

New Hartford Public Schools

Policy Subcommittee Meeting

November 3, 2025 5:15 pm

VIRTUAL

Google Meet joining info

Video call link: <https://meet.google.com/kzn-ibcd-keb>

Or dial: (US) +1 530-517-7039 PIN: 988 354 488#

More phone numbers: <https://tel.meet/kzn-ibcd-keb?pin=1644946983112>

Agenda

1. Review of BOE policies

- REVISION - Policy 5151 - Students - Gifted and Talented
- NEW - Policy 6172.1 - Instruction - Gifted and Talented Students Program
- NEW - Policy 5131.111 - Video Surveillance Cameras in Schools
- REVISION - Policy 6161.3 - Instruction - Comparability of Services
- REVISION - Policy 3323 - Business/Non-Instructional Operations - Soliciting Prices/Bidding Requirements

2. Action steps for next regular BOE meeting

3. Adjournment

Students

Child Identification

The New Hartford School District shall make every effort to locate, identify and evaluate exceptional children from birth through 6th grade.

Referrals to the Planning and Placement Team shall be accepted from all appropriate school personnel, as well as from a child's parent(s); or from a physician, clinic or social worker, provided the parent so permits in order to determine a child's eligibility for special education and related services.

Thus, the following activities shall be implemented and evaluated at least on an annual basis in an effort to identify the exceptional:

1. School Enumeration and Out-of-School Youth Reports shall be reviewed by appropriate school personnel to survey for possible disabled and to initiate the referral process.
2. The Director of Student Services shall review the School Enumeration Report annually for identification of possible disabled children.
3. The Director of Student Services shall review Out-of-School Youth Reports to identify possible disabled youth.
4. The Director of Student Services shall inform community agencies as to how to refer disabled children to the school system.
5. The Director of Student Services shall contact agencies systematically concerning preschool disabled children.
6. All local doctors shall be contacted annually as a possible referral source for disabled children.
7. All staff shall be trained concerning the referral system employed in the district.
8. All children who have 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.
9. All referrals shall be thoroughly and expeditiously processed.
10. The Director of Student Services shall survey private schools attended by local resident children to identify such children who are disabled. The Director shall see to it that a special education program is provided, if needed.

Students

Child Identification (Continued)

Legal Reference: Connecticut General Statutes
 Section 10-76 Educationally exceptional children
 Individuals with Disabilities Education Act, 20 U.S.C. §1400 et. seq. As
 amended by P.L. 105-17
 Mr. & Mrs. P. v. West Hartford Board of Education 3:14-cv-1697 (VLB)
 (D. Conn. Sept 29, 2016)
 Greenwich Board of Education v. GM 3:13-cv-00235 (CSH) (D. Conn.
 June 22, 2016)

Policy adopted:

cps 5/00
rev 4/17

A sample regulation to consider/modify.

Students

Child Identification

Child Find Project

The Pupil Personnel Services Department will remind the general public of the Town of New Hartford, at least annually, by means of news releases and direct contact with social agencies, physicians, and clergymen of the need to identify and to evaluate disabled children who are not getting an education.

Thus, the following activities shall be implemented and evaluated at least on an annual basis in an effort to identify the exceptional:

1. School Enumeration and Out-of-School Youth Reports shall be reviewed by appropriate school personnel to survey for possible disabled and to initiate the referral process.
2. The Director of Student Services shall review the School Enumeration Report annually for identification of possible disabled children.
3. The Director of Student Services shall review Out-of-School Youth Reports to identify possible disabled youth.
4. The Director of Student Services shall inform community agencies as to how to refer disabled children to the school system.
5. The Director of Student Services shall contact agencies systematically concerning preschool disabled children.
6. All local doctors shall be contacted annually as a possible referral source for disabled children.
7. All staff shall be trained concerning the referral system employed in the district.
8. All children who have 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.
9. All referrals shall be thoroughly and expeditiously processed.
10. The Director of Special Education shall survey private schools attended by local resident children to identify such children who are disabled. The Director shall see to it that a special education program is provided, if needed.

Students

Child Identification

Child Find Project (continued)

Legal Reference: Connecticut General Statutes
Section 10-76 Educationally exceptional children
Individuals with Disabilities Education Act, 20 U.S.C. §1400 et. seq. As amended by P.L. 105-17
Mr. & Mrs. P. v. West Hartford Board of Education 3:14-cv-1697 (VLB) (D. Conn. Sept 29, 2016)
Greenwich Board of Education v. GM 3:13-cv-00235 (CSH) (D. Conn. June 22, 2016)

Regulation approved:

cps 9/03
rev 4/17

Students

Child Identification

The Board of Education complies with the state regulations regarding child identification. The Board shall implement thorough and appropriate child identification procedures which ensure that all handicapped, gifted, and talented children within its jurisdiction are identified.

Legal Reference: Connecticut General Statutes

Section [10-76](#) Educationally exceptional children

Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. seq. As amended by P.L. 105-17

Policy adopted: December 18, 2007

Students

Child Identification

Procedures for identification of handicapped children include the following categories:

1. Handicapped children, 0-3 years of age
2. Preschool handicapped, 3-5 years of age
3. School age handicapped, 5-21 years of age
4. Students with repeated suspensions
5. Students whose behavior, attendance, or progress in school is considered unsatisfactory or at a marginal level of acceptance (potential dropouts)
6. Gifted students, grades K-6
7. Talented students, grades K-6

Matrix of Methods

The following specific methods are used to assist in the child identification effort for the target populations:

Matrix of Identification Methods

	Handicapped	Repeat Suspension	Possible Dropouts	Gifted	Talented
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	0-3	3-5	5-2 1				
Letters to Medical Community	X	X	X				
Letters to Nursery Schools/Day Care Facilities	X	X	X				
Letters to Parents/Guardians	X	X					
Letters to Other Agencies	X	X					

Matrix of Identification Methods (continued)

	Handicapped	Repeat Suspension	Possible Dropouts	Gifted	Talented
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	0-3	3-5	5-2 1				
Public Awareness Brochures/Literature	X	X	X	X	X	X	X
Public Awareness News Releases	X	X	X	X	X	X	X
Other Media Announcements	X	X	X	X	X	X	X
Transition Plan	X	X	X		X	X	X
Preschool Screening	X	X	X		X	X	X
Kindergarten Screening	X	X	X		X	X	
School Age Screening	X	X	X				
Standardized Testing/Mastery							
Record Review							

Parental/Guardian/Staff/Self Referrals							
Outside Source Referrals							
Gifted Nominations							
Gifted Screening Instruments							
Talented Nominations							
Talented Screening Instruments							
Truancy/Attendance Review							
Disciplinary Record Review							
Suspension Review Process							

Methods

The comprehensive list of sources used to identify handicapped children is specified in the preceding matrix. The list of places handicapped children might be found is utilized in contacting the various private schools, nursery schools, community agencies, public school programs, regional education service centers, etc.

