AGENDA – Wednesday, November 11, 2026

REGIONAL SCHOOL DISTRICT NO. 7
BOARD OF EDUCATION
6:00 p.m.
Newbury Library Media Center

Regional School District No. 7 Board of Education Mission Statement:

We believe the public education is an essential component of a free and democratic society. In a partnership of family, school, community, and local and state government, our mission is to enable all students to meet high standards, make productive choices in their personal lives, contribute to a diverse global society, and act as responsible citizens.

1.0 CALL TO ORDER

2.0 PUBLIC PORTION

3.0 APPROVAL OF MINUTES

3.1 October 14, 2026, Regular BOE Meeting Minutes

4.0 REPORTS

4.1 Student Representative Reports- Landon Nadeau, Mia Doyle
4.2 Principals' Report - R. Cornelius, G. Franklin
4.3 Superintendent's Report – S. LePage
4.4 Director of Finance and Operations – J. Gaskins

5.0 OLD BUSINESS

5.1 Updates
5.2 BOE Goals

6.0 NEW BUSINESS

6.1 Review/Discussion and Possible Action on the NWR7 2027-2028 School Calendar
6.2 Discussion and Possible Action Regarding Reservation of the RSD#7 Graduation Date
6.3 First Reading on 6000 Series of Policies

a.	School Calendar	6111
b.	Emergency and Disaster Preparedness	6114
c.	Introduction-Curriculum Design/Development	6141
d.	Internet Responsible Use: Filtering Access to Electronic Networks	6141.323
e.	Bring Your Own Device (BYOD) and Protocol for the Use of Technology in the Schools	6141.328
f.	Controversial Issues	6144
g.	Homework/Make-up Homework	6154
h.	Surveys of Students	6162.51
i.	Special Education	6171
j.	Title I Parent Involvement	6172.4
k.	Evaluation of Special Education – RESCIND	6181
l.	Adult Continuing Education	6200

7.0 CORRESPONDENCE

7.1 Discussion and Possible Action of a request from Miranda Garcia, Art Teacher, for a child-rearing leave of absence from February 1, 2027 through June 30, 2028, per page #4 of the NTA Contract

8.0 OPPORTUNITY FOR THE PUBLIC TO SPEAK ON AGENDA ITEMS

9.0 ADJOURNMENT

Enclosures:

October 14, 2026, BOE Minutes
2027-2028 NWR7 School Calendar
First Reading on 6000 Series of Policies

a.	School Calendar	6111
b.	Emergency and Disaster Preparedness	6114
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l.	Adult Continuing Education	6200

Miranda Garcia, Art Teacher, Request for Child Rearing Leave
Page #4 NTA Contract – Child Rearing Leave Explanation

Next Meeting:

November 25, 2026 @ 6:00 p.m. - Newbury Library Media Center
December 9, 2026 @ 6:00 p.m. - Newbury Library Media Center

Members of the public are also welcome to submit comments through publicinput@nwr7.org. These emails will be included during the Public Comment portion of the meeting. Thank you.

MEETING MINUTES REGIONAL SCHOOL DISTRICT NO. 7

Newbury Library Media Center
Board of Education Regular Meeting
October 14, 2026 – 6:00 p.m.
DRAFT

PRESENT: Chair Ms. Molly Sexton Read (B), Vice Chair Mr. Rob Jerram (NH), Secretary/Treasurer Mr. Noel Gauthier (NH), Ms. Terri Kenneson (C), Ms. Kim Crone (N), Ms. Deb Bell (N), Ms. Lisa Fragale (C), Director of Finance & Operations Mr. James Gaskins, High School Principal Mr. Gary Franklin, Middle School Principal Mr. Ryan Cornelius, Student Representatives Mia Doyle and Landon Nadeau, and Superintendent Steven K. LePage.

ABSENT: Ms. Mimi Duran

1.0 Call to Order: Ms. Sexton Read called the meeting to order at 6:03 p.m.

Building Committee Motions to be added:

MOTION by Rob Jerram, seconded by Noel Gauthier, to AMEND the agenda to add Item 6.4 for consideration of Building Committee capital project motions. AYE: Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Kenneson, Ms. Crone, Ms. Bell, Ms. Fragale. NAY: None. ABSTAIN: None. MOTION PASSED.

2.0 Public Portion

- **Barkhamsted Water Line & Pressure Release Valve:** Barkhamsted First Selectman Megan Cook presented information regarding an upcoming project on the district's 12-acre parcel near the school property. The project involves installing a below-ground commercial water pressure-release valve vault and an associated retaining wall for the Winchester Water Company. A right-of-way/easement will be requested following final surveys and engineering designs.

3.0 Approval of Minutes

3.1 September 9, 2026, Regular BOE Meeting Minutes

MOTION by Noel Gauthier, seconded by Rob Jerram, to **APPROVE** the September 9, 2026, Regular Board of Education meeting minutes, as presented. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr.

Gauthier, Ms. Kenneson, Ms. Crone, Ms. Fragale. **NAY:** None. **ABSTAIN:** Ms. Bell. MOTION PASSED.

4.0 Reports 4.1 Student Representative Reports

- Landon Nadeau & Mia Doyle:
    - School Climate & Activities: Highlighted a positive school atmosphere with minimal drama, strong student engagement, and heavy utilization of the Math and the Writing Help Centers.
    - Athletics: Fall sports are performing exceptionally well, including undefeated volleyball; strong class and Berkshire League rankings for boys' soccer and the golf team (including the Berkshire League Championship); and persistent effort from girls' soccer, cross country (despite a small team), and field hockey.
    - Senior Activities & Events:
        - ❖ Managing college application deadlines
        - ❖ Upcoming *Project Hail Mary* movie night fundraiser featuring an indoor planetarium/telescope setup by Dr. DeCerbo
        - ❖ Theatrical preparations for *Peter and the Starcatcher*
        - ❖ Band and wind ensemble preparations for the CABE/CAPSS convention
        - ❖ Student council community outreach: breast cancer awareness, Goblin Fair volunteering, turkey baskets, and elementary pen pals.

4.2 Strategic Plan Quarterly Report

- Superintendent S. LePage, HS Principal Mr. G. Franklin, and MS Principal Mr. R. Cornelius:
    - **AI Implementation & Guidelines:** Reviewed districtwide AI guidance, policy continuity levels (Default = No AI; Level 2 = Brainstorming partner; Level 3 = Co-creator), student chat transcript disclosure requirements, TPACK professional development, and upcoming integration of Gemini tools and NotebookLM for curriculum writing.
    - **VoG Integration:** Reviewed the 3-year plan developed by co-chairs Kim Perschmann and Nancy Wiecking and the VoG (Vision of the Graduate) committee. Highlighted maintaining current items: 7th-grade VoG introductions, homeroom slides/videos, classroom posters, freshman seminar, upcoming professional development sessions (facilitated by Dr. DeCerbo exploring VoG in the classroom and department-specific rubric mapping using the art department as an exemplar), staff survey feedback (showing positive engagement and constructive dialogue), the creation of

rubrics/look-fors for effective communicators and collaborators, and future multi-year proposals (senior English graduate showcase, VoG teacher learning fair, PowerSchool attribute integration, and grade-level reflections).

- **Career Pathways & Partnerships:** Highlighted new 7th-grade career exploration courses, dual-enrollment opportunities (CCSU and Connecticut State), local industry speakers, and expanded plans for career days at both the high school and middle school to include various speakers, including Newfield Construction, Riverton Fire Department, and prospective trade academy/manufacturing partnerships, including Goodwin College E-Camp and more.

4.2 Principals' Report

Detailed upcoming "Adulting 101" workshops, middle school PBIS hallway visual updates, and the upcoming wind ensemble performance at the CABE/CAPSS convention.

4.3 Superintendent's Report

Regional Curriculum Alignment: Discussed ongoing collaboration and challenges with elementary feeder districts and the K-12 Curriculum Council regarding math, ELA, science, and social studies coherence. Shared ongoing efforts to build bridges and support closer alignment and awareness of incoming student strengths and needs, and the expectations Northwestern has for incoming 7th graders.

