous survey that asks students questions about behaviors such as drug and alcohol use, sexual conduct, violence, and other at-risk behaviors. The

survey also asks questions of a demographic nature concerning family make-up, the relationship between parents and children, and use of alcohol and drugs at home.

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

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

Date: November 22 - 24, 2008
Grades: One through Six
Activity: Flu Shots
Summary: The County Department of Public Health Services will administer flu shots for influenza types A and B.

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

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

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

Date: 2008-2009 School Year
Grades: Nine through Twelve
Activity: Student-Based Commercial Services
Summary: [School] collects, or allows businesses to collect, use, and disclose personal information on students, including names, addresses, and telephone listings. These businesses provide student-based products and services, such as computer equipment, sports clothing, school jewelry, and entertainment products.

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

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

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

Date: 2008-2009 School Year

Grades: Nine through Twelve

Activity: Student-Based Commercial Services

Summary: **[School]** collects, or allows businesses to collect, use, and disclose personal information on students, including names, addresses, telephone listings and social security numbers. These businesses provide student-based products and services, such as computer equipment, sports clothing, school jewelry, and entertainment products.

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

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

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

I [parent’s name] give my consent for [child’s name] to take the ABC Survey of At-Risk Behaviors on or about October 15, 2008.

Parent’s signature

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

RECOMMENDED FOR REVISION

[Commentary: The suggested revisions to this policy are relatively minor. The first few paragraphs put the policy in context. Suggested revisions to the body of the policy are on page 2, Section 3(A)(1) and (B)(1) as well as page 3, Section 4(D) and on the last page, an added legal reference. There are two appendices suggested (and referenced in the third paragraph below). Appendix A is two tables intended to provide teachers with a quick reference regarding fair use. The authors of these tables are listed in the documents. Appendix B is a listing of possibly useful websites. This list was originally compiled for use by an institution for higher learning, so you should review the websites listed to determine whether they are resources that you want to use in your school district.]

6162.6(a)

Instruction

Use of Copying Devices and Copied Materials

It is the policy of the New Milford Board of Education to acknowledge and abide by the federal Copyright Law, 17 U.S.C. 101 et seq. The Board of Education expects all students and staff to act in accordance with the Copyright Law, particularly when using school copying devices or working with copied materials. Failure to observe this policy may subject individuals to disciplinary action up to and including expulsion from school or termination of employment.

Copyright is a form of legal protection provided to authors of “original works of authorship,” including literary, dramatic, musical, artistic and certain other intellectual works. By law, the owner of a copyright is entitled to distribute, perform, display, sell, lend, rent, reproduce and create derivative works from original works of authorship that are fixed in a tangible medium. The protection applies to published and unpublished works. It is illegal for anyone to violate the rights of the copyright owner by copying, displaying, etc., the original work without the authorization of the copyright owner. There are exceptions to the requirement for authorization such as the “fair use” doctrine, which includes certain educational purposes.

The purpose of this policy is to provide guidance to assist school staff and students to comply with the requirements of the Copyright Law. Teachers are expected to encourage students to act in accordance with the law. The Appendices are provided for quick reference and additional resources.

~~The Copyright Law (Public Law 94-553) requires that all employees honor the following guidelines for classroom copying. Failure to do so could expose the employee and the school system to legal challenge.~~

Books and Periodicals

1. Single Copying for Teachers:

A single copy may be made of any of the following by or for a teacher at his/her individual request for his/her scholarly research or use in teaching or preparation to teach a class:

- A. A chapter from a book.
- B. An article from a periodical or newspaper.
- C. A short story, short essay or short poem, whether or not from a collective work.
- D. A chart, graph, diagram, drawing, cartoons or pictures from a book, periodical, or newspaper.

2. Multiple Copies for Classroom Use:

Multiple copies (not to exceed in any event more than one copy per student in a course) may be made by or for the teacher for classroom use or discussion, provided that:

- A. The copying meets the test of brevity and spontaneity as defined below.
- B. The copying meets the cumulative effect test as defined below.
- C. Each copy includes a notice of copyright.

3. Definitions

A. Brevity

- (1) **Poetry:** A complete poem of less than 250 words, ~~and if printed on not more than two pages,~~ or from a longer poem, an excerpt of not more than 250 words *and not more than two pages*.
- (2) **Prose:** Either a complete article, story or essay of less than 2,500 words, or an excerpt from any prose work or not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.
- (3) **Illustration:** One chart, graph, diagram, drawing, cartoons or pictures per book or per periodical issue.
- (4) **"Special" Works:** Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for more general audience and fall short of 2,500 words in their entirety. Subparagraph (2) above notwithstanding, such special works may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof may be reproduced.

B. Spontaneity

- (1) The copying is at the instance and inspiration of the individual teacher *and;*
- (2) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

C. Cumulative Effect

- (1) The copying of the material is for only one course in the school in which copies are made.
- (2) Not more than one short poem, article, story, essay or two excerpts may be copied from neither the same author, nor more than three from the same collective work or periodical volume during one class term.
- (3) There shall not be more than nine instances of such multiple copying for one course during one class term.

(The limitation stated in (2) and (3) above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

4. Prohibitions

Notwithstanding any of the above, the following shall be prohibited:

- A. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.
- B. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and similar consumable material.
- C. Copying shall not
 - (1) Substitute for the purchase of books, publishers' reprints or periodicals.
 - (2) Be directed by higher authority.
 - (3) Be repeated with respect to the same item by the same teacher from term to term.
- D. No charge shall be made to the student ~~beyond the actual cost of the photocopying.~~ *[comment on proposed deletion: while this is an accurate statement of the copyright law, it is misleading in the public school context, where instructional materials are provided free of charge pursuant to Conn. Gen. Stat. 10-228.]*

Educational Uses of Music

1. Permissible Uses

- A. Emergency copying to replace purchased copies, which for any reason are not available, for an imminent performance provided purchased replacement copies shall be substituted in due course.
- B. For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per student.

For academic purposes other than performances, a single copy of an entire performable unit (section, movement, aria, etc.) that is confirmed by the copyright proprietor to be out of print or unavailable except in a larger work may be made by or for a teacher solely for the purpose of his or her scholarly research or in preparation to teach a class.

- C. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
- D. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recording owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright, which may exist in the case of sound recording.)

2. Prohibitions

- A. Copying to create or replace or substitute for anthologies, compilations, or collective works.
- B. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises standardized tests and answer sheets and similar material.
- C. Copying for the performance, except as in 1.A. above.
- D. Copying for the purpose of substituting for the purchase of music, except as in 1.A. and 1.B. above.
- E. Copying without inclusion of the copyright notices which appears on the printed copy.

Instruction

Use of Copying Devices and Copied Materials (continued)

Reproduction by Libraries

It is not a copyright infringement for a library, or any of its employees acting within the scope of their employment, to reproduce or distribute not more than one copy of a work, provided:

1. The reproduction or distribution is made without any purpose of direct or indirect commercial advantage.
2. The collections of the library or archives are open to the public or available not only to researchers affiliated with the library or archives, but also to other persons doing research in a specialized field.
3. The reproduction or distribution of the work includes a notice of copyright.

The reproduction of multiple copies of the same material, whether made on one occasion or over a period of time, and whether intended for aggregate use by one individual or for separate use by the individual members of a group, is not authorized.

Libraries are generally exempt from liability for the unsupervised use of reproducing equipment located on its premises, provided that the reproducing equipment displays a notice that the making of a copy may be subject to the copyright law.

Off-Air Recording of Broadcast Programming

In the absence of special licensing agreement, the following guidelines for videotaping broadcast programming apply.

1. Commercial Broadcast Programming

Broadcast programs are television programs transmitted by television stations for reception by the general public without charge.

- A. A broadcast program may be recorded off-air simultaneously with its transmission (including simultaneous cable retransmission) and retained for a period not to exceed the first 45 consecutive calendar days after the date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately.

