

The Enclosures referred to in the Agenda are available for inspection at each of the three Public Libraries in Fairfield, Fairfield Public Schools' website <http://www.fairfieldschools.org/> and the Education Center, 501 Kings Highway East.

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**THE PUBLIC IS REQUESTED TO SILENCE PHONES/DEVICES FOR THE DURATION OF THE MEETING.**

Board of Education, Fairfield Public Schools  
501 Kings Highway East, 2<sup>nd</sup> Floor Board Conference Room, Fairfield, CT

**Tuesday, September 24, 2013**

**REGULAR MEETING 7:30 P.M.**

1. Call to Order and Roll Call
2. Pledge of Allegiance
3. Presentations
  - A. *Follow-Up Building Surveys and Assessment of PCB's Report*  
Mr. Jeff Hamel and Ms. Lisa Campe from Woodard & Curran Inc.  
(Enclosure No. 1)\*
4. Approval of Minutes  
Recommended Motion: "that the Board of Education approve the Minutes of the Regular Meeting of September 10, 2013"  
(Enclosure No. 2)
5. Board Committee/Liaison Reports
6. Superintendent's Report
  - A. Update on Naming the Alternative High School in Honor of Mr. Walter Fitzgerald
  - B. Update on Statewide Testing and Evaluation Systems  
(Enclosure No. 3)
7. Old Business
  - A. Second Reading of Policy #6200-Instruction-Curriculum  
Recommended Motion: "that the Board of Education approve Policy #6200-Instruction-Curriculum"  
(Enclosure No. 4)
8. New Business
9. Public Comments and Petitions  
During this period the Board will hear comments and receive petitions from any citizen present at the meeting. Any single presentation must be limited to two minutes, and audio-visual equipment cannot be used without the advance authorization of the Chairman. **The Board will not hear comment on individual personnel matters or comments addressed to a specific member(s) of the Board.** Decorum will be enforced. Citizens are asked to comment on any voting item at the time the item is under consideration by the Board.
10. Open Board Comment
11. Adjournment  
Recommended Motion: "that this Regular Meeting of the Board of Education adjourn"

\* Hard Copy for BOE Only; Available at [Fairfieldschools.org](http://Fairfieldschools.org) in 'District-wide Updates on Hazardous Materials Testing'

CALENDAR OF EVENTS

October 22, 2013	Regular Board Meeting	7:30 p.m. 501 Kings Highway East 2 <sup>nd</sup> Floor Conference Room
November 26, 2013	Regular Board Meeting	7:30 p.m. 501 Kings Highway East 2 <sup>nd</sup> Floor Conference Room

RELOCATION POLICY NOTICE

The Fairfield Public Schools System provides services to ensure students, parents and other persons have access to meetings, programs and activities. The School System will relocate programs in order to ensure accessibility of programs and activities to disabled persons. To make arrangements please contact:

Pupil & Special Education Services  
501 Kings Highway East, Fairfield, CT 06825  
Telephone: (203) 255-8379

Board of Education, Fairfield Public Schools  
501 Kings Highway East, 2<sup>nd</sup> Floor Board Conference Room, Fairfield, CT  
Tuesday, September 10, 2013

ENCLOSURE NO. 2

SEP 24 2013

MEETING MINUTES

Voting Summary:

**Call to order of the Regular Meeting of the Board of Education and Roll Call**

Chairman Philip Dwyer called the Regular Meeting to order at 7:35PM. Present were members Jennifer Kennelly (arrived 7:40PM), John Convertito, Jessica Gerber, Philip Dwyer, Pamela Iacono, Paul Fattibene, Tim Kery and Sue Brand. Perry Liu was not in attendance. Others present were Dr. Title, members of the Central Office Leadership Team, and approximately 50 members of the public.

**Approval of Minutes**

***Approval of Minutes of the Regular Meeting of August 27, 2013.***

Mrs. Brand moved/Ms. Iacono seconded the recommended motion “that the Board of Education approve the Minutes of the Regular Meeting of August 27, 2013.” Motion passed 7-0-1 (Mr. Kery abstained.)