Current Facilities Work:

- *Bleachers:* Project completion expected ahead of schedule, with the first volleyball game scheduled in the gym on Monday, 10/19/2026.
- *Trainer's Room:* Remodel is fully complete with upgraded flooring and new athletic training equipment.
- *Track Repairs:* Root intrusion at the far end of the track has been addressed to make it safe for use; final repainting is deferred to spring due to temperature requirements, ahead of full resurfacing next year.
- New exterior *NFHS Network Camera:* A new 20-foot pole and wiring have been installed near the athletic field for the NFHS streaming camera system, enabling community members to watch home soccer games remotely.

4.4 Director of Finance and Operations:

- **Budget & Audit Updates:** The annual audit and current fiscal year budget are proceeding smoothly. Budget development packets for next year were distributed to department heads.
- **Food Service:** The new hot food server station is installed and operational (featuring dual hot/cold zones for salad bars and condiments), funded entirely outside of the operating budget.
- **Budget Transfers:** Noted a minor quarterly budget transfer ($50 from math instructional supplies to dues and fees to cover math league expenses).

5.0 Old Business

5.1 Updates

Continuation of Policy updating and second reading of Series 4000 personnel policies

- **MOTION** made by Noel Gauthier, seconded by Rob Jerram to **ADOPT** Policy #4000.1, 4200.1: Title IX Personal Certified, Non-Certified Students. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell, and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

- **MOTION** made by Noel Gauthier, seconded by Rob Jerram, to ADOPT Policy #4212.42 Drug and Alcohol Testing for School Bus Drivers. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell, and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

- **MOTION** made by Noel Gauthier, seconded by Rob Jerram to **ADOPT** Policy #4118.232, 4218.231 Drug Free Workplace. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell, and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

- **MOTION** made by Noel Gauthier, seconded by Rob Jerram to **ADOPT** Policy #4115 Evaluation Supervision. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

- **MOTION** made by Noel Gauthier, seconded by Rob Jerram, to ADOPT Policy #4152 Family and Medical Leave Act. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

- **MOTION** made by Noel Gauthier, seconded by Rob Jerram to **ADOPT** Policy #4112.5 Fingerprinting and Criminal Justice Information Services. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

- **MOTION** made by Noel Gauthier, seconded by Rob Jerram to **ADOPT** Policy 4111.3 Minority Recruitment. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

- **MOTION** made by Noel Gauthier, seconded by Rob Jerram to **ADOPT** Policy 4118.11 Nondiscrimination. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

- **MOTION** made by Noel Gauthier, seconded by Rob Jerram to **ADOPT** Policy 4111.1 Recruitment and Selection. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

- **MOTION** made by Noel Gauthier, seconded by Rob Jerram to **ADOPT** Policy 4121 Substitute Teachers. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell, and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

6.0 New Business

6.1 Compliance Policies & Regulations:

- **Policy #3511 (504 Regulations): MOTION** by Kim Crone, seconded by Lisa Fragale, to **APPROVE** Policy #3511 on second reading, as revised to clarify Shared Services data gathering. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Kenneson, Ms. Crone, Ms. Bell, Ms. Fragale. **NAY:** None. **ABSTAIN**: None. MOTION PASSED.
- **Policy #5144.1 (Appendix C - Protective Measures Procedures): MOTION** by Kim Crone, seconded by Lisa Fragale, to **APPROVE** revised Appendix C of Policy #5144.1, updating terminology from PMT to CPI, as presented. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Kenneson, Ms. Crone, Ms. Bell, Ms. Fragale. **NAY**: None. **ABSTAIN**: None. MOTION PASSED.

6.2 Review and Approval of BOE Transfers (7/1/2026 – 9/30/2026): **MOTION** by Kim Crone, seconded by Lisa Fragale, to **APPROVE** Board of Education budget transfers for the period of

7/1/2026 through 9/30/2026, as presented. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Kenneson, Ms. Crone, Ms. Bell, Ms. Fragale. **NAY:** None. **ABSTAIN:** None. MOTION PASSED.

6.3 Approval of Bond Counsel: MOTION by Rob Jerram, seconded by Deb Bell, to APPROVE Pullman & Comley as Bond Counsel for Regional School District No. 7. **AYE**: Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Kenneson, Ms. Crone, Ms. Bell, Ms. Fragale. **NAY:** None. **ABSTAIN:** None. MOTION PASSED.

6.4 Consideration of Building Committee motions for four capital projects:

MOTION made by Rob Jerram seconded by Noel Gauthier to **AUTHORIZE** the administration to apply to the Commissioner of Administrative Services and to accept or reject a grant for the roof replacement with photovoltaic project at the combined middle school and high school building. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

MOTION made by Rob Jerram seconded by Noel Gauthier to **ESTABLISH** the school building committee as the building committee regarding the roof replacement with photovoltaic project at the combined middle school and high school building.**AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell, and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

MOTION made by Rob Jerram seconded by Noel Gauthier to **AUTHORIZE** the preparation of schematic drawings and outline specifications for the roof replacement with photovoltaic project at the combined middle school and high school building. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

MOTION made by Rob Jerram, seconded by Noel Gauthier, to **AUTHORIZE** the administration to apply to the Commissioner of Administrative Services and to accept or reject a grant for the HVAC rooftop units' replacement project at the combined middle school and high school building. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

MOTION made by Rob Jerram, seconded by Noel Gauthier, to **ESTABLISH** the school building committee as the building committee regarding the HVAC rooftop units' replacement project at the combined middle school and high school building. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

MOTION made by Rob Jerram, seconded by Noel Gauthier, to **AUTHORIZE** the preparation of schematic drawings and outline specifications for the HVAC rooftop units' replacement project at the combined middle school and high school building. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

MOTION made by Rob Jerram seconded by Noel Gauthier to **AUTHORIZE** the administration to apply to the Commissioner of Administrative Services and to accept or reject a grant for the VO-AG (ASTE) program enhancement project at the vocational agricultural (ASTE) building. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

MOTION made by Rob Jerram seconded by Noel Gauthier to **ESTABLISH** the school building committee as the building committee regarding the VO-AG (ASTE) program enhancement project at the vocational agricultural (ASTE) building. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

MOTION made by Rob Jerram, seconded by Noel Gauthier, to **AUTHORIZE** the preparation of schematic drawings and outline specifications for the VO-AG (ASTE) program enhancement project at the vocational agricultural (ASTE) building.**AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

MOTION made by Rob Jerram seconded by Noel Gauthier to **AUTHORIZE** the administration to apply to the Commissioner of Administrative Services and to accept or reject a grant for the athletic fields renovation project at the combined middle school and high school facility. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

MOTION made by Rob Jerram, seconded by Noel Gauthier, to **ESTABLISH** the school building committee as the building committee regarding the athletic fields renovation project at the combined middle school and high school facility. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

MOTION made by Rob Jerram, seconded by Noel Gauthier, to **AUTHORIZE** the preparation of schematic drawings and outline specifications for the athletic fields renovation project at the combined middle school and high school facility. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

7.0 Correspondence None.

8.0 Opportunity for Public to Speak on Agenda Items None.

MOTION made by Deb Bell, seconded by Kim Crone, to **CANCEL** the October 28 meeting. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

9.0 ADJOURNMENT

MOTION made by Noel Gauthier, seconded by Kim Crone, to **ADJOURN** the meeting at 7:54 pm. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Fragale, Ms. Bell, and Ms. Kenneson. **NAY**: None. **MOTION PASSED**

REGIONAL SCHOOL DISTRICT NO. 7
2027-2028
CALENDAR

AUGUST (0)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
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29	30	31				

SEPTEMBER (21)

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OCTOBER (19)

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NOVEMBER (18)

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DECEMBER (17)

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JANUARY (20)

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FEBRUARY (19)

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MARCH (23)

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APRIL (15)

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MAY (22)

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JUNE (7)

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JULY

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30	31					

Approved:

Date	Event/Holiday
August 30 - 31	Teacher In-Service
September 1	First Day of School
September 6	Labor Day
September 7	MS Open House
September 9	HS Open House
October 8	Teacher In-Service
October 11	Columbus Day
November 2	Teacher In-Service
November 8 - 9	Early Release - MS Conferences
November 15 - 16	Early Release - HS Conferences
November 24 - 26	Thanksgiving Break
December 23	Early Release
December 24 - December 31	Winter Recess
January 17	Martin Luther King, Jr. Day
February 18	Early Release
February 21- 22	February Break
April 10 - 14	April Recess/Good Friday
May 26	Early Release
May 29	Memorial Day
June 5 - 9	Final Exams
June 9	181st Day of School

Scheduled Early Release Dismissal Time: 12:05pm

Weather-Related Make Up Days:
The last day of school is scheduled for June 9, 2028.
Make up days due to school cancellations which cause Regional School District No. 7 schools to be closed will be scheduled as needed beginning with June 12, 2028.