Instruction

Use of Copying Devices and Copied Materials (continued)

Commercial Broadcast Programming (continued)

- B. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and other instruction spaces. This use must occur within the first 10 consecutive school days in the 45 calendar day retention period. "School days" are school session days-not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions.
- C. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests.
- D. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
- E. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy is subject to all of the provisions governing the original recording.
- F. After the first 10 consecutive school days, off-air recordings may be used up to the end of the 45-calendar day retention period only for teacher evaluation purposes.
- G. Off-air recording need not be used in their entirety but may not be altered from their original content. They may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
- H. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

2. Public Broadcast Programming

Video tape recorders may be used under the following conditions:

- A. School rerecordings may be made only by students, teachers and faculty or staff members.
- B. School rerecordings will be used solely for classroom, auditorium or laboratory exhibition in the course of classroom instruction or related educational activities.

Instruction

Use of Copying Devices and Copied Materials (continued)

Public Broadcast Programming (continued)

- C. School rerecordings will be used only in the educational institution for which made, and will not be given away, loaned, or otherwise made available outside the school.
- D. School rerecordings will be used only during the seven-day period of local Educational Television TV and other educational broadcast licensed by the distribution agency, and will be erased or destroyed immediately at the end of that seven-day period except to the extent specifically authorized in writing in advance by the distribution agency.

(This statement was prepared for public school adoption by the following agencies: Public Broadcasting Service; Great Plains Instructional Television Library; Agency for Instructional Television; Public Television Library.)

Showing Audiovisual Works in Non-Profit Institutions

1. Permissible uses

- A. They must be shown as part of the instructional program.
- B. They must be shown by students, instructors, or guest lecturers.
- C. They must be shown either in a classroom or other school location devoted to instruction such as a studio workshop, library, gymnasium, or auditorium if that space is used for instruction.
- D. They must be shown either in a face-to-face setting or where students and teacher(s) are in the same building or general area.
- E. They must be shown only to students and educators.
- F. They must be shown using a legitimate (that is, not illegally reproduced) copy with the copyright notice included.

Instruction

Use of Copying Devices and Copied Materials (continued)

Showing Audiovisual Works in Non-Profit Institutions (continued)

2. Prohibited use

- A. The works are used for entertainment, recreation, or even for cultural or intellectual value but are unrelated to teaching activity.
- B. They are shown in an auditorium or stadium before an audience not confined to students, such as a sporting event, graduation ceremony, or community lecture or arts series.
- C. They involve an illegally acquired or duplicated copy of the work.

(Guidelines from Section 110(l) and 110(4) of Copyrights Act and House Report)

Copyrighted Computer Software

1. Copying computer software

Because, of the complexity of computer software licensure, the user is advised to read and abide by the license agreement, which accompanies the software.

The owner of a copy of a computer program may make or authorize the making of another copy or adaptation of the program provided:

- A. That such new copy or adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other manner.
- or
- B. That such new copy or adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful. (United States Code, Section 117, Title 17 paraphrased)
- C. It is illegal to make duplicate copies of a computer program for distribution to and use by anyone other than the owner of the master copy. Archival copies should be stored in a secure location with appropriate heat and humidity controls.
- D. Archival copies should be stored in a secure location with appropriate heat and humidity controls.

Instruction

Use of Copying Devices and Copied Materials (continued)

Copyrighted Computer Software (continued)

2. Using Computer Software (copyrighted and shareware)

- A. In the absence of special licensure, computer programs purchased as single-machine versions may not be downloaded into multiple computers simultaneously either physically (sequential booting) or electronically (on a network).
- B. District computers may not be used to make illegal copies of copyrighted computer software.
- C. In public areas, which have computers capable of copying software, this warning should be displayed: Many computer programs are protected by copyright. Unauthorized copying may be prohibited by law.
- D. Users wishing to use a disk (program or data disks) brought from outside of the building must check the disk(s) for viruses prior to using the disk(s) in school computers.
- E. Users may not load software onto the district's computer hard drives or networks without prior approval.
- F. Users must abide by policies, regulations, and guidelines for using networks. A network is any means by which computers, computer services, and related technologies are linked. It includes, but is not limited to, local, wide-area, commercial, and the Internet networks.

3. Computer Licenses

- A. The Business Manager, is responsible for negotiating and signing licensing agreements for computer software, hardware, or networks. Individuals and individual schools shall refrain from entering into licensing agreements.

Instruction

Use of Copying Devices and Copied Materials (continued)

Computer Licenses (continued)

Downloadable Programming

Current guidelines for the educational use of electronic transmissions from off-site technology are not well defined. The following recommendations preserve the intent and spirit of copyright law and fair use guidelines.

- A. Technology should not be used to capture licensed programming illegally.
- B. Captured, off-site transmissions should be used for face-to-face instruction, not entertainment.
- C. When programming requires special licensing, the terms of the license must be observed, including taping and duplication rights.

Educational Multimedia

Introduction

Under the Copyright Act of 1976, copyright owners have the exclusive right to reproduce, prepare derivative works, distribute, perform, display, transfer ownership, rent or lend their creations. Under the same Act, the "fair use" exemption places a limit on these exclusive rights to promote free speech, learning, scholarly research and open discussion. Accordingly, under the Act, educators may use portions of copyrighted material if the purpose and character of the use is educational in nature, previously published, not a substantial part of the entire work and if the marketability of the work is not impaired by the use.

Many technological developments have occurred since 1976. The fair use exemption contained in the Copyright Act must again be interpreted by copyright owners and the educational community to allow educators to apply the Act in light of these new technologies.

The following guidelines do not represent a legal document, nor are they legally binding. They do represent an agreed upon interpretation of the fair use provisions of the Copyright Act by the overwhelming majority of institutions and organization affected by educational multimedia.

Instruction

Use of Copying Devices and Copied Materials (continued)

Educational Multimedia (continued)

Definitions

These guidelines apply to the use, without permission, of portions of lawfully acquired copyrighted works in educational multimedia projects which are created by educators or students as part of a systematic learning activity by nonprofit educational institutions. **Educational multimedia projects** created under these guidelines incorporate students' or educators' original material, such as course notes or commentary, together with various copyrighted media formats including but not limited to, motion media, music, text material, graphics, illustrations, photographs and digital software which are combined into an integrated presentation. **Educational institutions** are defined as nonprofit organizations whose primary focus is supporting research and instructional activities of educators and students for noncommercial purposes.

For the purposes of the guidelines, educators include faculty, teachers, instructors, and others who engage in scholarly research and instructional activities for educational institutions. The copyrighted works used under these guidelines are **lawfully acquired** if obtained by the institution or individual through lawful means such as purchase, gift or license agreement but not pirated copies. Educational multimedia projects which incorporate portions of copyrighted works under these guidelines may be used only for **educational purposes** in systematic learning activities including use in connection with non-commercial curriculum-based learning and teaching activities by educators to students enrolled in courses at nonprofit educational institutions or otherwise permitted under Section 3. While these guidelines refer to the creation and use of educational multimedia projects, readers are advised that in some instances other fair use guidelines such as those for off-air taping may be relevant.

1. **Preparation of Educational Multimedia Projects using Portions of Copyrighted Works.**

These uses are subject to the Portion Limitations listed in Section 3. They should include proper attribution and citation as defined in Section 5.B.

A. By Students:

Students may incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia projects for a specific course.

B. By Educators for Curriculum-Based Instruction:

Educators may incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia programs for their own teaching tools in support of curriculum-based instructional activities at educational institutions.

Instruction

Use of Copying Devices and Copied Materials (continued)

Educational Multimedia (continued)

2. Permitted uses of Educational Multimedia Programs Created under these guidelines

Uses of educational multimedia projects created under these guidelines are subject to the Time, Portion, Copying, and Distribution Limitations listed in Section 3.

A. Student Use:

Students may perform and display their own educational multimedia projects created under Section I of these guidelines for educational uses in the course for which they were created and may use them in their own portfolios as examples of their academic work for later personal uses such as job and graduate school interviews.