**Convene to Executive Session**

Mr. Kery moved/Ms. Iacono seconded the recommended motion “that the Board of Education convene to Executive Session to discuss Superintendent Evaluation” Motion passed 7-0 (Mrs. Kennelly was not in the room at the time.) at 8:45PM.

At 9:37PM the Board came out of Executive Session.

**Adjournment**

Mr. Convertito moved/Mr. Kery seconded the recommended motion “that this regular Meeting of the Board of Education adjourn” Motion passed 7-0 (Mrs. Kennelly was not in the room at the time). Meeting adjourned 9:39PM.

Detailed Minutes:

**Call to order of the Regular Meeting of the Board of Education and Roll Call**

Chairman Philip Dwyer called the Regular Meeting to order at 7:35PM. Present were members Jennifer Kennelly (arrived 7:40PM), John Convertito, Jessica Gerber, Philip Dwyer, Pamela Iacono, Paul Fattibene, Tim Kery and Sue Brand. Perry Liu was not in attendance. Others present were Dr. Title, members of the Central Office Leadership Team, and approximately 50 members of the public.

Chairman Dwyer led the Board and audience in the Pledge of Allegiance.

**Presentations**

**Honor 25 Year Pin Recipients**

Ms. Leffert began the 25-Year Pin Presentation by describing some 1988 events: Ronald Reagan was president, gas was 91 cents/gallon, the Hubble telescope was launched, and a favorite movie may have been *Rainman*. Ms. Leffert stated she is proud to honor the significant accomplishments of the staff members who have completed 25 years of service with the Fairfield Public Schools as follows:

- Kimberly Allen-Grapski - Grade 1 teacher, Stratfield
- William Banks - Maintenance Department
- Connie Baranyar - Paraprofessional, Sherman

Colleen Collier - Paraprofessional, Osborn Hill  
Diane Dionis - Paraprofessional, Fairfield Woods  
David Doherty - Grade 6 teacher, Fairfield Woods  
Eric Erff - Art teacher, Mill Hill  
Ann Felner - Custodian, Fairfield Ludlowe High School  
Michael Fernez - Custodian, Fairfield Warde High School  
Adele Josovitz - Library Media Specialist, North Stratfield  
Marie Kass - Gifted Resource Teacher/Instructional Improvement Teacher, Stratfield  
Betsy Lincoln - Speech and Language Pathologist, Fairfield Ludlowe High School  
Mindy Morena - Special Education teacher, Community Partnership Program  
Dale Morrissey - Pre-school teacher, Dwight  
Gail Seirup - Headmaster's Secretary, Fairfield Ludlowe High School  
Cheryl Slatky - Executive Secretary, Human Resources Office  
Jennifer Smith - Special Education teacher, Fairfield Ludlowe High School  
Gail Szlinsky - School Lunch employee, Roger Ludlowe Middle School  
Darlene Trupp - Paraprofessional, Dwight  
Sue Yorulmaz - School Lunch employee, Fairfield Warde High School

Mr. Dwyer stated that agenda item 3C is a duplicate of item 3A.

#### Naming of the Alternative High School

Dr. Title stated that last June he received a letter from retired Alternative High School (AHS) teacher, Peter Holskin, to re-name the Alternative High School in honor of Walter Fitzgerald; as required by policy, a letter was also received by Margaret Mary Fitzgerald in support of this request. Mr. Holskin thanked Ms. Fitzgerald, Co-op students, teachers and Walter's friends and colleagues for being in attendance to support this request. Mr. Holskin stated that Walter was a native son; taught for 25 years at the Learning Co-op, coached basketball; cared deeply about his students; and provided students with creative and challenging opportunities. Mr. Holskin stated that this unique opportunity will give AHS an identity that will embody the basic principles and values of Walter, and will also provide a way to honor a dedicated and committed person who made enormous contributions.