Students 181 days/Teachers 185 days

Instruction

School Calendar

The school calendar shall show the beginning and ending dates of school, legal and local holidays, meeting days, number of teaching days, vacation periods, and other pertinent dates.

The Board of Education may operate schools on state holidays providing a suitable nonsectarian educational program is held to observe the holiday, except for those holidays that occur in December and January.

The Superintendent shall recommend to the Board of Education a school calendar that will meet the requirements of the law as well as the needs of the community, students, and personnel.

The Board of Education may declare a holiday in the schools under its jurisdiction when good reason exists.The Board of Education may use the RESC developed and approved uniform regional school calendar.

The Board of Education may establish for any school year a firm high school graduation date which is no earlier than the one hundred eightieth day noted in the school calendar originally adopted by the Board for that school year.

The Board of Education may develop and adopt its own school calendar to begin school on any day before or after Labor Day.

Legal Reference: Connecticut General Statutes

1-4 Days designated as legal holidays.

10-15 Towns to maintain schools

10-29a Certain days to be proclaimed by the governor. Distribution and number of proclamations.

10-261 Definitions.

10-16l Establishment of graduation date.

10-66q Development and adoption of uniform regional school calendar. Report.

PA 22-47 An Act Concerning Children's Mental Health

PA 22-128 An Act Establishing Juneteenth Independence Day as a Legal Holiday

Policy adopted: 12/8/60
Revised 1/9/90
Approved 7/20/2010
Revise/Update

Instruction

Emergencies and Disaster Preparedness

The Board of Education recognizes that the health, welfare and safety of its students and employees are dependent upon sound emergency preparedness planning. All employees of the school system are responsible for doing everything in their power to promote the safety of all of the students at all times. District staff shall be prepared to respond immediately and responsibly to any combination of events which threaten to result in a disaster as well as to a disaster when it occurs.

The Superintendent or his/her designee shall use state-approved School Security and Safety Plan Standards and the accompanying School Security and Safety Plan Template to be compliant with the National Incident Management System (NIMS), and incorporate the National Incident Command System when updating District and site-level emergency and disaster preparedness plans. Each school in the District, each school year, will develop and implement a school security and safety plan. Such plan shall be based upon the standards issued by the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS) and the accompanying School Security and Safety Plan Template. In addition to preparedness and response, the plan shall provide guidance on recovery from any emergency incident.

Each school shall establish a school security and safety committee which will assist in developing and administering the school's security and safety plan. The members of the Committee shall include a local police officer, local first responder, teacher and administrator from the school, a mental health professional, a parent or guardian of a student at the school and any other person deemed necessary; (school nurse, custodian, local health director, transportation coordinator, etc.)

First Aid

At least one person at each school site should hold current first aid and/or CPR certification.

(cf. 5141.6 - Crisis Prevention/Response)

(cf. 5142 - Student Safety)

(cf. 6114.1 - Fire Emergency/Crisis Response Drills)

(cf. 6114.3 - Bomb Threats)

(cf. 6114.6 - Emergency Closings)

(cf. 6114.7 - Safe Schools)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules

10-231 Fire drills

52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel are not required to administer or render.

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Section 86, 87, 88)

10-222m - School security and safety plans. School security and safety committees

10-222n - School security and safety plan standards

Policy adopted: **Approved 8/26/09**

Updated/Revised:

Instruction

Curriculum Design/Development

Curriculum development shall be guided by:

1. Needs assessments and information concerning the education of district students;
2. Range of student abilities, aptitudes, and interests;
3. Aspirations of school district residents for students;
4. Mobility of district population;
5. Avoidance of discrimination;
6. Reduction of duplication of effort and repetitive curricula among various school levels and coordination of courses of study and syllabi;
7. Provisions of negotiated agreements.

The curriculum development/revision process will be conducted by a District Curriculum Committee that has the responsibility to recommend, develop, review, and approve all curriculums for the District and said curriculum shall be subject to the approval of the Board of Education.

(cf. 6121 Nondiscrimination: Instructional Program)

(cf. 6140 Curriculum)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

10-16c et seq. re family life education.

10-17 English language to be medium of instruction.

10-17 et seq. re Bilingual instruction.

10-18 Courses in United States history, government and duties and responsibilities of citizenship.

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

10-18b et seq. re Firearms safety programs.

10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught. Training of personnel. Evaluation of programs by alcohol and drug abuse commission and department of education.

10-19a et seq. re Substance abuse prevention team.

10-24 Course in motor vehicle operation and highway safety.

10-21 et seq. re Vocational education and cooperation with business .

10-220 Duties of boards of education as amended by PA 08-153.

10-221a High School graduation requirements.

Policy adopted: Adopted 7/11/99
Revised/Approved 11/23/99
Reviewed/Revised/Renumbered/Approved 7/20/2010

Instruction

Internet Acceptable Use: Filtering

Northwestern Regional School District No. 7 is fortunate to have access to the Internet at all schools. This access provides increased opportunities for students and staff to conduct research and to communicate locally, nationally, and internationally.

This resource also provides access to material unsuitable for students and which has no educational value. It is the responsibility of all District staff to ensure that the Internet, as used in District Schools, is appropriately guided and monitored. Moreover, staff also have the responsibility to conduct themselves in an appropriate private manner when using the Internet.

In order to ensure that the District's Internet connection is used in the appropriate manner and that all users are protected from any inappropriate information published on the Internet, the District has and is continuing to implement the following:

1. Professional development opportunities to help teachers integrate the use of the Internet into classroom teaching.

2. Use of the computers, computer systems, software electronic access privileges and networks shall be restricted to those users who have signed the District's "Acceptable Use Policy." In the case of minors, the "Acceptable Use Policy" must also be signed by the student's parent or guardian.

3. Implementation of a system developed to filter out Internet sites with content considered unacceptable for student viewing. A committee of teachers, parents, and administrators shall be used to receive appeals from users who have a specific use in mind for a filtered site.

The Internet changes rapidly, making it impossible to filter all objectionable sites. Therefore, the staff role in supervising and monitoring student access to the Internet is critical. In addition, each individual has the responsibility to monitor their own navigation on the Internet to avoid undesirable sites.

Filtering should only be viewed as one of a number of techniques used to manage student's access to the Internet and encourage acceptable usage. It should not be viewed as a foolproof approach to preventing access to inappropriate material. Filtering should be used in conjunction with:

- Educating students to be "Net-smart"
- Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
- Using "Acceptable Use Agreements;"
- Using behavior management practices for which Internet access privileges can be earned or lost; and

- Appropriate supervision, either in person and/or electronically.

The placement of filters on District computers/computer systems is viewed as an exercise of the Board's ability to determine educational suitability of all material used in the schools.

Filters may be utilized with District schools to (1) block pre-selected sites, (2) block by word, (3) block entire categories like chat and newsgroups, and (4) through a pre-selected list of approved sites.

The Superintendent of Schools is directed to establish guidelines and procedures for responsible use of computers, computer systems, software, electronic access privileges, and networks provided by the Board of Education.

(cf. 6141.321 - Acceptable Use of the Internet)

(cf. 6141.322 - Web Sites/Pages)

Legal Reference: Connecticut General Statutes

1-213 Access to public records. Exempt records.

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

10-209 Records not to be public.