As indicated in the above matrix, letters (or other evidence of an ongoing public awareness campaign) are sent to pediatricians, nursery schools, etc., informing them of the school district's obligation to identify handicapped children.

The following descriptions detail each of the procedures in the previous matrix.

1. Medical Community/Nursery Schools/Day Care Facilities

Annually a letter is created and disseminated which describes the school district's responsibility to identify handicapped persons between the ages of 0-21. Also the school district may prepare enclosures for inclusion with the notice which describe children who present special education needs. Such enclosures offer information about potential services and school personnel (e.g. speech language consultant, school psychologist, social worker) available to consult with members of the medical community, nursery schools, and day care facilities regarding the school district's identification responsibility.

The identification notice is generated and updated annually through the following process. The Coordinator of Special Education (or designee) examines the business sections of telephone directories and reviews current student files to identify physician names and addresses. School health councils are asked to provide a current listing of physicians and requests are made to local visiting nurse associations for updated listings. In the case of nursery schools and day care facilities, similar activities occur such as reviewing yellow pages of telephone directories and collecting nursery school advertisements and

announcements. In addition, school personnel in each building are requested to examine the kindergarten registration forms for new preschool organizations.

2. Letters to Parents/Guardians

Annually a notice is sent to the families of newly enrolled students which describes the school district's responsibility to identify children of preschool ages. In addition, a mailing list is created by collecting family birth announcements presented in local newspapers. The notice which is disseminated annually requests that it be shared with families of other young children and that school district personnel are available for phone conferences. Special education staff presentations at community meetings and kindergarten registration meetings are another avenue to disseminate notices on child identification responsibilities.

3. The transition plan for a child enrolled in the Birth to Three program is contained in the Individualized Family Service Plan (IFSP). School district personnel attend IFSP meetings when invited. The transition plan must be in place at least 90 days prior to the child's third birthday. The district must ensure that an Individualized Education Program (IEP) is in place by the third birthday for each child eligible for special education and related services.

4. Letters to Other Agencies

The same letter which is prepared for physician and preschool organizations is sent annually to other organizations within the community. These organizations include mental health agencies, churches (all denominations), and visiting nurse associations.

5. Public Awareness: Brochures, Literature, Posters News Releases

Annually a package of child identification materials which may include the State Education Agency's Parent Guide to Special Education, samples of school district notices, and informational brochures are placed on information shelves of the local library and/or town offices.

Child identification posters developed by the Special Education Resource Center of Middletown, Connecticut are sent to the library and town offices as well as to local business establishments such as real estate offices and supermarkets.

The local newspapers will receive a notice similar to the physician/preschool organization notice with a request to publish. This annual request is placed prior to kindergarten screening and enrollment periods.

6. Preschool Screening

When child identification notices result in phone or personal contact from a family, the Coordinator of Special Education (or a designee) will assign the appropriate persons (e.g., social worker, school psychologist, speech language pathologist, school nurse) to follow up the family inquiry. Referrals go to a Planning and Placement Team (PPT) for the purpose of determining eligibility for special education services. Also, enumeration of 3 to 5 year olds will be used as a basis for screening to discover children who are in need of preschool special education services. Screening will be held in May or June. Screening will be conducted by a preschool special education teacher and members of the special education staff.

7. Kindergarten Screening

Students in kindergarten are observed both individually and in group situations. During the school year, each student is assessed via the kindergarten teacher's curriculum based activities. These activities might include verbal vocabulary, picture vocabulary, body awareness, readiness skills, etc. In addition, speech language screening activities are scheduled in the late fall period to be conducted by speech language professionals. Observations are also conducted by school building administrators and additional related service personnel during the course of a school year. If there are collective concerns which result from the screening and observational activities, a referral will be made to the PPT for the purpose of determining special education eligibility.

8. School Age Screening (Observations, Standardized Testing, Mastery Testing, Record Review)

Students in all grades of the school system receive the ongoing attention of professional personnel. Students with atypical patterns of performance are followed by classroom teachers. Atypical patterns are identified through the teachers' anecdotal records, conversations with parents/guardians, and standardized test results. Standardized tests, which are conducted in accordance with the school district's remedial assistance plan and Connecticut Mastery Tests at grades 4 and 6, may yield results which provide indicators that a student may be experiencing difficulty. Whether these screening sources are standardized tests, teacher anecdotal records, or individual student records, the results are shared with Child Study Teams. These teams, composed of administrators, teachers, and school support personnel, problem solve and establish strategies to help the classroom teacher with the student. In order to provide timely assistance within the regular education system, solutions may include enrolling the student into a school building remedial program. If the student's problems persist, then a referral may be made to a PPT to determine special education eligibility.

9. Parent/Guardian/Staff Requests for Assistance

Parents/guardians, professional staff, and students may request assistance. The building Principal along with the Child Study Team will conduct a review of the concern, suggest strategies to be tried in the regular education program, or refer the student directly to a PPT. If the referring party, for example, the parents/guardians, requests the situation to be treated as a referral to special education, then the school district will make provisions for a prompt referral to a PPT.

At times, outside sources such as a state agency will initiate a request for assistance. With receipt of parental/guardian consent, members of the Child Study Team will convene to review the issues and suggest a plan for resolution of the concern.

10. Gifted/Talented Identification

Gifted

The process for screening and identifying students in grades 1 through 6 with extraordinary learning ability may include information from six sources. These sources are:

- a. Standardized achievement test scores (language, mathematics, or composite)
- b. Standardized aptitude, ability, or intelligence test scores
- c. Products - examples of the student's work
- d. Nomination of culturally diverse and handicapped students
- e. Outstanding narrative recommendation from school personnel or visiting expert
- f. Interview

Student referrals to the gifted and talented child study team may be initiated by either parents/guardians or school personnel.