B. Educator use for Curriculum-Based Instruction:

Educators may perform and display their own educational multimedia projects created under Section I for curriculum-based instruction to students in the following situations:

1. for face-to-face instruction,
2. assigned to students for directed self-study,
3. for remote instruction to students enrolled in curriculum-based courses and located at remote sites, provided over the educational institution's secure electronic network in real-time, or for after class review or directed self-study, provided there are technological limitations on access to the network and educational multimedia project (such as a password or PIN) and provided further that the technology prevents the making of copies of copyrighted material.

If the educational institution's network or technology used to access the educational multimedia project created under Section I of these guidelines cannot prevent duplication of copyrighted material, students or educators may use the multimedia educational projects over an otherwise secure network for a period of only 15 days after its initial real-time remote use in the course of instruction or 15 days after its assignment for directed self-study. After that period, one of the two use copies of the educational multimedia project may be placed on reserve in a learning resource center, library or similar facility for on-site use by students enrolled in the course. Students shall be advised that they be not permitted to make their own copies of the multimedia project.

Instruction

Use of Copying Devices and Copied Materials (continued)

Educational Multimedia (continued)

C. Educator Use for Peer Conferences:

Educators may perform or display their own multimedia projects created under Section I of these guidelines in presentations to their peers, for example, at workshops and conferences.

D. Educator Use for Professional Portfolio:

Educators may retain educational multimedia projects created under Section I of these guidelines in their personal portfolios for later personal uses such as tenure review job interviews.

3. Limitations - Time, Portion, Copying and Distribution

The preparation of educational multimedia projects incorporating copyrighted works under Section 1, and the use of such projects under Section 2, are subject to the limitations noted below.

A. Time Limitations:

Educators may use their educational multimedia projects created for educational purposes under Section I of these guidelines for teaching courses, for a period of up to two years after the first instructional use with a class. Use beyond that time period, even for educational purposes, requires permission for each copyrighted portion incorporated in the production. Students may use their educational multimedia projects as noted in Section 2.A.

B. Portion Limitations:

Portion limitations mean the amount of a copyrighted work that can reasonably be used in educational multimedia projects under these guidelines regardless of the original medium from which the copyrighted works are taken. In the aggregate means the total amount of copyrighted material from a single copyrighted work that is permitted to be used in an educational multimedia project without permission under these guidelines. These limits apply cumulatively to each educator or student's multimedia project(s) for the same academic semester, cycle or term.

Instruction**Use of Copying Devices and Copied Materials** (continued)**Educational Multimedia** (continued)

All students should be instructed about the reasons for copyright protection and the need to follow these guidelines. It is understood, however, that students in kindergarten through grade six may not be able to adhere rigidly to the portion limitations in this section in their independent development of educational multimedia projects. In any event, each such project retained under Section 3.A and 4.C should comply with the portion limitations in this section.

1. Motion Media

Up to 10% or 3 minutes, whichever is less, in the aggregate of a copyrighted motion media work may be reproduced or otherwise incorporated as part of a multimedia project created under Section 2 of these guidelines.

2. Text Material

Up to 10% or 1000 words, whichever is less, in the aggregate of a copyrighted work consisting of text material may be reproduced or otherwise incorporated as part of a multimedia project created under Section 2 of these guidelines. An entire poem of less than 250 words may be used, but no more than three poems by one poet, or five poems by different poets from any anthology may be used. For poems of greater length, 250 words may be used but no more than three excerpts by a poet or five excerpts by different poets from a single anthology may be used.

3. Music, Lyrics, and Music Video

Up to 10%, but in no event more than 30 seconds, of the music and lyrics from an individual musical work (or in the aggregate of extracts from an individual work), whether the musical work is embodied in copies, or audio or audiovisual works, may be reproduced or otherwise incorporated as a part of a multimedia project created under Section 1. Any alterations to a musical work shall not change the basic melody or the fundamental character of the work.

Instruction

Use of Copying Devices and Copied Materials (continued)

Educational Multimedia (continued)

4. Illustrations and Photographs

The reproduction or incorporation of photographs and illustrations is more difficult to define with regard to fair use because usually precludes the use of an entire work. Under these guidelines a photograph or illustration may be used in its entirety but no more than 5 images by an artist or photographer may be reproduced or otherwise incorporated as part of an educational multimedia project created under Section 1. When using photographs and illustrations from a published collective work, not more than 10% or 15 images, whichever is less, may be reproduced or otherwise incorporated as part of an educational multimedia project created under Section 1.

5. Numerical Data Sets

Up to 10% or 2500 fields or cell entries, whichever is less, from a copyrighted database or data table may be reproduced or otherwise incorporated as part of an educational multimedia project created under Section I of these guidelines. A field entry is defined as a specific item of information, such as a name or Social Security number, in a record of a database file. A cell entry is defined as the intersection where a row and a column meet on a spreadsheet.

C. Copying and Distribution Limitations

Only a limited number of copies, including the original, may be made of an educator's educational multimedia project. For all of the uses permitted by Section 2, there may be no more than two use copies only one of, which may be placed on reserved as described in Section 2.B.3.

An additional copy may be made for preservation purposes but may only be used or copied to replace a use copy that has been lost, stolen, or damaged. In the case of a jointly created educational multimedia project, each principal creator may retain one copy but only for the purposes described in Sections 2.C and 2.D for educators and Section 2.A for students.

Instruction

Use of Copying Devices and Copied Materials (continued)

Educational Multimedia (continued)

4. Examples of When Permission Is Required

A. Using Multimedia Projects for Non-Educational or Commercial Purposes

Educators and students must seek individual permissions (licenses) before using copyrighted works in educational multimedia projects for commercial reproduction and distribution.

B. Duplication of Multimedia Projects Beyond Limitations Listed in These Guidelines

Even for educational uses, educators and students must seek individual permissions for all copyrighted works incorporated in their personally created educational multimedia projects before replicating or distribution beyond the limitations listed in Section 3.C.

C. Distribution of Multimedia Projects Beyond Limitations Listed in These Guidelines

Educators and students may not use their personally created educational multimedia projects over electronic networks, except for uses as described in Section 2.B.3, without obtaining permissions for all copyrighted works incorporated in the program.

5. Important Reminders

A. Caution in Downloading Material from the Internet

Educators and students are advised to exercise caution in using digital material downloaded from the Internet in producing their own educational multimedia projects, because there is a mix of works protected by copyright and works in the public domain on the network. Access to works on the Internet does not automatically mean that these can be reproduced and reused without permission or royalty payment and, furthermore, some copyrighted works may have been posted to the Internet without authorization of the copyright holder.

Instruction**Use of Copying Devices and Copied Materials (continued)****Educational Multimedia (continued)****B. Attribution and Acknowledgment**

Educators and students are reminded to credit the sources and display the copyright notice "C" and copyright ownership information if this is shown in the original source, for all works incorporated as part of the educational multimedia projects prepared by educators and students, including those prepared under fair use. Crediting the source must adequately identify the source of work, giving a full bibliographic description where available (including author, title, publisher, and place and date of publication). The copyright ownership information includes the copyright notice "C", year of first publication and name of the copyright holder).

The credit and copyright notice information may be combined and shown in a separate section of the educational multimedia project (e.g. credit section) except for images incorporated into the project for the uses described in Section 2.B.3. In such cases, the copyright notice and the name of the creator of the image must be incorporated into the image when, and to the extent, such information is reasonably available; credit and copyright notice information is considered "incorporated" if it is attached to the image file and appears on the screen when the image is viewed. In those cases when displaying source credits and copyrights ownership information on the screen with the image would be mutually exclusive with an instructional objective (e.g. during examinations in which the source credits and/or copyright information being simultaneously displayed on the screen. In such cases, this information should be linked to the image in a manner compatible with such instructional objectives.