11-8a Retention, destruction and transfer of documents

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

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

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

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

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

HR 4577, Fiscal 2001 Appropriations Law (contains Children's Internet Protection Act)

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

Public Law 110-385 Broadband Data Improvement Act/Protecting Children in the 21st Century Act

Reno v. ACLU, 521 U.S. 844 (1997)

Ginsberg v. New York, 390 U.S. 629, at 642, n.10 (1968)

Board of Education v. Pico, 457 U.S. 868 (1988)

Hazelwood School District v. Kuhlmeier, 484 U.S. 620, 267 (1988)

Policy adopted:

Instruction

Internet Acceptable Use: Filtering

Preface

When minors are using the Internet, access to visual depictions that are obscene, child pornography or harmful to minors must be blocked or filtered. When adults are using the Internet, only material which is obscene or child pornography must be filtered or blocked.

Definitions

1. **Obscene** is to be determined by the following standards:

   • Whether the average person, applying contemporary community standards, would find the work, taken as a whole, appeals to the prurient interest;

   • Whether the work depicts sexual conduct in an offensive way; and

   • Whether the work, taken as a whole, lacks serious literary, artistic, political, or scientific value.

2. **Child Pornography**, as defined in 18 U.S.C. 2256 means any visual depiction, including any photograph, film, video, picture, computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:

   • the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;

   • such visual depiction is, or appears to be, of a minor engaging in sexually explicit conduct;

   • such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct; or

   • such visual depiction is advertised, promoted, presented, described, or distributed in such a manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct.

3. Material **"Harmful to Minors"** is any picture, graphic image file or other visual depiction that:

   • taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;

- depicts, describes, or represents, in a patently offensive way with respect to what is suitable to minors, an actual or simulated sexual act or sexual conduct, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.

Criteria for Filtering of Objectionable Sites

Anything that falls under at least one of the categories below shall/may be blocked/filtered. This list will be updated/modified as required.

Nudity/Pornography

- Prevailing U.S. standards for nudity (e.g., genitalia, female breasts)
- Provocative semi-nudity (e.g., lingerie models)
- Sites which contain pornography or links to pornographic sites
- **Exceptions:** Classical nudity (e.g., Michelangelo), swimsuit models

Sexuality

- Sites which contain material of a mature level (elementary/middle school levels)
- Images or descriptions of sexual aids
- Descriptions of sexual acts or techniques
- Sites which contain inappropriate personal ads

Violence

- Sites which promote violence
- Images or a description of graphically violent acts (rape, dismemberment, torture, etc.)
- Graphic autopsy or crime-scene images

Crime

- Information of performing criminal acts (e.g., drug or bomb making, computer "hacking")
- Illegal file archives (e.g., software piracy)

Drug Use

- Sites which promote the use of illegal drugs

- Material advocating the use of illegal drugs (e.g., marijuana, LSD) or abuse of any drug (e.g., drinking-game rules)
- **Exceptions:** Material with valid educational use (e.g., drug-use statistics)

Tastelessness

- Images or descriptions of excretory acts (e.g., vomiting, urinating)
- Graphic medical images outside of a medical context
- **Exception:** Graphic medical images within a medical context

Language/Profanity

- Passages/Words too coarse to be softened by the word filter
- Profanity within images/sounds/multimedia files
- Adult humor; (e.g., inappropriate for the age/grade level of the persons accessing the material)

NOTE: The focus is on American English, but profanity in other languages or dialects is blocked if brought to our attention.

Discrimination/Intolerance

- Material advocating discrimination (e.g., forms of intolerance and/or bigotry such as racial, goods, sexual orientation, disability, national origin, color or religious discrimination)
- Sites which promote intolerance, hate, or discrimination

Interactive Mail/Chat

- Sites which contain or allow inappropriate e-mail correspondence
- Sites which contain or allow inappropriate chat areas

Inappropriate Banner Acts

- Advertisements containing inappropriate images

Gambling

- Sites which allow or promote online gambling

Weapons

- Sites which promote illegal weapons

- Sites which promote the use of illegal weapons

Other Inappropriate Material

- Body modification: tattooing, branding, cutting, etc.

Judgment Calls

- Whether a page is likely to have more questionable material in the future (e.g., sites under construction whose names indicate questionable material)

Procedures For Suggesting Site Be Blocked or Unblocked

If a District staff member observes a site which they believe to contain inappropriate material according to the criteria provided here, they may request that the site (URL) be blocked. Education Technology staff will review the site for inappropriateness. If the site meets the criteria for filtering, steps will be taken to block the site.

Disabling Blocking/Filtering Devices

The technology protection measures used to block or filter a site may or may not be disabled during use by an adult to enable access to bona fide research or other lawful purpose.

There are no exceptions to the requirement that Internet access be blocked/filtered at all times for minors. If material has been wrongly blocked, it must be unblocked by the company providing the software, after a request has been made by the school or library.

Regulation approved:

Instruction

Bring Your Own Device (BYOD) and Protocol for the Use of Technology in the Schools

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. To prepare students as 21st century thinkers and learners, students in Northwestern Regional School District No. 7 are now encouraged to bring their own technology to campus.

(Alternate language to the above paragraph)

The Board of Education is committed to aiding students and staff in creating a 21st century learning environment. Therefore students and staff will be permitted to access the District's wireless network with their personal devices during the school day. With teacher approval, students may use their own devices to access the Internet and collaborate with other students.

(Alternate #2) **Access to the District's wireless network, including the Internet shall be made available to students for instructional purposes in accordance with administrative regulations.**

Definition of "Device"

A "device" as part of this protocol is a piece of privately owned and/or portable electronic handheld technology that includes emerging mobile communication systems and smart technologies, laptops and netbooks, and any technology that can be used for wireless internet access, word processing, image capture/recording, sound recording and information transmitting, receiving, and storing.

Internet

The only internet gateway that may be accessed while in the District Public Schools is the one provided by the District. Any device brought to the District will not be permitted to use outside internet sources.

Personal internet connective devices, such as but not limited to cell phones/cell network adapters, are not permitted to be used to access outside internet sources at any time.

Software

Many software packages are now available as web browser applications. This negates the need to have required programs loaded onto student computers. Students can access what they will need through any web browser. Therefore, there is no required software necessary to take part in the Bring Your Own Device program.

Security and Damages

Responsibility to keep the device secure rests with the individual owner. Northwestern Regional School District No. 7 is not liable for any device stolen or damaged on campus. If a device is stolen or damaged, it will be handled through the administrative office as other personal items that are stolen or damaged. It is recommended that skins, decals, and other custom touches be used to identify physically a student's device from others. Additionally, protective cases for technology are encouraged.

Bring Your Own Device/Technology Student and Parent Agreement

The use of technology to provide educational material is not a necessity but a privilege. A student does not have the right to use his/her electronic device while at school. When abused, privileges will be taken away. When respected, they will benefit the learning environment as a whole.

Students and parents/guardians participating in the Bring Your Own Device/Technology program must adhere to the Student Code of Conduct, as well as all applicable Board policies, particularly the Computer Acceptable Use policy.

The use of these devices, as with any personally owned device, is strictly up to the teacher.

(cf. 5114 – Suspension/Expulsion)

(cf. 5132.81 – Use of Electronic Devices)

(cf. 5131.911 – Bullying)

(cf. 5131.913 – Cyberbullying)

(cf. 5131 – Conduct)

(cf. 5144 – Discipline)

(cf. 6141.321 – Acceptable Computer Use Policy)

(cf. 6141.323 – Internet Acceptable Use: Filtering)

(cf. 6141.326 – Online Social Networking)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules

Policy adopted: 8/7/12

Bring Your Own Device (BYOD) and Protocol for the Use of Technology in the Schools

The following guidelines shall govern the manner in which the Bring Your Own Device/Technology (BYOD/BYOT) policy and program are to operate within the District.

Readiness

The implementation of this program will require the support of a robust wireless infrastructure. A network evaluation will be conducted to determine any and all necessary infrastructure changes and upgrades that are needed before a full implementation.

The implementation of the program may require minor changes in the manner network administration is currently done. Considerations must be given to issues of security, accessibility, cloud computing, etc. The readiness evaluation report must include any and all network administration changes needed to support BYOD/BYOT.