Students in grades 1 through 6 are identified through performance on relevant standardized instruments as well as through teacher logs of demonstrated academic achievement or intellectual creativity. Both objective and subjective data are used in the identification process.

The phases in the identification process may include:

- a. Referral by a classroom teacher, special subject teacher, building Principal, counselor, or parent/guardian
- b. Consultation with the staff member assigned to the gifted and talented program
- c. Testing or re-testing, if needed
- d. Completion of a referral packet by a classroom teacher
- e. Building level meeting with student's parents/guardians, classroom teacher, building Principal, gifted/talented program staff member, school Psychologist, and student, if appropriate
- f. Review of the referral packet by the Child Study Team to determine the strength of the teachers' comments and test data
- g. The PPT will determine eligibility.

Talented

- a. Students in grades 1 through 6 are identified who (1) possess demonstrated abilities that give evidence of very superior creative capability and (2) may need differentiated instruction beyond that being provided in the regular school program in order to realize their creative potential. Art, music, dance, drama, and creative writing are examples of the creative arts.
- b. Referral sources include art and music specialists, professional artists, self, peers, private teachers, parents/guardians, and others familiar with the student.

c. The screening process is conducted by the Child Study Team. The process relies primarily on observations of student products and performance. The screening components include:

- i. Evaluation of work prepared in advance (e.g., portfolio review)
 - ii. Assessment of commitment/motivation through interview, biographical statement, or letters of recommendation.
- d. The PPT will determine eligibility.

11. Attendance Review, Disciplinary Review, Suspension Review

Excessive absences are reviewed periodically (quarterly) by the building professional staff member assigned to take attendance. The statistics are presented to a Child Study Team that examines instances of excessive absence and determines the reasons. If the Child Study Team suspects a handicapping condition, then it makes an immediate referral to a PPT for special education eligibility.

A disciplinary record review is carried out by the building Principal or administrator in charge of discipline. Disciplinary citations which exceed three (3) instances are brought to the attention of the Child Study Team and to the Coordinator of Special Education.

The team may suggest strategies for all staff who work with the student or it may refer the student to a PPT because it suspects a handicap exists.

The same administrator in charge of discipline will periodically (not less than quarterly) examine the number of suspensions that students have received. In cases where students have received more than 3 but less than 5 suspensions, this administrator is empowered to refer each student to a PPT for consideration as a special education student.

Special Education/Child-Find Evaluation

The notes, recommendations, and groupings will be discussed with any recommendations made by the Professional Development Committee (PDC) with the building principals, including the effectiveness of all instructional programs and services meeting the needs of identified children.

A written self-evaluation of the child-find procedures is completed annually. This evaluation ensures implementation and necessary revision of the child-find procedures.

The Coordinator of Special Education (or designee) will meet annually with building principals, teachers, and staff to review the child-find procedures. During this meeting the following may be addressed:

1. The school district's special education population report will be examined for frequency of each exceptionality.
2. The total special education prevalence will be compared with the frequency of new eligible special education students (students identified during the past school year) to determine the degree of increase or decrease.

3. Staff reports on the child identification process will be collected and analyzed.

Procedures Referral to PPT for Special Education Eligibility

Standard Referral Form

A written standard referral form is utilized to ensure that all students are properly brought to the attention of the PPT upon referral to special education evaluation.

Referrals for special education evaluation are made to the PPT that determines the nature of an evaluation and whether the student is eligible for special education and/or related services.

Students who may profit from the attention of special education professionals are those who, by their attitudes and behavior, show the inability to make productive use of their school-life experiences. Among the symptoms which arise are:

1. School achievement below an estimated ability
2. Short attention span
3. Poor school attendance
4. Inability to follow directions; becomes confused
5. Problems in speech/language development
6. Excessive fears, anxiety, and self-doubts
7. Shy, withdrawn, or clinging behavior
8. Excessive need to please or overly compliant behavior
9. Depression, crying, or excessive moody behavior
10. Overly aggressive or belligerent behavior with others
11. Extreme restlessness
12. Frequent physical complaints or concern over health
13. Despondent or uncared for appearance
14. Repeated school suspension

Many students having difficulty in school show a combination of several symptoms. The problems may have their basis within the family, teacher-student relations, peer relations, physical problems, learning disabilities, or many other problems. Most often, the problems arise from various combinations of these factors.

Before a student is referred for special education, alternative strategies must have been implemented and documented. The intent is to ensure that alternative strategies available in regular education, including the use of support personnel such as student services and remedial staff, have been fully utilized before resorting to a referral for special education.

Referrals for special education consideration are often made when a Child Study Team has exhausted interventions for the student and recommends that further evaluation is needed.

The special education staff evaluates at year end the effectiveness of its programs/offerings. Continual efforts to improve programming is ongoing.

Dependent on the building level, this informal team may be comprised of only the Principal and classroom teacher or may include others; for example, a guidance counselor and reading or math specialists serving the student.

Parents/guardians who do not initiate a referral may also be involved in this decision as to whether to consider a special education referral, although this is not mandatory. However, once the decision is made affirmatively to refer a student to special education, the parents/guardians must be informed in writing that a referral was made to a PPT for special education consideration.

The referring staff member is usually a teacher, but may be any professional staff member such as a school nurse, reading specialist, etc., who is concerned.

Instructions for Processing the Referral

The referring teacher or professional staff member should:

1. Complete the referral form and send the child study logs complete packet to the designated PPT chairperson. The referral then becomes one entire packet with all components. Upon receipt of the completed standard referral form packet by the PPT chairperson, the referral will be dated, logged, and a PPT evaluation meeting will be assigned.
2. Contact the parent/guardian with written notice that their child has been referred to a PPT for consideration as a special education student. Notice is required to be given within 5 school days of the referral.

A calendar date must be attached to the referral which will denote the first day of the 45 school day time limit for implementing an Individualized Education Program (IEP). Under Connecticut law and regulations, an IEP must be developed for all identified special education students who require special education services. The IEP is implemented within 45 school days of referral for in-district placements and within 60 school days for out-of-district placements, exclusive of time required to obtain parental/guardian consent.