C. Notice of Use Restrictions

Educators and students are advised that they must include on the opening screen of their multimedia program and any accompanying print material a notice that certain materials are included under the fair use exemption of the U.S. Copyright Law and have been prepared according to the multimedia fair use guidelines and are restricted from further use.

Instruction

Use of Copying Devices and Copied Materials (continued)

Educational Multimedia (continued)

D. Future Uses Beyond Fair Use

Educators and students are advised to note that if there is a possibility that their own educational multimedia project incorporating copyrighted works under fair use could later result in broader dissemination, whether or not as commercial product, it is strongly recommended that they take steps to obtain permissions during the development process for all copyrighted portions rather than waiting until after completion of the project.

E. Integrity of Copyrighted Works: Alterations

Educators and students may make alterations in the portions of the copyrighted works they incorporate as part of an educational multimedia project only if the alterations support specific instructional objectives. Educators and students are advised to note that alterations have been made.

F. Reproduction or Recompilation of Copyrighted Computer Programs

Educators and students should be aware that reproduction or recompilation of copyrighted computer programs and portions thereof, for example the transfer of underlying code or control mechanisms, even for educational uses, are outside the scope of these guidelines.

G. Licenses and Contracts

Educators and students should determine whether specific copyrighted works, or other data or information is subject to a license or contract. Fair use and these guidelines shall not preempt or supersede licenses and contractual obligations.

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

House Report 94-1476, Congressional Record, September 11, 1976
(Copyright Law Revision)

U. S. Copyright Office, <http://www.copyright.gov>

Regulation approved: June 10, 2003

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

APPENDIX A

Copyright and Fair Use Guidelines for Educators

at non-profit educational institutions

Medium	What you can do	Rationale/ Defense	What you can use	How much you can use	Restrictions & Conditions
Print	Show (<i>display</i>) during face-to-face teaching	Copyright Act	No restrictions	No restrictions	Copies of materials used must be legally made or acquired.
	Transmit over the Internet or TV (<i>display</i>) as part of a class session in a distance learning course.	TEACH Act	Anything except materials produced or marketed for mediated instructional activities over digital networks	An amount comparable to what is typically displayed in the course of a live classroom setting	Transmissions are subject to TEACH Act restrictions and conditions (<i>see "TEACH Act Restrictions and Conditions" on the back of this page</i>) Copies of materials used must be legally made or acquired.
	Make multiple copies (<i>reproduce</i>) for classroom use during face-to-face teaching Transmit over the Internet or TV (<i>display</i>) as part of a distance learning course or as a class enhancement Incorporate into a multimedia or video project to be used as part of a course.	Fair Use Doctrine and Guidelines	<ul style="list-style-type: none"> - Poetry - Prose - Illustrations - Photographs - Printed material and images from the Internet (legally acquired) 	<p>Poetry: a complete poem of < 250 words, or an excerpt of 250 words from a longer poem, up to two pages.</p> <p>Prose: a complete article, story, or essay of < 2500 words; an excerpt of 10%, or not more than 1000 words from a longer work</p> <p>Illustrations and Photographs:</p> <ul style="list-style-type: none"> - one chart, graph, diagram, drawing, cartoon, or picture per book or periodical. - single works may be used in their entirety, but no more than five images by a single artist or photographer. - from collections : up to 15 images or 10 percent, whichever is less 	<p>Use of copyrighted materials is subject to the Fair Use test. (<i>see "Fair Use Test" on the back of this page</i>)</p> <p>Copies of materials used must be legally made or acquired.</p> <p>For classroom copying:</p> <ul style="list-style-type: none"> - only one copy per student - copies must be made at the "instance and inspiration" of the instructor – no time to seek permission - multiple copying is limited to nine instances per class per term - don't create anthologies - don't copy "consumables". like workbooks or exams <p>For distance learning: technological measures must be in place to prevent unauthorized access or copying.</p>
Music	Play (<i>perform</i>) in a face-to-face classroom	Copyright Act	<ul style="list-style-type: none"> - Records - Cassette tapes 	No restrictions	Copies of materials used must be legally made or acquired.
	Transmit over the Internet or TV (<i>perform</i>) as part of a class session.	TEACH Act	<ul style="list-style-type: none"> - CDs - Audio clips from the Internet (legally acquired) 	Reasonable and limited portions of dramatic musical works. Entire nondramatic musical works	Transmissions are subject to TEACH Act restrictions and conditions. (<i>see "TEACH Act Restrictions and Conditions" on the back of this page</i>) Copies of materials used must be legally made or acquired.
	Transmit over the Internet or TV (<i>perform</i>) during a class or as a course enhancement Incorporate into a multimedia or video project to be used as part of a course	Fair Use Doctrine and Guidelines	The TEACH Act excludes materials produced or marketed for mediated instructional activities over digital networks.	Up to 10 percent or 30 seconds, whichever is less, of music and lyrics from an individual musical work Entire works may be transmitted only once without permission.	Use of copyrighted materials is subject to the Fair Use test. (<i>see "Fair Use Test" on the back of this page</i>) Technological measures must be in place to prevent unauthorized access or copying. Copies of materials used must be legally made or acquired.

This chart was designed by Hall Davidson, executive director of educational services and telecommunications at KOCE-TV in California. For more information, visit <http://www.halldavidson.net>

Copyright and Fair Use Guidelines for Educators

at non-profit educational institutions

Medium	What you can do	Rationale/Defense	What you can use	How much you can use	Restrictions & Conditions
Video	Show and play (<i>perform</i>) in a face-to-face classroom	Copyright Act	<ul style="list-style-type: none"> - Videotapes - DVDs - Laserdiscs - Multimedia encyclopedias - QuickTime movies - Video clips from the Internet (legally acquired) 	No restrictions	Copies of materials used must be legally made or acquired Archival copying OK provided a suitable replacement is unavailable at a fair price or in a viable format.
	Transmit over the Internet or TV (<i>perform</i>) as part of a class session	TEACH Act		Reasonable and limited portions of dramatic works, such as movies, TV programs, plays, etc. Entire non-dramatic works.	Transmissions are subject to TEACH Act restrictions and conditions. (<i>see "TEACH Act Restrictions and Conditions" below</i>) The TEACH Act excludes materials produced or marketed for mediated instructional activities. Copies of materials used must be legally made or acquired
	Transmit over the Internet or TV (<i>perform</i>) as part of a class session or class enhancement. Incorporate into a multimedia or video project to be used as part of a course	Fair Use Doctrine and Guidelines		Up to 10 percent or 3 minutes, whichever is less, of a copyrighted motion media work. Entire works may be transmitted only once without permission.	Use of copyrighted materials is subject to the Fair Use test. (<i>see "Fair Use Test" below</i>) For distance learning: Technological measures must be in place to prevent unauthorized access or copying, as with TEACH Act. Copies of materials used must be legally made or acquired

TEACH Act Restrictions and Conditions

The TEACH Act – the Technology, Education, and Copyright Harmonization Act – amended Section 110(2) and 112 of the Copyright Act to facilitate the growth of distance learning.

Copyrighted materials used under the TEACH Act are subject to the following restrictions and conditions.

- Transmissions must be made as part of “mediated instructional activities” at an accredited non-profit institution
- Material must be directly related and of material assistance to the teaching content of the transmission
- Technological measures must be in place to limit access to enrolled students and reasonably prevent download and further distribution of materials.
- Copies of the works cannot be made available to students for longer than the class session.
- Institutions must establish copyright policies and provide informational materials regarding copyright to faculty, students, and relevant staff.
- Students must be given notice that material may be subject to copyright protection.

What are “Mediated Instructional Activities”?