Definitions

A "device" as part of this protocol is a piece of privately owned and/or portable electronic handheld technology that includes emerging mobile communication systems and smart technologies, laptops and netbooks, and any technology that can be used for wireless internet access, word processing, image capture/recording, sound recording and information transmitting, receiving, and storing.

Teachers' Role

1. Teachers are facilitators of instruction in their classrooms. Therefore, they will not spend time on fixing technical difficulties with students' personal devices in the classrooms. They will educate and provide guidance on how to use a device and troubleshoot simple issues, but they will not provide technical support. This responsibility resides at home with parents/guardians.

2. Teachers may communicate information regarding educational applications and suggest appropriate tools that can be downloaded to personal devices at home. Parents will need to assist their younger children with downloads if they wish to follow teachers' suggestions. No applications are to be downloaded at school.

3. Teachers are to closely supervise students to ensure appropriate use of technology in the classrooms.

4. It is understood that not every student has his/her own electronic device. To ensure equal accessibility to technology resources, teachers will provide students with technology available within the school.

5. The use of these student personal devices, as with any personally owned device, is strictly up to the teacher.

Security and Damages

1. The District, or any of its schools, is not liable for any device that is stolen or damaged. Responsibility to keep the device secure rests with the individual owner. If a device is stolen or damaged, it will be handled through the administrative office as other personal items are stolen or damaged. It is recommended that skins, decals, and other custom touches be used to identify physically a student's device from others. Additionally, protective cases for technology are encouraged.

2. Personal devices cannot be left on campus before or after school hours.

Operating Principles for Use of Personal Devices on School Campus

1. Devices cannot be used during assessments, unless otherwise directed by a teacher.

2. Students must immediately comply with teachers' requests to shut down devices or close the screen. Devices must be in silent mode and put away when asked by teachers.

3. Students are not permitted to transmit or post photographic images/videos of any person on campus on public and/or social networking sites.

4. Personal devices must be charged prior to bringing them to school and run off their own batteries while at school.

5. To ensure appropriate network filters, students will only use the District's wireless BYOD/BYOT connection in school and will not attempt to bypass the network restrictions by using 3G or 4G network.

6. Students must be instructed that bringing devices on campus or infecting the network with a virus, Trojan, or program designed to damage, alter, destroy, alter, or provide access to unauthorized data or information is in violation of the District's Acceptable Use Policy and will result in disciplinary actions.

7. The District has the right to collect and examine any device that is suspected of causing problems or is the source of an attack or virus infection.

8. Students must be instructed that possessing or accessing information on school property related to "hacking", altering, or bypassing network security policies is in violation of the Acceptable Use Policy and will result in disciplinary actions.

9. Students can only access files on the computer or Internet sites which are relevant to the classroom curriculum and suggested by a teacher.

10. Printing from personal devices is not permitted at school.

11. Students are not to physically share their personal devices with other students, unless approved in writing by their parent/guardian.

12. Personal devices may not be used to cheat on assignments, tests or for non-instructional purposes, such as making personal phone call and text/instant messaging.

13. Personal devices may not be used to send inappropriate e-messages during the school day.

Standards of Responsible Use

All students in District schools must adhere to the following standards of responsible use:

- The District may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.
- Students are responsible at all times for their use of the District's electronic communication system and must assume personal responsibility to behave ethically and responsibly, even when technology provides them the freedom to do otherwise.
- Students must log in and use the District filtered wireless network during the school day on personal electronic devices.
- Students must not access, modify, download, or install computer programs, files, or information belonging to others.
- Students must not waste or abuse school resources through unauthorized system use (e.g. playing online games, downloading music, watching video broadcasts, participating in chat rooms, etc.).
- Students must not alter computers, networks, printers or other equipment except as directed by a staff member.
- Technology, including electronic communication, should be used for appropriate educational purposes only and should be consistent with the educational objectives of the District.
- Students must not release personal information on the Internet or electronic communications.
- If a student finds an inappropriate site or image, he or she must immediately minimize the program and contact the instructor.
- Students must not create/publish/submit or display any materials/media that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal and should report any instances encountered.
- Students shall adhere to all laws and statutes related to issues of copyright or plagiarism.
- Violation of any of these standards may result in suspension of computer use, Internet privileges and/or other disciplinary action.

Regulation approved: Approved 8/7/2012

Revised/Updated:

Instruction

Controversial Issues

Introductory Statement

The Board of Education (Board) recognizes that the District's educational program may sometimes include instruction related to controversial issues that may arouse strong reactions based on personal values and beliefs, political philosophy, culture, religion, or other influences. Instruction concerning such topics shall be relevant to the adopted course of study and curricular goals and should be designed to develop students' critical thinking skills, ability to discriminate between fact and opinion, respect for others, and understanding and tolerance of diverse points of view.

Definitions

A **"controversial topic or material"** involves a topic or material that is part of the District's curriculum or media collection about which an individual and/or group urges the District to alter the use of said topic or material in the schools. It may deal with a topic for which society has not found a solution, and it is of sufficient significance that all proposed ways of dealing with it arouses a contrary response, or it may involve a material that contains language or treatment of topics that are objectionable to the citizen challenging the material.

Curriculum: The prescribed elements of programs and courses which state clearly and specifically what students are to know and be able to do, how well they will be able to do it, how they will meet the learning objectives, and by what means they will be assessed. Sensitive and controversial issue topics are at times components of the curriculum.

Belief Statement

The Board believes the intelligent discussion of vital current public issues, often containing the element of controversy, is an important part of the education of youth for effective citizenship in our country. The democratic process itself is the resolving of controversy in an orderly fashion. Every American student has the right and responsibility to examine pertinent issues without prejudice. Only through an appreciation of all sides of a given issue can the student gain the wisdom to choose intelligently between proposed alternatives.

Controversial issues provide stimulation to learning by creating intellectual excitement and therefore are an important part of the classroom environment. Free inquiry in a democratic society requires that controversial issues arising in the classroom be handled as a regular aspect of instruction and learning in such a way as to not inhibit the dignity, the personality, or the intellectual integrity of either teachers or students.

The Board expects administrators and teachers to exercise professional judgment when deciding whether or not a particular issue is suitable for study or discussion. They shall consult with the

Superintendent or his/her designee as necessary to determine the appropriateness of the subject matter, guest speakers, and/or related instructional materials or resources.

Guidelines

When providing instruction related to a controversial issue, the following guidelines shall apply:

1. The topic shall be suitable to the age and maturity of the students.

2. Instruction shall be presented in a balanced manner, addressing all sides of the issue without bias or prejudice and without promoting any particular point of view.

3. In the classroom, teachers act on behalf of the District and are expected to follow the adopted curriculum. In leading or guiding class discussions about issues that may be controversial, a teacher may not advocate his/her personal opinion or viewpoint. When necessary, the Superintendent or his/her designee may instruct teachers to refrain from sharing personal views in the classroom on controversial topics.

4. Students shall be assured of their right to form and express an opinion without jeopardizing their grades or being subject to discrimination, retaliation, or discipline, provided the viewpoint does not constitute harassment, threats, intimidation, or bullying or is otherwise unlawful.

5. Students shall be informed of conduct expected during such instruction and the importance of being courteous and respectful of the opinions of others.

6. Adequate factual information shall be provided to help students objectively analyze and evaluate the issue and draw their own conclusions.

7. The instruction shall not reflect adversely upon persons because of their race, ethnicity, national origin, sex, sexual orientation, gender identity or expression, disability, religion, or any other basis prohibited by law.

8. The subject matter of the instruction shall not otherwise be prohibited by state or federal law.

When a guest speaker is invited to make a presentation related to a controversial issue, the Superintendent or designee shall notify him/her of this policy and the expectations and goals regarding the instruction. If the guest speaker is presenting only one point of view on an issue, the teacher shall be responsible for ensuring that students also receive information on opposing viewpoints.

When required by law, such as in regards to comprehensive sexual health and HIV prevention education, parents/guardians shall be notified prior to instruction that they may request in writing that their child be excused from the instruction. Students whose parents/guardians decline such instruction will be offered an alternative activity of similar educational value.

A student or parent/guardian with concerns regarding instruction about controversial issues may communicate directly with the teacher or Principal and/or use appropriate district complaint procedures.