The PPT will discuss the referral in detail with the building Principal and involved teachers to determine evaluation needs. The appropriate personnel knowledgeable in the suspected disability will be consulted as necessary. The following points should be kept in mind:

1. If feasible, ask the parent/guardian for additional informal or formal data and to explain testing procedures.
2. Select testing procedures as extensive as necessary to provide a thorough examination of the student. In addition to formalized tests, evaluation procedures should include classroom observations, conferences with students, teachers, parents/guardians, school nurses, and other specialists.
3. Refer to additional Special Education/Student Services staff specialists whenever necessary to obtain further evaluation of a suspected handicapping condition.
4. Seek parents /guardians written consent prior to the evaluation.
5. Seek the parents /guardians written authorization to release all previous medical, educational, and/or psychological information, if this is available.

Gifted and Talented

Identification Procedures

The main purpose in identifying children as Gifted and Talented is to assist the classroom teacher in planning and delivering appropriate curriculum and instruction. At any point during the academic year a teacher can refer a student to the GATE team for consideration. The GATE team meets to determine eligibility based upon a number of factors, including but not limited to the following:

performance on the OLSAT

performance on the CMT

performance on classroom assessments

evidence of outstanding ability in one of the fine/performing arts

ongoing academic performance in the classroom

The GATE team is comprised of the Director of Student Services, the school Principal, the Classroom Teacher, the School Psychologist, the Curriculum Coordinator, and other resource instructor specialists as appropriate. The identification process is as follows:

Step 1: The referring teacher completes a GATE Referral Form (attached) (*insert form here for final revision*) along with a survey form and returns it to the Director of Student Services. The student's parents are notified of the referral.

Step 2: The Director of Student Services schedules a GATE team meeting.

Step 3: The GATE team reviews and discusses the information submitted by the referring teacher.

Step 4: The GATE team determines the criteria for identification as Gifted and Talented. If further formal evaluations are indicated, written parental permission will be requested. Parents will be notified of the team's decision.

Step 5: Parents of identified children will be invited to a formal meeting in which instructional strategies and need for supplemental materials will be discussed.

Gifted and Talented

District Services for Students who are Identified as Gifted and Talented

1. An annual PPT will be held for children who are identified as Gifted and Talented for the purposes of planning appropriate curriculum for the student.
2. The Curriculum Coordinator and Director of Student Services will assist the classroom teacher by providing supplemental materials.
3. When deemed appropriate by the Director of Student Services and Curriculum Coordinator, individual and/or small group instruction will be offered to the student.
4. Parents will receive information regarding the after school Gifted and Talented class offerings at Region 7.

Legal Reference: Connecticut General Statutes

Section [10-76](#) Educationally exceptional children

Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. seq. as amended by P.L. 105-17

Regulation approved: December 18, 2007

Gifted and Talented

1. All students in New Hartford Public Schools are screened for Gifted and Talented Identification through group identification beginning at the end of their third grade year to be eligible for identification in grade four.
2. At any point during the academic year, a teacher or parent/guardian can refer a student to the school child study team (PPT) for consideration of a Talented and Gifted identification.
3. New Hartford does not provide special services during the school day for students identified as Gifted and Talented.

Group Identification

After group testing at the end of grade 3:

1. The child study team (PPT) will review the group testing information and determine appropriate identification steps which *may* include:
 - a. Review student work and present levels of performance
 - b. Review available schoolwide standardized test scores
 - c. Conduct standardized aptitude, ability, or intelligence assessments
 - d. Collect recommendations from appropriate school personnel
2. The child study team (PPT) will determine if the student meets the criteria for a gifted and talented identification. The PPT consists of the building principal, school psychologist, curriculum specialist, and teacher(s).
3. A written notification to the parent/guardian is required to convey the results of the PPT evaluations regarding the child's standing with respect to the gifted and talented classification.

Individual Identification

1. A completed [referral form](#) is submitted to the school child study team (PPT). This referral can be completed by a teacher or parent/guardian.
2. A building level meeting with the student's parents/guardians, teacher(s), building principal, curriculum specialist, and school psychologist and other appropriate staff will be scheduled to review the referral.
3. Written consent from a parent/guardian is required before the evaluation and PPT can proceed.
4. The child study team (PPT) will review the referral information and determine appropriate identification steps which *may* include:
 - a. Review student work and present levels of performance

Gifted and Talented

Individual Identification (Continued)

- b. Review available schoolwide standardized test scores
 - c. Conduct standardized aptitude, ability, or intelligence assessments
 - d. Collect recommendations from appropriate school personnel
5. The child study team (PPT) will determine if the student meets the criteria for a gifted and talented identification. The PPT consists of the building principal, school psychologist, curriculum specialist, and teacher(s).
6. A [written notification](#) to the parent/guardian is required to convey the results of the PPT evaluations regarding the child's standing with respect to the gifted and talented classification.

Legal Reference:

Children Requiring Special Education (Regulations of Connecticut State Agencies
[RCSA] §§ 10-76a-1—10-76l-1) (Rev. 2015)

Sec. 10-76a-1: Definitions and exceptionalities

Sec. 10-76d: Conditions of instruction

Sec. 10-76d-9: Evaluation; Independent Educational Evaluation; Determining the
existence of a learning disability; Evaluation and identification for gifted and
talented

PA 17-82: Connecticut's Newest GTE Law (July 1, 2017)

Substitute House Bill No. 7353, PA 19-184

An optional policy to consider.

Students

Conduct

Video Surveillance

The Board of Education recognizes the District's responsibility to maintain order, discipline, safety and security on school property and in school vehicles. The Board also desires to afford students and staff privacy in respect to the records maintained by the District. The Board recognizes the value of electronic surveillance systems in monitoring activity on school property and in school vehicles in protecting the health, welfare and safety of its students and staff. The students and staff of the District recognize that their security and safety depends upon the capacity of the district to maintain discipline, control building access, and that a certain amount of restraint upon the activities of students and building visitors is assumed and expected.