The term “mediated instructional activities” refers to activities that mirror conduct in a traditional classroom, such as the following:

- Materials used should be of the same type used in a face-to-face classroom.
- Materials transmitted must not be textbooks or other materials that are typically purchased or acquired by the students
- Transmission should be a regular part of systematic instructional activities.
- Transmission must be made by, at the direction of, or under the actual supervision of the instructor

Digitizing Copyrighted Works

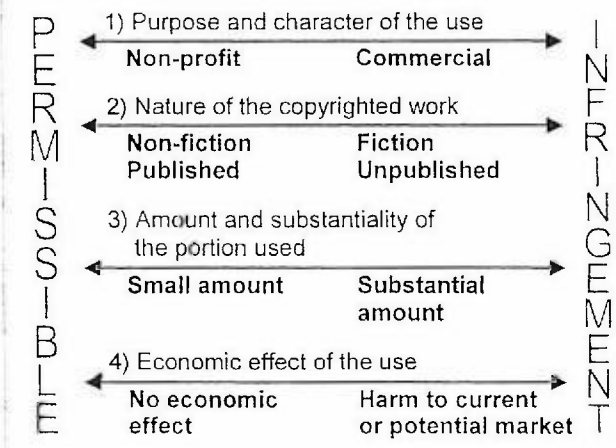
The TEACH Act allows the conversion of print or analog material into digital formats if:

- 1) no digital version is available, or
- 2) an available digital version is protected by technological measures.

Fair Use Test

The Fair Use doctrine specifies four factors that must be considered when using copyrighted material for educational purposes. Items under each factor are considered on a continuum ranging from permissible on one side, to infringement of copyright on the other.

The four factors of the Fair Use test are:





TECHNOLOGY & LEARNING

Copyright and Fair Use Guidelines for Teachers

This chart was designed to inform teachers of what they may do under the law. Feel free to make copies for teachers in your school or district, or download a PDF version at

www.techlearning.com. More detailed information about fair use guidelines and copyright resources is available at www.halldavidson.net.

Medium	Specifics	What you can do	The Fine Print
Printed Material (short)	<ul style="list-style-type: none">• Poem less than 250 words; 250-word excerpt of poem greater than 250 words• Articles, stories, or essays less than 2,500 words• Excerpt from a longer work (10 percent of work or 1,000 words, whichever is less)• One chart, picture, diagram, or cartoon per book or per periodical issue• Two pages (maximum) from an illustrated work less than 2,500 words, e.g., a children's book	<ul style="list-style-type: none">• Teachers may make multiple copies for classroom use, and incorporate into multimedia for teaching classes.• Students may incorporate text into multimedia projects.	<ul style="list-style-type: none">• Copies may be made only from legally acquired originals.• Only one copy allowed per student.• Teachers may make copies in nine instances per class per term.• Usage must be "at the instance and inspiration of a single teacher," i.e., not a directive from the district.• Don't create anthologies.• "Consumables," such as workbooks, may not be copied.
Printed Material (archives)	<ul style="list-style-type: none">• An entire work• Portions of a work• A work in which the existing format has become obsolete, e.g., a document stored on a Wang computer	<ul style="list-style-type: none">• A librarian may make up to three copies "solely for the purpose of replacement of a copy that is damaged, deteriorating, lost, or stolen."	<ul style="list-style-type: none">• Copies must contain copyright information.• Archiving rights are designed to allow libraries to share with other libraries one-of-a-kind and out-of-print books.
Illustrations and Photographs	<ul style="list-style-type: none">• Photograph• Illustration• Collections of photographs• Collections of illustrations	<ul style="list-style-type: none">• Single works may be used in their entirety, but no more than five images by a single artist or photographer may be used.• From a collection, not more than 15 images or 10 percent (whichever is less) may be used.	<ul style="list-style-type: none">• Although older illustrations may be in the public domain and don't need permission to be used, sometimes they're part of a copyright collection. Copyright ownership information is available at www.loc.gov or www.mpa.org.
Video (for viewing)	<ul style="list-style-type: none">• Videotapes (purchased)• Videotapes (rented)• DVDs• Laserdiscs	<ul style="list-style-type: none">• Teachers may use these materials in the classroom.• Copies may be made for archival purposes or to replace lost, damaged, or stolen copies.	<ul style="list-style-type: none">• The material must be legitimately acquired.• Material must be used in a classroom or nonprofit environment "dedicated to face-to-face instruction."• Use should be instructional, not for entertainment or reward.• Copying OK only if replacements are

			unavailable at a fair price or in a viable format.
Video (for integration into multimedia or video projects)	<ul style="list-style-type: none"> * Videotapes * DVDs * Laserdiscs * Multimedia encyclopedias * QuickTime Movies * Video clips from the Internet 	<ul style="list-style-type: none"> * Students "may use portions of lawfully acquired copyright works in their academic multimedia," defined as 10 percent or three minutes (whichever is less) of "motion media." 	<ul style="list-style-type: none"> * The material must be legitimately acquired: a legal copy (not bootleg) or home recording. * Copyright works included in multimedia projects must give proper attribution to copyright holder.
Music (for integration into multimedia or video projects)	<ul style="list-style-type: none"> * Records * Cassette tapes * CDs * Audio clips on the Web 	<ul style="list-style-type: none"> * Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or students. 	<ul style="list-style-type: none"> * A maximum of 30 seconds per musical composition may be used. * Multimedia program must have an educational purpose.
Computer Software	<ul style="list-style-type: none"> * Software (purchased) * Software (licensed) 	<ul style="list-style-type: none"> * Library may lend software to patrons. * Software may be installed on multiple machines, and distributed to users via a network. * Software may be installed at home and at school. * Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format. 	<ul style="list-style-type: none"> * Only one machine at a time may use the program. * The number of simultaneous users must not exceed the number of licenses; and the number of machines being used must never exceed the number licensed. A network license may be required for multiple users. * Take aggressive action to monitor that copying is not taking place (unless for archival purposes).
Internet	<ul style="list-style-type: none"> * Internet connections * World Wide Web 	<ul style="list-style-type: none"> * Images may be downloaded for student projects and teacher lessons. * Sound files and video may be downloaded for use in multimedia projects (see portion restrictions above). 	<ul style="list-style-type: none"> * Classroom resources may be posted only on a password-protected mediated site. They may not be archived. Think of it as a dynamic bulletin board for enrolled students. * Any resources downloaded or uploaded must have been legitimately acquired.
Television	<ul style="list-style-type: none"> * Broadcast (e.g., ABC, NBC, CBS, UPN, PBS, and local stations) * Cable (e.g., CNN, MTV, HBO) * Videotapes made of broadcast and cable TV programs 	<ul style="list-style-type: none"> * Broadcasts or tapes made from broadcast may be used for instruction. * Cable channel programs may be used with permission. Many programs may be retained by teachers for years—see Cable in the Classroom (www.ciconline.org) for details. 	<ul style="list-style-type: none"> * Schools are allowed to retain broadcast tapes for a minimum of 10 school days. (Enlightened rights holders, such as PBS's <i>Reading Rainbow</i>, allow for much more.) * Cable programs are technically not covered by the same guidelines as broadcast television.

Sources: United States Copyright Office *Circular 21*; Sections 107, 108, and 110 of the Copyright Act (1976) and subsequent amendments, including the Digital Millennium Copyright Act; *Fair Use Guidelines for Educational*

Multimedia; cable systems (and their associations); and *Copyright Policy and Guidelines for California's School Districts*, California Department of Education. Note: Representatives of the institutions and associations who helped to draw up

many of the above guidelines wrote a letter to Congress dated March 19, 1976, stating: "There may be instances in which copying that does not fall within the guidelines stated [above] may nonetheless be permitted under the criterion of fair use."

APPENDIX B: COPYRIGHT RESOURCES

Below is a list of some sites which may have useful information regarding copyright. Please note that this list is not exhaustive and is in no particular order.