Responsibilities

Students

Student responsibilities begin with a willingness to examine objectively one's own point of view and to make a concerted effort to understand the reasons for differing points of view. Such willingness is basic to working effectively with others on issues of common concern but with divergent possible solutions. Responsibilities relating to this basic premise are further emphasized in the recognition that honest people may differ without malice, without the disruption of emotional outburst, and without impugning the character or integrity of those who have differing opinions.

Alternate language to consider:

1. To research, study and discuss significant issues and to reach judgments and express opinions without jeopardizing his/her relationship with classmates or teachers.

2. To learn in an open classroom and school climate so that they feel free to examine any aspect of a controversial issue.

3. To study with competent instruction in an impartial atmosphere and have access to relevant material.

4. To conduct research in an atmosphere free from bias and prejudice.

5. To be protected against indoctrination, whether it be political, social, economic, religious, or other.

6. To assure that when controversial issues are being discussed in the classroom, every effort is being made to present various viewpoints fairly, impartially and discreetly.

Teachers

The effectiveness of the educational program in achieving the objectives set forth in this policy statement is primarily dependent upon the classroom teachers. In this regard, the specific responsibilities of the teacher are:

1. To determine the appropriateness of the issue with respect to the curriculum, course objectives, and the knowledge, maturity, and the ability of the students.

2. To advise the Principal regarding the planned study of a controversial issue and to consult with him/her concerning the appropriateness of the proposal.

3. To make provisions for suitable instructional materials and adequate time to give reasonably thorough coverage of the topic, and otherwise to present the issues after adequate planning and preparation.

4. To be sensitive to feeling in the community and judicious in treatment of the controversial issue.

5. To maintain an active concern for the rights and feelings of individuals, including the right to privacy.

6. To demonstrate by teaching style and instructional demeanor a commitment to the methods of objective inquiry in group activities.

7. To project in the most positive way their personal and professional adherence to practice which reflect respect for the dignity of the individual.

8. To ensure a balanced presentation through the careful selection of materials, guest speakers, and other instructional resources.

9. To label their opinion as such when it is expressed as a personal point of view.

10. To teach students those skills required for the analysis of complex issues and to provide a classroom environment in which students feel comfortable developing and expressing their own points of view.

Teachers, who in the performance of their teaching duties, are engaged in the study or discussion of such controversial issues shall be defended by the Board and District from unjust or unfair criticism or legal actions.

The Board's position on this matter applies to the regular curriculum of the schools and to extra-curricular activities before and after school, within the school building or outside of the school, whenever school or school-sponsored or sanctioned groups are involved. The Board reserves the right to exercise significant discretion in determining the content of school curriculum within the limitations provided by law.

Administration

The building Principal shall have the following responsibilities:

1. To consult with the teachers concerning the appropriateness of the proposed content and methods of teaching about controversial issues.

2. To maintain a general atmosphere conducive to dealing with controversial issues.

3. To support and protect teachers from undue and unjustified criticism that might arise from dealing with controversial issues in the classroom.

4. To ensure that the instructional program is not exploited by special interest groups or pressure tactics. (This does not preclude the utilization of guest speakers to present different points of view as long as the prior approval of the Principal is secured.)

Parents/Guardians

Parents/guardians of students in the District are responsible:

1. To recognize that it is the responsibility of the school to present controversial issues appropriate to the curriculum.

2. To refrain from attempts to suppress the teaching about controversial issues, assuming that the guidelines of responsibility and appropriateness have been followed.

3. To inform the teacher, Principal, and other appropriate personnel when they have information that indicates controversial issues are being dealt with in an inappropriate manner.

(cf. 0521.1 - Anti Racism)
(cf. 0521.2 - Commitment to Religious Neutrality)
(cf. 0523 - Equity and Diversity)
(cf. 1312 - Public Complaints)
(cf. 4118.21 - Academic Freedom)
(cf. 5131.911 - Bullying/Safe School Climate)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6141 - Curriculum Design/Development/Revision)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6142 - Basic Instructional Program)
(cf. 6142.1 - Family Life and Sex Education)
(cf. 6142.10 - Health Education)
(cf. 6144.1 - Exemption from Instruction)
(cf. 6144.3 - Controversial Speakers)
(cf. 6145.5 - Organizations/Associations-Equal Access)
(cf. 6160 - Educational Resources and Material)
(cf. 6161 - Equipment, Books and Materials)
(cf. 6161.1 - Evaluation/Selection of Instructional Materials)
(cf. 6162.51 -Student Privacy/Surveys of Materials/Inspection of Materials)
(cf. 6177 - Use of Commercially Produced Video Recordings)

Legal Reference: Connecticut General Statutes

31-51q Liability of employer for discipline or discharge of employee on account of employee's exercise of certain constitutional rights.

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Keyishian v. Board of Regents 395 U.S. 589, 603 (1967)

Garcetti v. Ceballos, (2006) 547 U.S. 410

Johnson v. Poway Unified School District, (2011) 658 F.3d 954 (9th Cir.)

Mayer v. Monroe County Community School Corporation, (2007) 474 F.3d 477 (7th Cir.)

Policy adopted: Approved 7/20/2010

Instruction

Homework/Make-Up Assignments(Version I) *This is a policy I would like the BOE's perspective on (Version I or II).

General

Homework assignments are an integral part of student learning. Assignments shall be appropriate in amount and degree of difficulty for student ages, grade levels, and abilities. Assignments requiring research outside of the classroom and written reports are encouraged.

Guidelines for homework assignments approved by the Superintendent of Schools shall be used in course lesson planning, course objectives, and made available to students and parents.

Individual Help

Within limits prescribed by staffing availability and negotiated agreements, the Superintendent shall develop and implement extra-help instruction for students in need of such instruction in addition to regular classroom instruction. Extra-help sessions shall not interfere with regular classroom schedules, nor impose undue hardship on students, and shall not be considered extra-credit or enrichment classes.

Legal Reference: Connecticut General Statutes

10-221(b) Boards of education to prescribe rules, policies, and procedures re. Board of Education responsibility to develop homework policies.

Policy adopted:

Instruction

Homework (Version II)

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

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

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

1. Strengthen basic skills
2. Extend classroom learning
3. Stimulate and further interests
4. Reinforce independent study skills
5. Develop initiative, responsibility, and self-direction
6. Stimulate worthwhile use of leisure time
7. Acquaint parents with the work students do in school.

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

1. If homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the student.

2. Students should understand not only what to do, but also how to do it.

3. Homework should grow from classroom problems, projects, and concerns.

4. The student's age, need for play time, and out-of-school responsibilities must be considered when deciding upon the length of any assignment. The student must bear responsibility for managing his time in a way that homework can be completed and be submitted on time.

5. Assignments should make use of a variety of skills.

6. Every homework assignment must be properly corrected and/or evaluated in keeping with the purpose of the assignment. To the extent possible such corrections/evaluations shall be shared with the students involved in a timely fashion.

7. When a student's grade is being adversely affected by poor homework performance, the teacher shall communicate orally, or in writing, in a timely fashion with parents/guardians concerning the problem.

8. All homework assigned will be reflected in the child's grade.

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

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

2. The Board expects that each department head will clearly define the homework policy of his/her department. All such departmental policies must keep with this Board of Education homework policy.

Average Time

Level	**(minutes per week)**
K	(45 minutes)
1-3	(150 minutes)
4-5	(175 minutes)
6-7-8	(300 minutes)
9-12	(600 minutes)

Legal Reference: Connecticut General Statutes

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

Policy adopted: **Approved 5/28/93**

Reviewed/Approved 11/09/93
Reviewed 5//23/2010;
Renumbered/Approved 7/20/2010
Eventual review by Principals for update in Fall 2010
Updated/Revised:

Instruction

Survey of Students

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 or Education must approve all 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 parents;

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/guardian.

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.

For surveys not funded in any part by the federal government, parents/guardians 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 above

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 post-secondary 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;

    e. Student recognition programs; and

    f. The sale by students of products or services to raise funds for school-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.

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

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

Parents/guardians of a student shall also have the right to inspect, upon request, any instructional material used as part of the educational curriculum. The District shall grant reasonable access to instructional material within a reasonable period of time after a parental request is received.