The Board of Education having carefully weighed and balanced the rights of privacy of students and staff against the District's duty to maintain order discipline, safety and security finds that it is appropriate to provide for the use of video camera surveillance in its transportation vehicles and on school grounds as follows:

1. The District shall notify its students, staff and the public that video surveillance may/will occur on any school property or on any transportation vehicle. The District shall incorporate said notice, in such places as, but not limited to, in the student handbook, District calendar, staff handbook and District website;
2. The use of video surveillance equipment on transportation vehicles shall be supervised by the District contracted transportation supervisor. The use of video surveillance equipment on school grounds and on other District property shall be supervised and controlled by the building administrator or other responsible administrator;
3. The use of video recordings from surveillance equipment shall be subject to the other policies of the District including policies concerning the confidentiality of student and personnel records;
4. Video surveillance shall only be used to promote the order, safety and security of students, staff and property.

(cf. 4112.6/4212.6 – Personnel Records)

(cf. 5125 – Student Records)

(cf. 5131.1 – Bus Conduct)

(cf. 5131.11 – Video Cameras on School Buses)

(cf. 5131.5 – Vandalism)

(cf. 5145.12 – Search and Seizure)

Legal Reference: Family Educational Rights and Privacy Act, sec. 438, 20 U.S.C. sec. 1232g (1988).

Policy adopted:

cps 4/99

rev 4/08 rev 2/13

An administrative regulation to consider/modify.

Students

Conduct

Video Surveillance

Video Surveillance System Operation

1. The Board authorizes the administration to use video surveillance: 1) to monitor and protect District property; 2) to foster the safety and security of students, staff, and visitors while at work or participating in school functions; 3) in response to specific inquiries and proceedings relating to law enforcement; and 4) when warranted, for specific student discipline. Videotapes may not be used for any other purposes.
2. Video cameras will be utilized on school grounds and on buses as recommended by building administration and approved by the Superintendent. The District shall notify students, staff, and the public that video surveillance may occur on school property. Such notification will occur through incorporation in the school parent/student handbooks, District and school websites and through clearly written signs displayed near the main entrance of each school. Cameras may only be installed on buses with prior notice to drivers.
3. Video recording equipment will be installed prominently. Equipment should not monitor areas where the students, employees and public have a reasonable expectation of privacy, such as locker rooms and adult and student restrooms. Video recording equipment may be in operation 24 hours per day, and monitored "live" by local law enforcement personnel.
4. The use of video surveillance equipment on school grounds shall be supervised and controlled by the building Principal and/or School Resource Officer and on the school buses by the Superintendent or Transportation Supervisor. The building Principal operates the system and maintains the recordings. Any further delegation should be limited and should include only administrative staff.
5. Video recordings should only be reviewed where there is a need to do so, either because an incident has been reported or is suspected to have occurred. Examples of such include, but are not limited to: incidents of property damage, theft, trespassing, personal injury, or student, staff or visitor altercations, etc.
6. Administrative staff and School Resource Officer assigned to the video surveillance system will be required to review and apply these regulations in performing their duties and functions related to operation of the system. All staff and students shall be made aware of the Board's video surveillance policy. The regulations shall be incorporated into training and orientation programs. It shall be the responsibility of the Superintendent and school administration to review and update the regulations periodically.

Students

Conduct

Video Surveillance

Video Surveillance System Operation (continued)

7. Audio shall not be a part of the video recordings made, reviewed, or stored by District staff.
8. Staff and students are prohibited from unauthorized use, tampering with or otherwise interfering with video recordings and/or video camera equipment and will be subject to appropriate disciplinary action. Disciplinary action shall be consistent with District policies.
9. The District shall provide reasonable safeguards including, but not limited to, password protection, well managed firewalls and controlled physical access to protect the surveillance system from hackers, unauthorized users and unauthorized use.
10. Video monitors shall be located in administrative offices at the school. Video monitors shall not be located in an area that enables public viewing. Local law enforcement personnel shall also have the ability to monitor the system. Parental requests to inspect video surveillance must be made in writing. Any such viewings must be compliant with the requirements of FERPA and Connecticut's FOIA.
11. Video surveillance equipment will be used in accordance with all Board of Education policies including the District's nondiscrimination policy and student records policy. (#5125).

Storage/Security

1. Video recordings will be stored for a minimum of five school days after initial recording, where upon if the Principal and/or designee know no reason for continued storage, such recordings will be released for erasure. The vehicle for storage will be dependent upon the type of system installed, which could vary from school to school and with the introduction of any new technology.
2. Video recordings held for review of property or student incidents will be maintained in their original form pending resolution. Recordings will then be released for erasure, copied for authorized law enforcement agencies, or retained as necessary as part of the student's record in accordance with established procedures and applicable law.

Requests to View Video Surveillance

Requests to review video recordings shall comply with all applicable state and federal laws and with Board Policy. All requests for review of video recordings that are considered an educational record will be as follows:

Students

Conduct

Video Surveillance

Requests to View Video Surveillance (continued)

1. All viewing requests must be submitted in writing. Requests for viewing will be limited to those parents/guardians, students and/or District officials with a direct interest in the proceedings as authorized by the Principal and only the portion of the video recording concerning the related specific incident will be made available for viewing. An entire video, in a specific disciplinary situation, may be inspected and reviewed if the video “cannot be segregated or redacted without destroying its meaning.”
2. Written requests for viewing may be made to the Principal within five school days of the date of recording. (note: The number of days may need to be altered based upon the system used by the district.)
3. Approval/denial for viewing will be made within five school days of receipt of the request and so communicated to the requesting individual. (note: same as #2)
4. Video recordings will be made available for viewing within three school days of the request approval.
5. Actual viewing will be permitted only at school-related sites including the school buildings, or District office.
6. All viewing will include the building Principal or his/her designee.
7. A written log will be maintained of those viewing video recordings including the date of viewing, reasons for viewing, date the recording was made, location at school or central office, and signature of the viewer.
8. Video recordings will remain the property of the District and may be reproduced only in accordance with the law, including applicable Board policy and regulations.
9. Time lines may be altered for requests for viewing which arise at the end of a school year or prior to vacation periods.

Student Records

1. Video recordings may become a part of a student’s educational record. The District shall comply with all applicable state and federal laws and District Board policies related to record maintenance and retention. (FERPA, FOIA)
2. Parents/students and the public will not be specifically notified when a video camera is in use.

Regulation approved:

cps 4/08
rev 2/13
rev 4/18

_____, Connecticut
PUBLIC SCHOOLS

**NOTICE TO STUDENTS AND PARENTS REGARDING THE USE OF
VIDEO RECORDERS ON SCHOOL BUSES**

Video cameras will be in use on school buses to monitor school transportation and will be video recording bus routes at random during the upcoming school year. Students will not be notified when a recording device has been installed on their bus.