Mr. Convertito stated that he thinks giving the AHS an identity is a marvelous idea; he would like take this idea further to have the identity develop; see a mission statement; and ensure these students are treated as active participants in the educational system. Ms. Donowitz (AHS Principal), stated that while she did not know Walter, she has heard about his principles including responsibility, respect and the highest integrity; that his name would allow the students to follow these with a passion.

Ms. Iacono asked what the exact name proposal would be; Dr. Title stated that will be clarified at the next meeting. Ms. Iacono stated that she thinks this a great thing to do.

Mrs. Kennelly seconded the idea to give the school an identity; Walter's contributions are appropriate with policy, and it is exciting to hear of someone who is so worthy of this.

Mr. Convertito stated that he would prefer to not have the term 'alternative' in the name of the high school.

Mr. Fattibene would like to look at the existing names of the high schools to see if the new name fits in.

Mr. Dwyer stated that the community was involved in the naming of the 2 high schools; working out the details of this name is all that will be needed; the public may speak on this item at the next meeting.

### **Approval of Minutes**

Mrs. Brand moved/Ms. Iacono seconded the recommended motion “that the Board of Education approve the Minutes of the Regular Meeting of August 27, 2013.” Motion passed 7-0-1 (Mr. Kery abstained.)

### **Board Committee/Liaison Reports**

Mrs. Brand stated that the Board of Health announced a new policy regarding the medication epinephrine will be forthcoming; that school nurses are using Infinite Campus and finding it very helpful; and there is a CES meeting on Thursday.

Mrs. Gerber stated that the FLHS Building Committee held the first meeting and a chair and vice-chair were selected. Mr. Dwyer stated that Dr. Title and Town Boards have been instrumental in moving this project forward.

Ms. Iacono stated that there will be a Riverfield Building Committee next Tuesday that will be open to the neighbors for input on construction issues.

### **Superintendent’s Report**

Dr. Title stated the Kindergarten enrollment is very close to the projected number; schools have been staffed almost exactly to what was budgeted; FWMS is the largest middle school as expected; the Early Childhood numbers are expected to increase; there is an initiative to do an updated enrollment forecast; the centralized registration process is helping with standardization; there is a plan to have a registrar available at all times; the teacher evaluation plan is being rolled out; the K12 Alert system has been replaced; class lists were delivered through Infinite Campus; students and staff can access school files when at home; the wireless access project has been completed; the administration continues to work closely with the Fairfield Police Department; a new Police Sergeant will soon be assigned full time at Central Office overseeing 4 officers in the district; the district is in the process of installing key-card access to elementary and middle schools; transportation currently has 150 bus stop change requests, and Mr. Ficke continues to work through these as well as issues with construction on bus routes, road closures, and new buses that don’t fit under the railroad bridges.

Dr. Title presented a list of major maintenance and capital projects that were completed over the summer; the FLHS generator was a joint project with the Town.

Mr. Convertito requested an update on maintenance projects that were budgeted for and not yet complete.

In response to Ms. Iacono, Dr. Cutaiia-Leonard stated that the Burr preschool is full, but some students are unable to start until they turn 3 and will not appear on enrollment. Dr. Title confirmed that the Opt-In program for McKinley is still available, but the Opt-Out program is no longer available.

Mrs. Brand requested an update on the Racial Imbalance Plan and the cost savings regarding full-day kindergarten. In response to Mrs. Brand, Dr. Title stated that key card access for the high schools is planned, and that the high schools are committed to having someone physically stationed at the door at all times as a monitor; and that the cost saving for kindergarten is the elimination of the mid-day bus runs. In response to Mrs. Brand, Dr. Title stated the cost of the Osborn Hill library follow-up testing is already covered without having to tap in to the Operating Budget.

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In response to Mrs. Brand, Dr. Title stated that there are some growing pains with Infinite Campus, but it is a value-added tool and as people get more comfortable with it, it will be easier to see all the benefits.