- US Copyright Office Home Page <http://www.copyright.gov>
- Fair Use Evaluator - <http://librarycopyright.net/fairuse/>
- American Library Association Copyright Page
<http://www.ala.org/ala/issuesadvocacy/copyright/index.cfm>
- Copyright Advisory Network (CAN) <http://www.librarycopyright.net>
- Copyright and Fair Use Site (Stanford University) <http://fairuse.stanford.edu/>
- A Crash Course in Copyright (University of Texas)
<http://www.utsystem.edu/OGC/IntellectualProperty/cprtindx.htm>
- A Crash Course in Copyright - <http://copyright.lib.utexas.edu>
- Know your Copyrights - <http://www.knowyourcopyrights.org>
- Copyright Management Center - http://www.iupui.edu/~webtrain/web_samples/cmc.html
- Center for Intellectual Property & Copyright in a Digital Environment
<http://www.umuc.edu/distance/odell/cip>
- TEACH Act Toolkit - <http://www.provost.ncsu.edu/copyright/toolkit/>
- When Works Pass in the Public Domain -
http://www.copyright.cornell.edu/training/Hirtle_Public_Domain.htm
<http://www.unc.edu/~uncldng/public-d.htm>
- 7 Things You Should Know About the Creative Commons -
<http://www.educause.edu/ELI/7ThingsYouShouldKnowAboutCreat/156826>
- Copyright Clearance Center - <http://www.copyright.com>
- Interactive Guide to Using Copyrighted Media in your Courses -
<http://chronicle.com/blogPost/Colleges-Offer-Online-Help-/7235/>
- The Exceptions for Instructors eTool - <http://librarycopyright.net/etool>
- Cornell University Digital Literacy Resource - <http://courses.cit.cornell.edu/digitalliteracy/>

Instruction

Acquired Immune Deficiency Syndrome (AIDS)

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

Administrative Regulation:

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

**RECOMMENDED FOR REVISION
WITH NEW NUMBER AND TITLE**

[Commentary: this regulation has been expanded to reflect exemption from instruction from AIDS, family life and firearms safety. If firearms safety is not offered, it may be deleted from this regulation. In addition, you may want to consider adding something about how the students are expected to use the exempted instructional time. Finally, the regulation number should be revised to follow 6142.1.]

6142.1

Instruction

~~Acquired Immune Deficiency Syndrome (AIDS)~~

Exemption from Instruction

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

Administrative Regulation:

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

Regulation approved: June 10, 2003

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

RECOMMENDED FOR REVISION

[Commentary: Nothing in the law requires that the school district allow partial enrollment or otherwise permit students who are home schooled to participate in any element of the public school program (curricular or extra-curricular). Therefore, you may choose not to provide such services. If you decide to discontinue partial enrollment, it would be advisable to do so at the beginning of a school year, giving adequate prior notice of the change in policy to all students who are currently home-schooled (regardless of whether they utilize partial enrollment). The notice should include something like: “although the school district will no longer be providing partial enrollment to home schooled children in the community, such children are certainly welcome to enroll as full-time students at any time in order to enjoy the benefits that the New Milford Public Schools provide.” Also, although this is only an administrative regulation and not a policy, it would be prudent to have the Board of Education vote to discontinue providing partial enrollment to home schooled students prior to altering this regulation.

Even though the SDE uses the term “home instruction,” I have replaced “home instruction” with “home schooling,” so as to not be confused with home and hospital instruction, which is a completely different topic.

The first section regarding full-time home schooling is the essence of the Circular Letter C-14 from the State Department of Education. I have suggested adding some language to paragraph 5 that might encourage home schooling parents who refuse to file a notice of intent (which, they are not required by law to do), to at least provide the school district with some written proof of fulfilling 10-184. If they merely respond that their child is “elsewhere receiving equivalent instruction in the studies taught in the public schools,” and cite 10-184, then you need not inquire further, but should acknowledge receipt of their statement in writing and state that “the district understands that by providing your child with a home schooling program, you have taken full responsibility for the education of your child in accordance with the requirements of state law.”

6172.3(a)

Instruction

Home Schooling

~~Educational Instruction under Parental Direction~~

~~Guidelines for Home Instruction~~

*The Pursuant to guidance provided by the Connecticut State Department of Education, the New Milford Public Schools **shall** utilize the following procedures **when the parents or***

other persons having control of a child between the ages of seven and eighteen withdraws their child from school or declines to enroll their child in school in favor of home schooling: in considering requests for home instruction:

Full-Time Home Schooling Instruction

1. The parents should file, with the Superintendent of Schools, a State Department of Education Notice of Intent form which outlines basic information about the program to be provided to their child. A Notice of Intent will be effective for up to one school year.
2. ~~Filing must~~ *It is preferable that filing of the Notice of Intent* occur at least 10 days before the start of the home ~~schooling instruction~~ program.
3. When the school receives a Notice of Intent, it will be checked for completeness and kept as part of the District's permanent records. A complete form provides basic program information including the name of the teacher, subjects to be taught, days of instruction, and the teacher's method of assessment.
4. A parent, by filing a Notice of Intent, acknowledges full responsibility for the education of their child in accordance with the requirements of state law. Receipt of a Notice of Intent in no way constitutes approval by the school district of the content of effectiveness of a program of home ~~schooling instruction~~.
5. If a parent fails to file a Notice of Intent or files an incomplete form, a certified letter shall be sent to the parent requesting compliance within ten days. *The certified letter shall request the parent to provide the school district with written notice that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools in accordance with Connecticut General Statutes §10-184.*
6. An annual portfolio review will be held with the parents and school officials to determine if instruction in the required courses has been given.
7. Any continued refusal by the parent to comply with the reasonable request of the school district for completion and filing of the Notice of Intent or to participate in an annual portfolio review may cause the child to be considered truant.
8. The school district shall not accept or require a Notice of Intent for any child younger than seven years or older than eighteen years of age.

Partial Enrollment of Home Schoolers in New Milford Schools

In addition to all of the above cited guidelines home-schooling parents who wish their child to participate in selected academic programs offered by the New Milford Public Schools shall adhere to the following guidelines:

1. Home-schooled children who seek partial enrollment shall enroll in the New Milford Public Schools only for the purposes of participating in a designated curricular program and for use in creating class lists, reporting addresses, and emergency contact information. Enrollments shall not be reported to the State Department of Education unless and until their participation exceeds four hours daily or its equivalent.
2. Prior to partial enrollment, all home-schooled students shall present evidence to the school nurse of compliance with all relevant state regulations and Board of Education policy regarding immunization and completion of physical examination.
3. No home-schooled student shall be admitted for partial enrollment unless that student has previously participated in one semester, or its equivalent, of full-time home-schooled enrollment.
4. Home-schooled students who are accepted for partial enrollment shall be transported to and from school at their parent's expense. It is the responsibility of the parents and the student to adhere to a daily admission and dismissal procedure as outline, in writing, by the school's Principal.
5. Home-schooled students shall be assigned to classes for which they enrolled on a space-available basis. Teacher selection is to be the responsibility of the school's administration.
6. Home-schooled students who seek partial enrollment in the New Milford Public Schools shall be enrolled for a minimum of two hours daily or its equivalent, unless a waiver of this requirement is granted by the Superintendent. Participation in field trips shall be permitted only when such trips are integral to completion of a course in which the student is enrolled.
7. It is the responsibility of the home-schooled student to adhere to the schedule of classes in which he/she is enrolled. Adherence to adjustments of the class or school schedule by the school authorities is the responsibility of the student and/or his parents.
8. Home-schooled students shall receive an assessment of their work at the conclusion of each regularly-scheduled marking period. A copy of this record will be made part of the school's permanent record.
9. Home-schooled students who are accepted for partial enrollment are subject to the discipline and attendance regulations established and published by the school. It is the responsibility of the Principal to distribute a copy of all school regulations to all home-schooled students.
10. Home-schooled students who seek partial enrollment in the New Milford Public Schools shall be covered for injury or liability under the existing coverage only

during the period of their participation in a program supervised by the New Milford Public Schools.

11. Home-schooled students who are partially enrolled in the New Milford Public Schools may participate in extra-curricular activities only when their participation adheres to the regulations established by the Connecticut Interscholastic Athletic Conference.