Recordings shall be reviewed on a routine basis by the principal and evidence of student misconduct will be documented. Students found to be in violation of the district's bus conduct rules, as contained in the student handbook, shall be notified and disciplinary action will be initiated under the guidelines contained in the district's discipline procedures for district-approved student transportation.

Video recordings shall be treated as protected student records under the Family Educational Rights and Privacy Act. The following guidelines shall apply:

1. Recordings shall remain in the custody of the school district;
2. Parents or students over the age of 18, who wish to view a video recording in response to disciplinary action taken against a student may request such access under the procedures set out in the Student Records Management policy of the district;
3. Persons unrelated to a disciplinary incident shall not be permitted to view bus videotapes.

ACKNOWLEDGEMENT

I understand and acknowledge the district's procedures concerning the use of video recorders on school buses. I also understand that my student

_____,
shall be held accountable for his/her conduct on district transportation and for the consequence outlined in the district's discipline procedures for district-approved student transportation.

Parent/Guardian

Date

Video Surveillance Notification to Post on School Property

The Board of Education has authorized the use of electronic surveillance systems on school property and on school buses transporting students. The system will be used to monitor student behavior and building visitors in order to promote and maintain a safe and secure environment for all students and staff. Students and parents are hereby notified that the content of the surveillance system may be used in a student disciplinary proceeding. Surveillance content will be routinely erased on a periodic basis or be retained if necessary for use in a student disciplinary proceeding or other matter as determined necessary by the administration. Parents may request to view surveillance contents used in a disciplinary proceeding involving their child.

In addition, visitors to the school site should be aware that local law enforcement officials monitor the video surveillance

An optional policy to consider.

Students

Conduct

Video Surveillance

The Board of Education recognizes the District's responsibility to maintain order, discipline, safety and security on school property and in school vehicles. The Board also desires to afford students and staff privacy in respect to the records maintained by the District. The Board recognizes the value of electronic surveillance systems in monitoring activity on school property and in school vehicles in protecting the health, welfare and safety of its students and staff. The students and staff of the District recognize that their security and safety depends upon the capacity of the district to maintain discipline, control building access, and that a certain amount of restraint upon the activities of students and building visitors is assumed and expected.

The Board of Education having carefully weighed and balanced the rights of privacy of students and staff against the District's duty to maintain order discipline, safety and security finds that it is appropriate to provide for the use of video camera surveillance in its transportation vehicles and on school grounds as follows:

1. The District shall notify its students, staff and the public that video surveillance may/will occur on any school property or on any transportation vehicle. The District shall incorporate said notice, in such places as, but not limited to, in the student handbook, District calendar, staff handbook and District website;
2. The use of video surveillance equipment on transportation vehicles shall be supervised by the District contracted transportation supervisor. The use of video surveillance equipment on school grounds and on other District property shall be supervised and controlled by the building administrator or other responsible administrator;
3. The use of video recordings from surveillance equipment shall be subject to the other policies of the District including policies concerning the confidentiality of student and personnel records;
4. Video surveillance shall only be used to promote the order, safety and security of students, staff and property.

(cf. 4112.6/4212.6 – Personnel Records)

(cf. 5125 – Student Records)

(cf. 5131.1 – Bus Conduct)

(cf. 5131.11 – Video Cameras on School Buses)

(cf. 5131.5 – Vandalism)

(cf. 5145.12 – Search and Seizure)

Legal Reference: Family Educational Rights and Privacy Act, sec. 438, 20 U.S.C. sec. 1232g (1988).

Policy adopted:

cps 4/99

rev 4/08 rev 2/13

An administrative regulation to consider/modify.

Students

Conduct

Video Surveillance

Video Surveillance System Operation

1. The Board authorizes the administration to use video surveillance: 1) to monitor and protect District property; 2) to foster the safety and security of students, staff, and visitors while at work or participating in school functions; 3) in response to specific inquiries and proceedings relating to law enforcement; and 4) when warranted, for specific student discipline. Videotapes may not be used for any other purposes.
2. Video cameras will be utilized on school grounds and on buses as recommended by building administration and approved by the Superintendent. The District shall notify students, staff, and the public that video surveillance may occur on school property. Such notification will occur through incorporation in the school parent/student handbooks, District and school websites and through clearly written signs displayed near the main entrance of each school. Cameras may only be installed on buses with prior notice to drivers.
3. Video recording equipment will be installed prominently. Equipment should not monitor areas where the students, employees and public have a reasonable expectation of privacy, such as locker rooms and adult and student restrooms. Video recording equipment may be in operation 24 hours per day, and monitored “live” by local law enforcement personnel.
4. The use of video surveillance equipment on school grounds shall be supervised and controlled by the building Principal and/or School Resource Officer and on the school buses by the Superintendent or Transportation Supervisor. The building Principal operates the system and maintains the recordings. Any further delegation should be limited and should include only administrative staff.
5. Video recordings should only be reviewed where there is a need to do so, either because an incident has been reported or is suspected to have occurred. Examples of such include, but are not limited to: incidents of property damage, theft, trespassing, personal injury, or student, staff or visitor altercations, etc.
6. Administrative staff and School Resource Officer assigned to the video surveillance system will be required to review and apply these regulations in performing their duties and functions related to operation of the system. All staff and students shall be made aware of the Board’s video surveillance policy. The regulations shall be incorporated into training and orientation programs. It shall be the responsibility of the Superintendent and school administration to review and update the regulations periodically.

Students

Conduct

Video Surveillance

Video Surveillance System Operation (continued)

7. Audio shall not be a part of the video recordings made, reviewed, or stored by District staff.
8. Staff and students are prohibited from unauthorized use, tampering with or otherwise interfering with video recordings and/or video camera equipment and will be subject to appropriate disciplinary action. Disciplinary action shall be consistent with District policies.
9. The District shall provide reasonable safeguards including, but not limited to, password protection, well managed firewalls and controlled physical access to protect the surveillance system from hackers, unauthorized users and unauthorized use.
10. Video monitors shall be located in administrative offices at the school. Video monitors shall not be located in an area that enables public viewing. Local law enforcement personnel shall also have the ability to monitor the system. Parental requests to inspect video surveillance must be made in writing. Any such viewings must be compliant with the requirements of FERPA and Connecticut's FOIA.
11. Video surveillance equipment will be used in accordance with all Board of Education policies including the District's nondiscrimination policy and student records policy. (#5125).