In response to Mrs. Gerber, Dr. Title stated that the school websites are currently being populated with data.

### **New Business**

Mr. Fattibene stated the Policy Committee made a motion to amend Policy #6200-Instruction-Curriculum and read the added statement; he stated that 6200AR relates to how pilots will be performed within the school district. He stated this was done to put the district in compliance with a settlement agreement that was entered into with various complainants during a proceeding that went before the State Board of Education. Mr. Dwyer stated the Board has approved the settlement agreement to which the Administrative Regulations were attached.

### **Public Comments and Petitions**

Suzanne Miska, Ryegate Road, stated that her child, a freshman, does not have access to Infinite Campus yet; she requested that BOE obtain a district response on what was successful in the Strategic Plan; and she is concerned about safety at the high school level.

Christina Dejarnette, FLHS teacher, stated that freshmen typically wait 2-3 weeks to get system access; she requested that students log in to Infinite Campus on computers and not use the phone app, so that school messages will be seen; and she stated that she monitors the office entry way during period 7 as part of the security measures now in place.

### **Open Board Comment**

Mrs. Brand requested that the transfer of funds for Food Services be on an upcoming agenda.

Mr. Fattibene stated the he is pleased to see Dr. Clark's picture on the Board room wall with other former superintendents.

Ms. Iacono thanked Dr. Title for moving forward the process of numbering the high school parking spots, and requested an update on how this is working.

Mr. Dwyer asked Board members to review the Budget Development Process document and provide him with any comments.

### **Convene to Executive Session**

Mr. Kery moved/Ms. Iacono seconded the recommended motion "that the Board of Education convene to Executive Session to discuss Superintendent Evaluation" Motion passed 7-0 (Mrs. Kennelly was not in the room at the time.) at 8:45PM.

At 9:37PM the Board came out of Executive Session.

### **Adjournment**

Mr. Convertito moved/Mr. Kery seconded the recommended motion "that this regular Meeting of the Board of Education adjourn" Motion passed 7-0 (Mrs. Kennelly was not in the room at the time.)

Meeting adjourned 9:39PM.

*Jessica Gerber  
Board of Education, Secretary*

SEP 24 2013

**Connecticut State Department of Education**  
**Request for Public Comment**  
**Principle 3 – ESEA Flexibility Waiver Request Amendment**

**Overview:**

This document outlines Connecticut's request to waive certain provisions of Connecticut's Elementary and Secondary Education Act (ESEA) Flexibility Request, with a focus on Principle 3, which mandates administrator and teacher evaluation and support. This proposal will be submitted to the U.S. Department of Education following a period of public comment.

Interested parties may submit comments via e-mail to [eseawaiver@ct.gov](mailto:eseawaiver@ct.gov) no later than September 20, 2013. In the subject header of the response, please write "Principle 3: (INSERT NAME OF ORGANIZATION OR NAME HERE)." A conference call will be held on Monday, September 16, 2013, at 8:30 a.m. to address any questions that stakeholders may have regarding the amendment. The toll free number to dial in for this call is 877-915-7817, and the participant code is 51356609#.

**Summary:**

Connecticut recognizes that teacher and administrator evaluation and support systems are a critical part of our comprehensive plan to build an environment that ensures equal opportunity and excellence in education for all Connecticut students. Over the past two years, the Connecticut State Department of Education (CSDE) has engaged the leadership and expertise of a council of educators, policy makers and advocates — the Performance Evaluation Advisory Council (PEAC) — in the undertaking of a major reform effort to develop new Guidelines for Educator Evaluation (June 2012). The Department has also begun taking important steps to plan for and ensure that high-quality evaluation and support systems are implemented in a timely manner by local school districts.