Legal References: Connecticut General Statutes

10-184 Duties of parents. School attendance age requirements

10-220 Duties of boards of education

10-249 Enumeration of children of compulsory school age in school districts and by state departments having jurisdiction over such children.

10-250 Report showing number of children

10-251 Penalty for refusing to give age of child

Connecticut State Department of Education Circular Letter C-14, Series 1994-1995, "Revised Procedures Concerning Requests from Parents to Education Their Child at Home." (July 15, 1994)

**New Milford Board of Education
Policy Subcommittee Minutes
March 16, 2010
Lillis Administration Building, Rm. 2**

GEORGE C. BUCKBEE
TOWN CLERK *gm*

2010 MAR 18 P 2:29

NEW MILFORD, CT

Present:	Mrs. Nancy C. Tarascio-Latour, Chairperson Mr. David Lawson Mrs. Alexandra Thomas Mrs. Lynette Celli Rigdon
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Also Present:	Dr. JeanAnn C. Paddyfote, Superintendent of Schools Dr. Maureen McLaughlin, Assistant Superintendent Mrs. Adele Johnson, Director of Student Services
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1.	Call to Order The meeting of the New Milford Board of Education Policy Subcommittee was called to order at 6:31 pm.	Call to Order
2.	Public Comment • There was none.	Public Comment
3.	Discussion and Possible Action Items	Discussion and Possible Action Items
A.	Policy 6142.1 Family Life and Sex Education • Firearms safety deleted because New Milford does not provide instruction. • This policy addresses how a parent can remove a child from instruction in several areas. • The policy will be renamed to Exemption from Instruction.	Policy 6142.1 Family Life and Sex Education
B.	Policy 6145.2 Interscholastic/Intramural Athletics • Revision improves clarity and states that athletics is a privilege and not an entitlement. • Mrs. Tarascio-Latour asked if this had been reviewed by the athletic director and Dr. Paddyfote said that Mrs. Ford, and Mr. Shugrue reviewed the proposed policy.	Policy 6145.2 Interscholastic/Intramural Athletics
C.	Policy 6145.22 Interscholastic/Intramural Athletics - Sportsmanship • Dr. Paddyfote noted that the code would be developed by the Superintendent or designee. • Mrs. Thomas said this policy needs to be verbally	Policy 6145.22 Interscholastic/Intramural Athletics - Sportsmanship

	<p>emphasized and Dr. Paddyfote said there is a pre-season meeting with coaches and the athletic director to stress this policy.</p> <ul style="list-style-type: none"> • Mrs. Thomas said she is concerned people will sign and acknowledge receipt of the sportsmanship policy, but not pay attention and she felt this should be more public. 	
D.	<p>Policy 6146.2 Statewide Proficiency/Mastery Examinations</p> <ul style="list-style-type: none"> • Dr. Paddyfote said this policy spells out more specifically the mastery examinations. • Mr. Lawson asked why this is a policy since it is part of No Child Left Behind. Dr. Paddyfote said it is a required policy. • Dr. Paddyfote stated that the rule of thumb is that a policy is required when there is a statutory reference. 	<p>Policy 6146.2 Statewide Proficiency/Mastery Examinations</p>
E.	<p>Policy 6153 Field Trips</p> <ul style="list-style-type: none"> • Mrs. Rigdon asked if the insurance carrier were contacted as the commentary had recommended. Dr. McLaughlin said she did check with CIRMA and the students are covered for the upcoming trip. • Dr. Paddyfote said she recommends to teachers that it is not a good practice to transport students in their vehicles because if there is an accident, the teacher's insurance will be tapped first. • Mrs. Tarascio-Latour asked if the insurance covers these field trips and Dr. Paddyfote said they are only covered if all requirements in the policy are met. • Mrs. Thomas said the vehicle requires a special inspection and there is a special endorsement required on the license. 	<p>Policy 6153 Field Trips</p>
F.	<p>Policy 6153.1 Educational Tours</p> <ul style="list-style-type: none"> • Dr. Paddyfote said this was primarily for travel outside the country and the Board's insurance carrier must be notified. • Mrs. Rigdon asked if a trip could be school 	<p>Policy 6153.1 Educational Tours</p>

	<p>sponsored if the Board did not approve it. Dr Paddyfote noted the Board does not approve these trips. They are placed on the Board agenda as an item of information.</p> <ul style="list-style-type: none">• Mrs. Thomas said that sponsor meant financially support.• Mr. Lawson asked if a faculty member arranges all the trips. Dr. Paddyfote noted that these tours are typically arranged through a third party provider.• Dr. Paddyfote said educational tours are usually done outside of the school day and the out of school misconduct policy applies.• Mrs. Thomas asked if that was the difference with this policy versus the field trips. Dr. Paddyfote said a field trip is very clearly school sponsored and policies pertain during the day because it is connected to curriculum. Educational tours generally do not happen when school is in session.• Mrs. Tarascio-Latour asked if the Board was supposed to be governing these educational tours and wondered who was liable if something happens to the child or teacher. Dr Paddyfote said that the parents of the student sign a form that they are responsible for expenses incurred should the trip be cancelled or if the student must return home prior to the end of the trip.• Mrs. Thomas asked if regular behavior guidelines were used on these trips. Dr. Paddyfote stated that staff review the behavior expectations of students participating in these trips.	
G.	<p>Policy 6159 Individualized Education Program/Special Education Program</p> <ul style="list-style-type: none">• Mrs. Johnson said this policy streamlines the key issues and highlights the essence of the law. A new first page was passed out at the meeting and the new pages expands the Child Find section where the school system is responsible for identifying students within the boundary of New Milford.• Mrs. Tarascio-Latour asked how students were identified, located and evaluated. Mrs. Johnson said the law asks the school to make a fair effort and so physicians can make referrals as well as pre-school providers.	<p>Policy 6159 Individualized Education Program/Special Education Program</p>

	<ul style="list-style-type: none"> Mrs. Johnson said the school does not deal with the Birth to Three referrals because the state has its own program. 	
H.	Policy 6161 Textbooks <ul style="list-style-type: none"> Mrs. Thomas noted that the books can be previewed in the Assistant Superintendent's office. She added that there is a synopsis of the book, and that it is very helpful to read the write-up when reviewing the book. 	Policy 6161 Textbooks
I.	Policy 6162.51 Survey of Students (Student Privacy) <ul style="list-style-type: none"> Dr. Paddyfote said this policy refers to the Protection of Pupil Rights Amendment (PPRA). Mrs. Rigdon noted that the policy says that the information can be sold and asked if that was happening. Dr. Paddyfote said she was not aware of that happening. She said when NCLB was written, the law said that student information could be given to military recruiters. Parents have to opt out of allowing that information to be shared with military recruiters. Mrs. Tarascio-Latour asked how the schools know who a guardian might be for a child and Mrs. Johnson said the district usually receives notification when there is a change of guardianship. 	Policy 6162.51 Survey of Students (Student Privacy)
J.	Policy 6162.6 Use of Copying Devices <ul style="list-style-type: none"> Dr. Paddyfote said this is basically the updated copyright law. 	Policy 6162.6 Use of Copying Devices
K.	Policy 6172.41 Title I Programs <ul style="list-style-type: none"> Dr. Paddyfote said this policy allows the Board to eliminate 6161.3. 	Policy 6172.41 Title I Programs
L.	Policy 6173 Homebound Instruction <ul style="list-style-type: none"> Mrs. Johnson said this is a clarification of language changes. 	Policy 6173 Homebound Instruction