Storage/Security

1. Video recordings will be stored for a minimum of five school days after initial recording, where upon if the Principal and/or designee know no reason for continued storage, such recordings will be released for erasure. The vehicle for storage will be dependent upon the type of system installed, which could vary from school to school and with the introduction of any new technology.
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Video Surveillance

Requests to View Video Surveillance (continued)

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2. Parents/students and the public will not be specifically notified when a video camera is in use.

Regulation approved:

cps 4/08
rev 2/13
rev 4/18

PUBLIC SCHOOLS
_____, Connecticut

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1. Recordings shall remain in the custody of the school district;
2. Parents or students over the age of 18, who wish to view a video recording in response to disciplinary action taken against a student may request such access under the procedures set out in the Student Records Management policy of the district;
3. Persons unrelated to a disciplinary incident shall not be permitted to view bus videotapes.

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shall be held accountable for his/her conduct on district transportation and for the consequence outlined in the district's discipline procedures for district-approved student transportation.

Parent/Guardian

Date

Video Surveillance Notification to Post on School Property

The Board of Education has authorized the use of electronic surveillance systems on school property and on school buses transporting students. The system will be used to monitor student behavior and building visitors in order to promote and maintain a safe and secure environment for all students and staff. Students and parents are hereby notified that the content of the surveillance system may be used in a student disciplinary proceeding. Surveillance content will be routinely erased on a periodic basis or be retained if necessary for use in a student disciplinary proceeding or other matter as determined necessary by the administration. Parents may request to view surveillance contents used in a disciplinary proceeding involving their child.

In addition, visitors to the school site should be aware that local law enforcement officials monitor the video surveillance

A mandated policy.

Instruction

Comparability of Services

To improve the academic achievement of educationally and economically disadvantaged children, the Board of Education (Board) will participate in the federal Title I program.

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

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

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

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

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

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

Instruction

Comparability of Services (continued)

Note: The district will be considered to have met the comparability requirements of Title I, Part A if it has filed with the State Board of Education a written assurance that it has established and implemented (1) a district-wide salary schedule and (2) policies to ensure equivalence in resources. (U.S.C. 6321(c)(2))

For the purposes of determining comparability in compliance with 20 U.S.C. 6321(c), the District, may exclude

1. State and local funds expended for English Learners language instruction education programs.
2. Excess costs associated with providing services to students with disabilities.
3. Unexpected changes in enrollment or personnel assignments occurring after the beginning of the school year.
4. Staff salary differentials for years of employment.
5. Other expenditures from supplemental state or local funds consistent with the intent of Title I (serving only children who are failing, or most at risk of failing, to meet the State's standards)

The Superintendent or his/her designee shall provide in a timely manner all assurances, documentation, or other information required by the State Department of Education to demonstrate the District's compliance with Title I fiscal requirements.

The Superintendent or his/her designee shall maintain reports and other documentation demonstrating compliance with the requirements of this policy.

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

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

Legal Reference: Title I Improving Basic Programs Operated by State and Local Educational Agencies, Improving Every Student Succeeds Act, P.L. 114-95, Section 1118c of Title I, ESEA/ESSA
20 U.S.C. Section 6321(c)
Agostini v. Felton 521 U.S. 103 (1997)

Policy adopted:

rev 5/17
rev 4/18

CURRENT POLICY

6161.3

Instruction

Comparability of Services

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

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

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

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

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

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

Private School Students and Comparability of Services

The Board of Education is responsible for identifying disabled students attending private schools when the students have not been placed in such schools by the Board of Education or other public entities. When disabled students attending private school are identified, the Board of Education will offer a free appropriate public education to such students in the public schools.

Also, the Board of Education will offer disabled students attending private schools access to federally funded special education programs in accordance with the law. Any such access will ensure public control of funds and property and public supervision of staff serving the private school students. Any federally funded Education of Handicapped Act Part B (EHA-B) services for private school students will be comparable, when taken as a whole, to services provided to other disabled students served by the Board of Education.

Legal Reference: Title I Improving the Academic Achievement of the Disadvantaged, as implemented by 34 C.F.R. part 200 of the No Child Left Behind Act of 2001

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

Policy adopted: June 3, 2008

Instruction

Private School Students and Comparability of Services

The Board of Education has implemented procedures which ensure the identification and proper participation of private school students in special education programs consistent with state and federal mandates.

September Information Package

In September, a child identification package is sent to each private school within the town. This package contains:

1. A letter describing the Board of Education's identification and Planning and Placement Team (PPT) process. The letter describes the pre-referral process that must take place before a special education referral for evaluation and instructions for using the standard referral for evaluation form.
2. A copy of the pre-referral form and the standard referral for evaluation form.
3. The private school consultation form, asking the knowledgeable private school officials to list the names of disabled students in the school who have nexus with the school district, the students' ages, disabled categories, and services received. The form also asks the knowledgeable private school officials to estimate future disabling prevalence for nexus students.

Procedures for identifying disabled students attending private schools are exactly the same as for students attending the public schools. These procedures are provided in the child identification section of these procedures. The same pre-referral procedures are required and the same standard referral sheet is to be used. The students and their parents/guardians retain all the procedural safeguards outlined under the federal laws and regulations.

The same standards for PPT membership apply for cases when the student attends a private school. The administrator, student services representative, and teacher must come from the public schools. In addition, every attempt is made to involve the teacher who knows the student best from the private school.

Access

Access to the federally funded programs is made on an annual basis, subject to the annual granting of federal EHA-B funds. During the preparation of the grant application for the funds and throughout the administration of the project, data from the private school consultation form is considered. Additional consultation with the private schools is conducted on a case by case basis, as necessary.

Parents/guardians have the right to decline the free appropriate public education which is available to their children and guaranteed by state and federal laws in the public schools. If the parents/guardians of a student identified as needing special education decide to enroll their child in a private school, they also decline the free appropriate public education. Any such student still has a right to benefit from special education services which are provided from federal funds awarded annually to the public school district having jurisdiction.