The CSDE has added and/or expanded upon three components within Principle 3 of the ESEA flexibility waiver request. These additions, if approved, will enable local education agencies (LEAs) to:

1. Decide whether to include state test data as part of the educator evaluation and support system in 2013-14.
2. Determine how to most appropriately measure growth for teachers of nontested grades and subjects, with an emphasis on teachers of students with disabilities and English Language Learners.
3. Ensure successful implementation of the educator evaluation and support system in 2013-14 and in subsequent years.

**Component #1: Flexibility on the Use of State Test Data in Connecticut's Educator Evaluation and Support System for 2013-14**

In 2013-14, all Connecticut districts and charter schools, including the Connecticut Technical High School System, (181 in total) are expected to implement Connecticut's new educator evaluation and support system with at least a third of their certified staff, inclusive of administrators. While the PEAC provided flexibility on the number of participating staff, more than 100 of the 181 LEAs and charter schools statewide have committed to full implementation with 100% of their certified educators in 2013-14. In 2014-15, all districts and charter schools, as well as USD #1, USD #2,

USD #3, adult education and private special education facilities, will fully implement Connecticut's educator evaluation and support system. The CSDE plans to submit a separate waiver which, if approved, would afford districts the option to administer the legacy state tests (CMT/CAPT) and/or the Common Core-aligned assessments produced by the Smarter Balanced Assessment Consortium (SBAC) during the 2013-14 academic year.

Given this foreseen latitude in 2013-14, the CSDE plans to allow districts to decide whether they will incorporate state test results in measuring student growth and development as required by Connecticut's Guidelines for Educator Evaluation (June 2012). If a district elects not to include state test data in 2013-14, the Guidelines provide for the use of other standardized and non-standardized measures to assess the student learning portion of the educator's evaluation and support system.

Should a district choose not to use state test results as part of its educator evaluation and support system in the 2013-14 academic year, educators would be required to measure student growth and development using other appropriate standardized and non-standardized measures. Technical assistance from the CSDE will be provided to districts to support the transition beyond this year's flexibility regarding the use of state test data.

The CSDE is seeking the flexibility for districts to choose between legacy state tests and Common Core/SBAC for 2013-14. Since the 2013-14 academic year is a transition year for testing, the CSDE seeks to support districts as they determine the most appropriate approach to integration of state test data in the educator evaluation and support system. The CSDE is now requesting permission to authorize this approach.

### **Component #2: Nontested Grades and Subjects**

The CSDE has convened a Student and Educator Support Specialist (SESS) workgroup consisting of representatives from many disciplines including school psychologists, speech and language pathologists, literacy coaches, and others. The SESS workgroup considered how the System for Educator Evaluation and Development (SEED) state model could be applied in a fair and meaningful way to their respective disciplines. In response to these discussions, the CSDE will release a series of documents to guide the evaluation of SESS in the following disciplines:

- English language learner/world language educators;
- social workers;
- school psychologists;
- library media specialists;
- school counselors;
- speech and language pathologists;
- mathematics and English language arts coaches;
- transition coordinators; and
- teachers of the deaf and hard of hearing.

All documents are designed to supplement Connecticut's SEED state model. These guides include a description of the varying roles that these educators serve within a district, as well as sample student learning objectives (SLOs) that are rigorous and comparable across learning environments.

To support observation of educator performance and practice, which comprises 40% of an educator's evaluation and support summative rating, the SESS workgroup developed a rubric called



the *Common Core of Teaching (CCT) Rubric for Student and Educator Support Specialists*. This rubric is tightly-aligned with the *Common Core of Teaching (CCT) Rubric for Effective Teaching* that is used for observation of practice in the 2013 SEED state model. It was determined that the *CCT Rubric for Educator and Support Specialists* was most applicable to school psychologists, social workers, school counselors, and speech and language pathologists. All other groups agreed that the *CCT Rubric for Effective Teaching* would apply to their practice.