M.	<p>Policy 6200 Adult Education</p> <ul style="list-style-type: none"> Dr. Paddyfote said the revisions bring this policy in alignment with changes in the law. 	<p>Policy 6200 Adult Education</p>
N.	<p>Policy 5121 Examination/Grading/Rating</p> <ul style="list-style-type: none"> Dr. Paddyfote said this policy is included because of the deletion of 6146.1. A part of 6146.1 was put in this policy. Dr. McLaughlin asked if the policy should be for grades "3 through 10" versus "2 through 10." Dr. Paddyfote said the policy should be corrected as follows "grades 3 through 8 inclusive and grade 10." 	<p>Policy 5121 Examination/Grading/Rating</p>
	<p>Meeting Recess</p> <p>Mr. Lawson moved to adjourn the meeting at 7:30 pm to reconvene later.</p> <p>Mrs. Thomas suggested that the meeting should be recessed until after the Committee on Learning meeting and then reconvened.</p> <p>Mr. Lawson withdrew his motion.</p> <p>Mrs. Tarascio-Latour recessed the meeting at 7:33 pm.</p> <p>The meeting was reconvened by Mrs. Tarascio-Latour at 8:37 pm.</p>	<p>Meeting recess</p>
O.	<p>Discussion and Possible Action Items (cont.)</p> <p>Policy 5123 Promotion/Acceleration/Retention</p> <ul style="list-style-type: none"> Dr. Paddyfote said this has been revised for clarity. Mrs. Rigdon asked why relative physical size was considered. Dr. Paddyfote said these items are given consideration when determining if a student should be promoted, retained or accelerated. An example of physical size was given. For example, a child whose parents kept their daughter out of kindergarten the year she was eligible to attend. The child, now a year older than her peers, is quite tall for her age and she looks like a second grader, not a kindergartener. In the future, if that child was being considered for retention, the fact that the 	<p>Discussion and Possible Action Items (cont.)</p> <p>Policy 5123 Promotion/Acceleration/Retention</p>

	<p>child appears much older than her peers would be taken into consideration.</p> <ul style="list-style-type: none"> • Mrs. Tarascio-Latour said you don't want a child to be picked on and getting hurt. 	
4.	Discussion and Possible Action Items – Recommended for Deletion	Discussion and Possible Action Items – Recommended for Deletion
A.	Policy 6145.71 Social Events/Meetings	Policy 6145.71 Social Events/Meetings
B.	Policy 6146.1 Grading/Assessment Systems	Policy 6146.1 Grading/Assessment Systems
C.	Policy 6161.3 Comparability of Services <ul style="list-style-type: none"> • Dr. Paddyfote said this was consolidated with 6172.41 	Policy 6161.3 Comparability of Services
D.	Policy 6162.4 School Volunteers <ul style="list-style-type: none"> • Dr. Paddyfote noted this was now in the 1000 series. 	Policy 6162.4 School Volunteers
E.	Policy 6164 Individual Services & Diagnostic Counseling <ul style="list-style-type: none"> • Dr. Paddyfote said there is no legal reason to have this policy. 	Policy 6164 Individual Services & Diagnostic Counseling
F.	Policy 6164.11 Drugs, Tobacco, Alcohol <ul style="list-style-type: none"> • Dr. Paddyfote noted this is now addressed in the 5000 series. 	Policy 6164.11 Drugs, Tobacco, Alcohol
G.	Policy 6164.2 Guidance Services <ul style="list-style-type: none"> • Dr. Paddyfote said the legislation was repealed and this policy is no longer necessary. 	Policy 6164.2 Guidance Services
H.	Policy 6164.4 Identification of Special Needs & Abilities <ul style="list-style-type: none"> • Dr. Paddyfote said this was replaced with 6159. 	Policy 6164.4 Identification of Special Needs & Abilities
5.	Items of Information	Items of Information
A.	6159 Suggested Revisions — Model Special Education Policies and Procedures Manual	6159 Suggested Revisions — Model Special Education Policies and Procedures Manual
B.	6161 Regulation Book Selection	6161 Regulation Book Selection

C.	6161 Forms for Book Selection & Materials	6161 Forms for Book Selection & Materials
D.	6162.51 Protection of Pupil Rights Amendment	6162.51 Protection of Pupil Rights Amendment
E.	6162.6 Regulation Use of Copying Devices and Copied Materials	6162.6 Regulation Use of Copying Devices and Copied Materials
F.	6162.6 Appendix A Copyright and Fair Use Guidelines for Educators	6162.6 Appendix A Copyright and Fair Use Guidelines for Educators
G.	6162.6 Appendix B Copyright Resources	6162.6 Appendix B Copyright Resources
H.	6164.12 Regulation Acquired Immune Deficiency Syndrome (AIDS)—Deleted	6164.12 Regulation Acquired Immune Deficiency Syndrome (AIDS)—Deleted
I.	6142.1 Regulation Exemption from Instruction	6142.2 Regulation Exemption from Instruction
J.	6172.3 Regulation Home Schooling	6172.3 Regulation Home Schooling
	<p>Mrs. Thomas moved to send to the full Board for first review in April policies:</p> <ul style="list-style-type: none"> • Policy 6142.1 Family Life and Sex Education • Policy 6145.2 Interscholastic/Intramural Athletics, • Policy 6145.22 Interscholastic/Intramural Athletics – Sportsmanship, • Policy 6146.2 Statewide Proficiency/Mastery Examinations, • Policy 6153 Field Trips, • Policy 6153.1 Educational Tours, • Policy 6159 Individualized Education Program/Special Education Program, • Policy 6161 Textbooks, • Policy 6162.51 Survey of Students (Student Privacy), • Policy 6162.6 Use of Copying Devices, • Policy 6172.41 Title I Programs, • Policy 6173 Homebound Instruction, • Policy 6200 Adult Education, • Policy 5121 Examination/Grading/Rating, 	<p>Motion made and passed unanimously to send to the full Board for first review in April policies:</p> <p>Policy 6142.1 Family Life and Sex Education, Policy 6145.2 Interscholastic/ Intramural Athletics, Policy 6145.22 Interscholastic/ Intramural Athletics – Sportsmanship, Policy 6146.2 Statewide Proficiency/Mastery Examinations, Policy 6153 Field Trips, Policy 6153.1 Educational Tours, Policy 6159 Individualized Education Program/Special Education Program,</p>

	<ul style="list-style-type: none"> Policy 5123 Promotion/Acceleration/Retention, seconded by Mrs. Rigdon and passed unanimously. <p>Mrs. Thomas moved to send to the full Board for first review in April and to recommend for deletion:</p> <ul style="list-style-type: none"> Policy 6145.71 Social Events/Meetings, Policy 6146.1 Grading/Assessment Systems, Policy 6161.3 Comparability of Services, Policy 6162.4 School Volunteers, Policy 6164 Individual Services & Diagnostic Counseling, Policy 6164.11 Drugs, Tobacco, Alcohol, Policy 6164.2 Guidance Services, Policy 6164.4 Identification of Special Needs & Abilities, <p>seconded by Mr. Lawson and passed unanimously.</p>	<p>Policy 6161 Textbooks, Policy 6162.51 Survey of Students (Student Privacy), Policy 6162.6 Use of Copying Devices, Policy 6172.41 Title I Programs, Policy 6173 Homebound Instruction, Policy 6200 Adult Education, Policy 5121 Examination/Grading/Rating, Policy 5123 Promotion/Acceleration/Retention</p> <p>Motion made and passed unanimously to send to the full Board for first review in April and to recommend for deletion: Policy 6145.71 Social Events/Meetings, Policy 6146.1 Grading/Assessment Systems, Policy 6161.3 Comparability of Services, Policy 6162.4 School Volunteers, Policy 6164 Individual Services & Diagnostic Counseling, Policy 6164.11 Drugs, Tobacco, Alcohol, Policy 6164.2 Guidance Services, Policy 6164.4 Identification of Special Needs & Abilities</p>
6.	<p>Adjourn</p> <p>Mrs. Thomas moved to adjourn the meeting at 8:52 p.m. seconded by Mrs. Rigdon and passed unanimously.</p>	<p>Adjourn</p> <p>Motion made and passed unanimously to adjourn the meeting at 8:52 p.m.</p>

Respectfully submitted,



Mrs. Nancy C. Tarascio-Latour, Chair
Policy Sub-Committee