Provisions of Services

The federal regulations specify that disabled students enrolled in private schools by their parents/guardians have the right to equitably participate in special education programs and services provided with federal EHA-B funds. The genuine opportunity for equitable participation is not the same as the free appropriate public education guarantee for students enrolled in public schools. To meet this federal genuine opportunity requirement, the public school district having jurisdiction must ensure that the average amount of EHA-B entitlement funds expended on behalf of an eligible private school student is no less than the average amount of such funds expended to benefit public school students.

The average amount of EHA-B funds expended on services for public school students is not the same as the per capita amount on which a public school district's entitlement is based. Virtually all school districts target EHA-B entitlement funds on specific activities which do not directly benefit all of the students who were included in the district's annual student count which established its entitlement amount.

To determine the average expenditure for public school students, it is necessary to examine a school district's application for EHA-B entitlement funds and specifically the public program description pages, to determine the types of services proposed/approved, numbers and grades of student to be served, and also the costs attributed to same. Utilizing such information, it is possible to calculate the average per student expenditure amount for public school students which can then serve as the criterion amount for determining the provision of services to each eligible private school student.

If the amount of the federal funds available to provide services to an eligible private school student cannot meet all of the student's special education needs, the student's parents/guardians are encouraged to consider enrolling their child in public school.

For any services provided with federal EHA-B funds, the funds expended must benefit the student and not benefit the private school. The public schools maintain control of all public funds and property used to serve private school students. Special education staff serving private school students are supervised by the Director of Student Services and not by the private school administration.

Legal Reference: Title I Improving the Academic Achievement of the Disadvantaged, as implemented by 34 C.F.R.
part 200 of the No Child Left Behind Act of 2001

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

Regulation approved: June 3, 2008

A sample policy to consider.

Business/Non-Instructional Operations

Soliciting Prices (Bids and Quotations)

All contracts for, and purchases of supplies, materials, equipment and contractual services in the amount of \$10,000 or more shall be based, when possible, on at least three competitive bids. All purchases less than \$10,000 in amount may be made in the open market, but shall, when possible, be based on at least three competitive quotations or prices. (NOTE: This amount is established locally but C.G.S. 7-148v requires that sealed bidding is required for contracts or purchases greater than \$25,000.) All purchases made in the open market shall be consummated after careful pricing. In an emergency situation these requirements may be waived by the Superintendent. The Superintendent shall notify the Board Chairman as soon as possible and the entire Board of Education at the next regularly scheduled meeting.

All contracts and all open market orders will be awarded to the lowest responsible qualified contractor or supplier, taking into consideration all of the factors set forth in policy #3320.

When bidding procedures are used, bids shall be advertised in the area newspapers for at least one day. Suppliers shall be invited to have their names placed on mailing lists to receive invitations to bid. When specifications are prepared, they will be mailed to all merchants and firms who have indicated an interest in bidding on the items or services being bid.

All bids must be submitted in sealed envelopes, addressed to the appropriate school and plainly marked with the name of the bids and the time of the opening. Bids shall be opened at the time specified and all bidders and other interested persons shall be invited to be present.

The school district reserves the right to reject any or all bids and to accept that bid which appears to be in the best interest of the town/city. The school district reserves the right to waive any informalities in, or reject, any or all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified shall not be considered.

The school district, after going out to bid for a good or service and receiving submissions shall consult with the town's legislative body if the town provides or uses such good or service, and, if the equivalent level of such good or service is provided by the town or through a town contract for a lower cost than the lowest qualified bid received by the school district. In such situations, the district shall consider a cooperative arrangement with the town for the provision of such good or service. A "good or service" includes but is not limited to, portable classrooms, motor vehicles or materials and equipment, such as telephone systems, computers and copy machines.

The above requirement regarding consulting with the town's legislative body is not applicable to regional school boards.

Business/Non-Instructional Operations

Soliciting Prices (Bids and Quotations)

Legal Reference: Connecticut General Statutes

7-148v Requirements for competitive bidding

P.A. 13-71 An Act Concerning Requirements for Competitive Bidding for the Award of Contracts or Purchase of Property by Municipalities

June 2017 Special Session PA 17-2, Section 161

Policy adopted:

rev 1/18

rev 10/18

Sample regulation.

Business/Non-Instructional Operations

Soliciting Prices (Bids and Quotations)

Regulations Relative to the Bidding Activity

1. The purchasing personnel shall periodically estimate requirements of standard items or classes of items and make quantity purchases, thereby effecting economies. Whenever storage facilities or other conditions make it impractical to receive an entire order at one time, the total quantity should be bid and staggered delivery dates made a part of the bid specifications, or estimated quantities bid with deliveries to be made as requested.
2. Bid instructions and specifications should be clear and complete, setting forth all necessary conditions conducive to competitive bidding.
3. The purchasing personnel shall seek bids from those sources able to offer the best prices, consistent with quality, delivery and service.
4. The bids shall be opened in public at the prescribed time and place and tabulated for review. Whether or not bid opening occurs exactly at the time advertised, no bids may be accepted after said advertised time.
5. After the bids have been opened and tabulated, they will be available for those interested to copy or examine. They shall not, however, be removed from the purchasing office.

Regulation approved:

CURRENT POLICY

3323

Business/Non-Instructional Operations

Soliciting Prices/Bidding Requirements

Vehicle Purchase/Replacement Policy

New - New vehicles will be purchased within the framework of policy 3320.

Used - Used vehicles shall be purchased from dealers only. The purchase of a used vehicle from private individuals is prohibited. An independent appraisal may be required in addition to the Blue Book Value to determine the value of the vehicle. A vehicle which is more than 7 years old may not be considered for purchase unless it is determined to be in the best interest of the district. State of Connecticut bid awards are an acceptable means of purchasing a used vehicle. The process for awarding a contract on a state bid will be consistent with other bid awards.

The authority to sign contracts is delegated to the Superintendent of Schools or designee in contracts under \$10,000.00.

Bids are not required on the following:

1. Purchases where only one supplier exists.
2. Architectural services.
3. Legal services.
4. Textbook purchases.

The authority to sign contracts over \$10,000.00 is the responsibility of the Board of Education.

(cf. [3320](#) Purchasing Procedures)

Policy adopted: December 5, 2006