### ***Students with Disabilities***

Districts will have several options for measuring the growth of students with disabilities in the 2013-14 year. The preferred option is the standard assessment – either the CMT/CAPT or the Common Core/SBAC field test for districts choosing to pilot those tests. Connecticut has two alternate assessments, the Modified Assessment System (MAS) and the Skills Checklist, available for students with disabilities. Each has its own eligibility requirements and a corresponding guide to help district staff determine the appropriate testing option for students with disabilities.

### ***English Language Learners***

All English language learners who are not identified as a student with a disability are expected to take the standard assessment of the CMT/CAPT or Common Core/SBAC. Therefore, growth across grades/years can be measured using Connecticut's growth model. English language learners who are enrolled for the first time in a U.S. school for ten calendar months or less may be excused from ELA Reading and Writing assessments; however, they must take mathematics in the Year 1 which can form the basis for growth in Year 2 using Connecticut's growth model.

### **Component #3: Monitoring Implementation of Educator Evaluation and Support, starting in 2013-14**

The CSDE is currently planning an annual process by which to monitor implementation of Connecticut's new system for educator evaluation and support to ensure that each local education agency (LEA) develops, adopts, pilots, and implements, with the involvement of teachers and administrators, including mechanisms to review, revise, and improve, high-quality teacher and administrator evaluation and support systems consistent with the state education agency's adopted Guidelines.

The CSDE proposes to develop a comprehensive system comprised of differentiated levels and types of monitoring. The levels will be designed as follows:

Level I: All Connecticut districts and charter schools will be required to complete a comprehensive progress report aligned to Guidelines for Educator Evaluation (June 2012) for both the teacher and administrator models in order to assess implementation progress.

Level II: Upon submission of the progress report to the CSDE and/or appropriate partners, approximately thirty districts, including charter schools, will be randomly selected for more in-depth monitoring. The random selection process will be designed to ensure approximately equal representation from each of the six regional educational service center (RESA) regions. Additional districts and charter schools may be monitored if the CSDE has questions or concerns regarding the district's responses during the Level I review process.

Level III: In addition to the districts selected for more in-depth monitoring, between five and ten districts and/or charter schools will be selected for a full site visit. The site review teams will be comprised of representatives from various offices of the CSDE, as well as other stakeholders. At the end of the monitoring process and site visits, those districts observed will receive feedback reports. The tiered system outlined above is intended to serve as the formal monitoring of statewide implementation.

**Conclusion:**

The CSDE is committed to supporting all LEAs in the implementation of educator evaluation and support. Additionally, the CSDE is committed to moving toward high-quality Common Core implementation and college and career-ready assessments. We believe that the best way to make these transitions is to provide districts with the flexibility to choose whether to integrate state test data into their evaluation for the 2013-14 year. This will ensure that the learning process is not disrupted by districts attempting to quickly implement both new assessments and new educator evaluations simultaneously. We also believe that all types of educators working with all types of students should be supported in their effort to achieve progress on student growth and learning. Finally, we believe that educational stakeholders should be included in all stages of this process and appreciate their input. Please do not hesitate to submit comments as every effort will be made to address them.

SEP 24 2013

Board of Education  
Policy Guide**Instruction****CURRICULUM****6200**

The curricula of the schools shall be in accord with the Board of Education's adopted goals and legal requirements. The curriculum design shall be a PK-12 program with appropriate articulation between elementary and middle schools, and between middle and high schools.

A program of continuing improvement and development of the curriculum shall be in effect. Curriculum development by the certified staff shall be guided by the document *Curriculum Development in the Fairfield Public Schools, Framework and Procedures*, and such factors as the following:

- actual studies and information concerning the needs of students in this school district;
- the range of abilities, aptitudes, and interests of the students;
- input from residents of the school district; and
- avoidance of discrimination.

The Board of Education has the responsibility for establishing curricula for the school district. A District Curriculum Committee will be established by the Superintendent. This committee has the responsibility to recommend, develop, review, and approve all curriculum for the District and said curriculum shall be subject to the approval of the Board of Education. Teachers shall teach within the approved curricula.