Note: The term "instructional material" means instructional content that is provided to a student, regardless of format. It does not include tests or academic assessments.

(cf. 6141.11 - Curriculum Research/Experimental Projects)

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

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

(cf. 6161.12 - Reconsideration of Materials)

Legal Reference: Elementary and Secondary Education Act of 1965, 20 U.S.C. §1232h Protection of Pupil Rights Amendment, as amended by the Every Student Succeeds Act, Pub. L. 114-95

Regulation 34 CFR Part 98 (PPRA Regulations)

Policy adopted: Approved 3/11/09;
Title Change/Amended/ Approved 01/08/2020

Instruction (RESCIND Evaluation of Special Education Programs Policy 6181)

Special Education

The Northwestern Regional School District No. 7 Board of Education accepts its legal duties and responsibilities for providing special education for the students of the school district.

The district shall provide a free appropriate public education and necessary related services to all children requiring special education, as defined in PA 25-67 Section 1, residing within the district, required under the Individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and Connecticut Statutes.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes that govern special education. For those students who are not eligible for services under IDEA, but because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s)/surrogate parent to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardians(s), representation by counsel, and a review procedure.

Effective July 1, 2023, all students remain eligible for special education services under the Individuals with Disabilities Education Act (IDEA) through the end of the school year during which the student turns age 22, or until the student graduates from high school with a regular high school diploma, whichever occurs first. Pursuant to the Connecticut General Statutes §10-259, school year is defined as July 1 through June 30. A free appropriate public education (FAPE) must be provided to any child requiring special education beginning on or after the child's third birthday, whether that birthday occurs during the regular school year.

In making a determination of eligibility for special education and related services, through use of a variety of assessment tools and strategies designed to gather relevant functional, developmental, and academic information, a student shall not be determined to be a disabled student if the dominant factor for such a determination is a lack of appropriate instruction in reading, including in the essential components of reading instruction, as defined in the Every

Student Succeeds Act, lack of instruction in math or limited English proficiency or evidence that a child's behavior repeatedly violated disciplinary policy.

Further, the District is not required to take into consideration whether a student has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skills, reading comprehension or mathematical calculation or reasoning. A child shall become eligible for special education services on his or her third birthday.

In determining whether a child has a specific learning disability, the District may use a process that determines if the student responds to scientific, research-based intervention as a part of the evaluation procedures to determine eligibility. The program to which each student with a disability is assigned shall provide an appropriate education, seek to assure success in learning, and offer the least restrictive environment, in accordance with federal and state regulations. No student with a disability shall be denied, because of handicap/disability, participation in activities, programs, or services offered or recognitions rendered to District students, unless participation is not possible because of the handicap/disability.

Each student requiring special education, as defined in PA 25-67 section 1, who is a resident of the district shall be provided quality education programs and services that meet the student's needs for educational, instructional, transitional and related services. The special education program shall be designed to comply with federal and state law; conform to district goals; and integrate programs of special education with the regular instructional programs of the schools, consistent with the interests of the student requiring special education and other students. If necessary, students requiring special education may also be placed in private school education facilities. Students with disabilities are required by federal law to be included in State and District-wide assessments, with appropriate accommodations where necessary.

In accordance with the regulations of the State Board of Education, each local and regional Board of Education shall:

1. Provide special education for children requiring special education, as defined in PA 25-67 section 1.

2. The obligation of the school district under this subsection shall terminate when such child graduates from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first.

3. Report to the Department of Education on each placement of a student receiving special education services for which the board is paying a portion of the cost:

a. Whether such placement is a result of a decision of a planning and placement team meeting, a settlement agreement, or a special education hearing pursuant to section 10-76h of the general statutes;

b. Whether such placement is with an approved or nonapproved private provider of special education services, regional educational service center, operator of an interdistrict magnet school program, state charter school, a cooperative arrangement pursuant to section 10-158a of the general statutes, a local or regional board of education operating an outplacement program or as part of the statewide interdistrict public school attendance program pursuant to section 10-266aa of the general statutes;

c. The amount being paid by the Board;

d. The special education services being provided;

e. The location of the facility at which such special education services are being provided;

f. The total number of any agreements such Board enters into with a student, parent, or guardian during the preceding school year that includes provisions for nondisclosure of special education services or a waiver of the rights to which such student, parent, or guardian is entitled pursuant to the Individuals with Disabilities Education Act, 20 USC 1400 et seq;

g. Any other information requested by the Department.

The District shall also take steps to make the public aware that all children and youth from birth through the end of the school year during which the student turns age 22, and suspected of having a disability, have a right to a formal determination as to whether they have such a condition or disability.

The Board shall determine the facilities, programs, services, and staff that will be provided by the District for the instruction of students requiring special education. To maintain an effective special education plan, the Board may participate in special education programs of other school districts or those offered by a RESC.

Evaluation of Special Education Program

On or after June first, but prior to September thirtieth annually, the superintendent shall provide, at a regularly scheduled meeting of the Board of Education, an annual report concerning the special education programs of the school district with the following information:

1. The number and names of all community-based organizations with whom the board of education has executed a formal memorandum of understanding, memorandum of agreement, or contract to provide support services to students in the school district, disaggregated by school and type of support service provided;

2. The workforce development programs offered by the board of education to students in which the board has partnered with an outside entity, including, but not limited to, cooperatives, internships, in-school job training programs provided by businesses, and in-school workforce board presentations, and

3. Attrition data for certified and noncertified staff, disaggregated by school and subject, not including in-district transfers.

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

In addition to the annual report, the Superintendent shall make interim reports whenever any phase of the program is significantly less satisfactory than was expected so that necessary adjustments may be made.

The Superintendent shall make certain that the individualized education plan of each student is reviewed periodically, or at least annually.

The Superintendent of Schools or his/her designee is directed to develop a comprehensive plan for compliance with all the requirements of federal and state law for the education of students with disabilities residing in or attending school in the school district. The Board of Education requests that the plan be in harmony with the school district's financial abilities, with the availability of special facilities needed, and the availability of trained and certified personnel.

Legal Reference: Connecticut General Statutes

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

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

10-76c Receipt and use of money and personal property.

10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 00-48, PA 06-18 and June Special Session PA 15-5, Section 277)

10-76e School construction grant for cooperative regional special education facilities.

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

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

10-76g State aid for special education.

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

10-76i Advisory council for special education.

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

10-76k Development of experimental educational programs.

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations.

10-76m Auditing claims for special education assistance.

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

10-76b-1 through 10-76b-4 Supervision and administration.

10-76d-1 through 10-76d-19 Conditions of instruction.

10-76h-1 through 10-76h-2 Due process.

10-76l-1 Program Evaluation.

10-145a-24 through 10-145a-31 Special Education (re teacher certification).

10-264l Grants for the operation of interdistrict magnet school programs.

P.A. 12-173, An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

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

American with Disabilities Act, 42 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.

P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act

Bd of Ed of the City School District of the City of New York v. Tom F. 128S.Ct. 1, 76 U.S.L.W. 3197 (2008)

Rowley v. Board of Education, 485 U.S.-176 (1982)

Endrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)

Public Act 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut (Sec 1 & 12)

Public Act 25-93 An Act Increasing Resources for Students, Schools and Special Education (Section 32)

Policy adopted Approved 7/20/2010

Instruction

Title I Parent Involvement

The Board of Education (Board) endorses the parent involvement goals of Title I and encourages the regular participation by parents and family members of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child's schooling. Therefore, complying with Section 1010 of The Every Student Succeeds Act, P.L. 114-95, the Board will provide parents and family members of students participating in District Title I programs meaningful opportunities to participate in the education of their children within these programs.

Pursuant to federal law, the District will develop jointly with, agree on with and distribute to parents and family members of children participating in the Title I program a written parent and family engagement policy. This policy shall be distributed in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. In addition, this policy shall be made available to the public and updated periodically, as necessary to fulfill the requirements of the parent and family engagement portion of ESSA (Section 1010).

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental and family engagement.