The Board of Education supports opportunities for faculty to consult and assist in curriculum development through workshops, study groups, assistance from outside consultants, and an extended school year to allow teachers to work on curriculum during the summer.

Periodic reports, including planned pilot programs, shall be made to the Board of Education.

The Board of Education adopts the Administrative Regulations 6200AR dated June 26, 2013. The Administrative Regulations 6200AR dated June 26, 2013 shall not be revised without prior approval of the Board of Education.

Legal Reference: Connecticut General Statutes  
10-15 Towns to maintain schools  
10-15c Discrimination in public schools prohibited  
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

**Instruction**

**CURRICULUM (continued)**

**6200**

Legal Reference: Connecticut General Statutes  
(continued) 10-18b et seq. re Firearms safety programs  
10-19 Effect of alcohol, nicotine, or tobacco and drugs to be taught  
10-19a et seq. re Substance abuse prevention team  
10-221a High school graduation requirements  
10-21 et seq. re Vocational education and cooperation with business  
10-220 Duties of boards of education as amended by PA 08-153

Approved 8/27/04

Revised and Approved 5/24/2011

## Instruction

### CURRICULUM

#### ADMINISTRATIVE REGULATIONS ON CURRICULUM

6200AR

As part of a comprehensive curriculum research and review process, teachers and administrators may wish to “pilot” or “field test” new textbooks or programs prior to recommending Board of Education adoption. “Piloting” or “field testing” a textbook or program is not a required element of the review process. However, if such activities are planned and implemented as part of such a review, then the following regulations must be followed.

#### Definition of Planned Pilot Program

A “planned pilot program” involves the field testing of a textbook, core instructional program or new course prior to a research-based recommendation of adoption to the Fairfield Board of Education. For all planned pilot programs, the piloted text will be used in addition to the Board approved textbook.

Field testing of new instructional materials that are supplementary, ancillary or to be used for intervention; new software programs or on-line services; or new instructional techniques are **not** considered “planned pilot programs” for the purposes of this policy or these regulations, as they do not require Board of Education approval for implementation.

Examples of a “planned pilot program” would include:

- A textbook used in addition to the Board of Education approved textbook
- A new elective course at the high school
- A core instructional program that replaces an existing adopted textbook

#### Approval Process

Any certified staff member may propose a planned pilot program. Such a proposal must include:

- Rationale for conducting the pilot (research, student data, for example)
- Description of the textbook, course or program to be piloted
- Number of students and teachers involved
- Duration
- Criteria for determining success (including student data; parent, student, staff feedback as appropriate)
- Schedule of interim progress and final progress reporting, including recommendations
- Estimated costs of pilot and full adoption
- Professional Development needed prior to the pilot

**Instruction**

**CURRICULUM**

**ADMINISTRATIVE REGULATIONS ON CURRICULUM (continued)**

**6200AR**

Prior to the implementation of such a pilot, all of the following individuals must approve:

- Curriculum leader or department coordinator/liaison
- Principals/Headmasters of affected schools
- Director of Elementary and/or Secondary Education as appropriate

Once these individuals have approved the pilot, then the proposal is submitted to the Curriculum Coordinating Council (CCC) for final approval. Approval is granted for a period not to exceed one school year.

Notification and Participation

Prior to the implementation of such a planned pilot program, parents of affected students and the Board of Education must be notified at least 30 days in advance of implementation. To comply with state statute and Policy 6400, in the event that the pilot of a new textbook or core instructional program involves more than 30 percent of the students in a grade level or course; or if such pilot extends beyond one semester, then the pilot must be brought to the Board of Education for approval. For all planned pilot programs, the piloted text will be used in addition to the Board approved textbook.

In the case of a new elective course, such advance notice can be contained in the Program of Studies. Unless required by law, once a planned pilot is approved, all students must participate in the pilot just like any other instructional program.

Changes in Regulations

These regulations will be changed only after a review of such changes with the Board of Education's Policy Committee.