In addition to the required annual meeting, at least three additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. These meetings shall be used to provide parents with: (note: The ESSA speaks to offering a flexible number of meetings)

1. The ability to be involved in an organized, ongoing, and timely way in the planning, review and improvement of Title I programs;

2. The opportunity to be involved in an annual evaluation of the content and effectiveness of this policy in improving in those schools receiving Title I funds the academic quality; (Evidence-based strategies shall be used by the Board, based on this evaluation, by design more effective parental involvement)

3. Information about programs provided under Title I;

4. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;

5. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and

6. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the district level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

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

The required annual evaluation of the District's Title I program shall include identifying:

1. Barriers to greater participation by parents in program activities, with particular attention given to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;

2. The needs of parent and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

3. Strategies which can support successful school and family interaction.

Each school in the District receiving Title I funds and involved in Title I programs shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting State standards.

The "School-Parent Compact" shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's challenging academic achievement standards;

2. Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extra-curricular time; and

3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

4. Ensure regular, two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language understandable to family members.

Note: Districts with more than one school participating in a Title I program may wish to consider the establishment of a district wide parent advisory council.

Information about parental involvement and actions taken to improve parental involvement shall be included, as required, in the strategic school profile submitted annually by the Superintendent to the Board of Education and the Commissioner of Education. Such actions to improve parental involvement may include methods used to engage parents in the planning and improvement of school programs and to increase support to parent's efforts at home to assist their children on learning activities.

This policy has been developed jointly with, and agreed upon by, parents and family members of children participating in District Title I programs.

(cf. 1110.1 - Parent Involvement)

(cf. 6161.3 - Comparability of Services)

Legal Reference: Connecticut General Statutes

10-220(c) Duties of boards of education

Improving America's Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans.

20 U.S.C. §6318, as amended by Every Student Succeeds Act, P.L. 114-95 §1010 (2015)

20 U.S.C. §7801 - Definitions

Policy adopted: Approved 2/25/09

Revised/Updated:

EVALUATION OF SPECIAL EDUCATION PROGRAM

RESCIND

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

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

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

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

Legal Reference: State Board of Education Regulations
10-76d-1 – 10-76d-19 Duties and powers of boards of education to provide Special education programs and services.

Instruction

Adult/Continuing Education

The Board recognizes that education is a lifelong process. Therefore, the Board of Education shall establish and maintain a program of adult education classes. (or shall provide for participation in a program of adult classes for its adult residents through a cooperative arrangement with another school district or with a cooperating eligible entity or with a regional service center.) The adult education program shall be open to all residents over age 17, not attending any public or private elementary, middle or senior high school. A student who is under age 17 and a mother may attend adult education classes if her request is approved by the Board. The program shall offer a variety of subjects to serve civic, cultural, vocational, and avocational needs of the community. Course offerings shall be determined by response to courses previously given and by newly arising needs and interests, subject to limitations of the plant, personnel and equipment.

The District, as permitted by statute, shall determine the minimum number of weeks per semester the adult education program will operate. Certified counseling staff shall be provided to assist adult education program students with educational and career counseling.

A student enrolled in a District public school in a full-time program of study may enroll in an adult education activity provided the student receives the approval of the Principal of the school in which he/she is enrolled in a full-time program or such student is enrolled in an adult education activity as part of an alternative educational opportunity during a period of expulsion.

Classes shall be made available at fees to be established by the Board of Education. No tuition shall be charged for residents who enroll in adult classes for elementary (basic skills) and high school completion, Americanization and United States citizenship and English for adults with limited English proficiency. Other courses may be provided in any subject included in District schools, including adult literacy, parenting skills, and vocational education and any other subject or activity only when the number of interested adults is sufficient to form a class of proper size, and when a qualified teacher, adequate facilities and appropriate supervision can be made available.

In addition, college preparatory classes may be offered for adults who have earned a high school diploma or its equivalent and require postsecondary developmental education that will enable such adults to enroll directly in a program of higher education, as defined in C.G.S. 10a-34, at an institution of higher education upon completion of such classes. A fee may/shall be charged for these classes.

The District shall grant an adult education diploma to those adult education program participants who have satisfactorily completed a minimum of twenty (20) adult education credits, of which not fewer than four shall be in English; not fewer than three in mathematics; not fewer than three

in social studies, including one in American History and at least one-half credit course in civics and American government; not fewer than two in science; and not fewer than one in the arts or vocational education.

The District, in determining the satisfactory completion of needed credits for an adult education diploma, shall award, subject to any State Board of Education regulations:

1. Credit for experiential learning, including:

   a. Not more than two non-required credits for military experience, including training;

   b. Not more than one vocational education non-required 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. Credit for 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 technical high schools;

3. Up to six credits for satisfactory performance on subject matter tests demonstrating prior learning competencies; and

4. Up to three credits for independent study projects, provided no more than one such credit shall be applied to each required subject area.

Adults in Day Secondary School Programs

Adults who are residents of the school district may enroll in day classes at the high school level on a space available basis. The selection of classes available to adults will be determined by the high school Principal, in consultation with the Superintendent. A registration fee will be charged and applications will be processed through the Assistant Principal or designee and Guidance Offices of the high school. Adults enrolled in day secondary classes will abide by all student rules and regulations established by the high school.

(cf. 5134 - Married/Pregnant Students)

(cf. 5114 - Suspension and Expulsion/Due Process)

Legal Reference: Connecticut General Statutes

10-67 Adult education-definitions

10-69 Adult education (as amended by PA 03-100 and PA 11-126)

10-71 State grants for adult education programs.

10-73a Adult education

10-73b Grants for adult education services of programs conforming to state plan.

10-73c Basic adult education programs.

10-233d Expulsion of students

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

P.A. 13-121 An Act Concerning Adult Education and Transition to College

Title II - Workforce Investment Act (WIA), Public Law 105-220

Policy adopted: 10/8/02; Reviewed/Revised/Renumbered/Approved 7/20/2010

Updated/Approved:

October 20, 2026
Miranda Garcia
Visual Arts Teacher, Department Assistant
Northwestern Regional 7

To the Members of the Board of Education,

Please accept this letter as a formal request for a maternity leave of absence starting in February 2027 and extending through the remainder of the 2026–2027 school year.

Additionally, I am requesting a formal child-rearing leave of absence for the entirety of the 2027–2028 school year, pursuant to the collective bargaining agreement and district policy.

I am committed to working closely with my principal and administration to ensure a smooth transition for my students and the incoming replacement teacher before my leave begins. Thank you for your time, consideration, and continued support.

Sincerely,

Miranda Garcia
mgarcia@nwr7.org

8. Leave: Childbirth/Childrearing

A. The Board and the Association recognize that teachers are entitled to reasonable leaves of absence for pregnancy-related disabilities.

B. Up to five (5) sick days per year may be used for a teacher's adoption of a child.

C. Parental Leave: Teachers who are non-birthing parents shall be entitled to a parental leave up to five (5) days immediately after the birth of their child, with such days deducted from sick leave.

D. Leaves of absence for child-rearing purposes may be granted by the Board of Education without pay or benefits, upon recommendation by the Superintendent of Schools, subject to the following conditions:

1. Child-rearing leave shall be limited to one (1) year only provided, however, that in the discretion of the Superintendent of Schools, whenever a child-rearing leave is granted in the middle of the school year, the one (1) year limit may be extended to include the remainder of the following school year.

2. Child-rearing leave shall be not credited to a teacher for the purpose of determining position on the salary schedule.

3. Upon return from child-rearing leave, the teacher shall be reinstated to the same or equivalent position except as affected by Article 27 - Reduction in Teaching Personnel.

9. Family and Medical Leave Act

Any leave granted under the provisions of this contract or Board policy shall be credited against an employee's entitlement under the Family and Medical Leave Act provided such leave is for a purpose recognized under the Act.

10. Sabbatical Leave

On the recommendation of the Superintendent the Board may permit members of the professional staff to take sabbatical leave for the purpose of self-improvement and benefit to the school subject to the following:

A. Sabbatical leaves may be combined with programs of study and research for educational purposes.

B. Only one (1) faculty member may be on leave at one (1) time.

C. Staff members shall have served a minimum of seven (7) consecutive years in this school system before becoming eligible.

D. Applications for leave must be in the Superintendent's office no later than the first school day of the preceding March.