

**POMFRET  
PUBLIC SCHOOLS  
POLICIES  
REGULATIONS  
AND BYLAWS  
MANUAL**

Through the efforts of the Pomfret Board of Education, the Policy Review Subcommittee, and the Connecticut Association of Boards of Education, the Pomfret Public Schools Policies, Regulations, and Bylaws Manual was revised. These are the District's policies adopted by the Board in a legitimate exercise of local discretion and authority.

Although many of the policies are new, some of Pomfret's existing policies were also updated, codified, and organized into this manual. The adoption and approval dates listed here reflect the date the Pomfret Board of Education adopted the policies which comprise the revised manual.

**PAGES**

THE MANUALS AND HOW TO USE THEM..... 1 - 2

**Part I**

**Operation of the Pomfret Public School System**

**SERIES**

ARTICLE 0	Mission - Goals - Objectives .....	0000
ARTICLE 1	Community Relations .....	1000
ARTICLE 2	Administration.....	2000
ARTICLE 3	Business & Non-Instructional Operations.....	3000
ARTICLE 4	Personnel Certified/Non-Certified.....	4000
ARTICLE 5	Students .....	5000
ARTICLE 6	Instruction.....	6000
ARTICLE 7	New Construction .....	7000

**Part II**

**Operation of the Pomfret Board of Education**

**SERIES**

ARTICLE 9	Bylaws of the Board.....	9000
-----------	--------------------------	------

# The Manual And How To Use It

Each local and regional Board of Education in Connecticut is responsible for providing the best possible education to all its students. Boards and their administrators must make complex decisions which respond to the needs of the entire academic community, the best educational practices and theories, and state and federal laws. The school district cannot function effectively within these constraints unless it operates from the basis of sound, carefully deliberated policy.

This manual has been developed specifically for the Pomfret Board of Education to help carry out these important responsibilities. The manual is only useful as long as it is up-to-date. Updating is a continuous process.

Policies and administrative procedures have been organized in this manual into eight series, an additional series deals with board bylaws. The eight series dealing with the operation of the school system are codified as follows:

Mission-Goals-Objectives .....	0000 Series
Community Relations .....	1000 Series
Administration .....	2000 Series
Business and Non-Instructional Operations .....	3000 Series
Personnel .....	4000 Series
Students .....	5000 Series
Instruction.....	6000 Series
Construction of Physical Facilities .....	7000 Series
Bylaws .....	9000 Series

## Some Helpful Definitions

Explicit in the title of this manual is the fact that the publication deals with policies, administrative regulations and bylaws. Basic to the successful functioning of a school board is its ability to separate between what is policy and what is administrative procedure. The following definitions may be instructive.

It may be helpful to think of a **Policy** as a guide which permits others a degree of discretion in decision making. A policy must be written. It is not enough that the minutes reflect policy. Policy must be available to the public.

The idea for policy can come from any number of sources. Perhaps the best source is to be found in the dynamic interaction between the Board and the Superintendent. However, there are many other legitimate and valuable sources. Teachers work with students continually. Their insights about what needs to happen in your schools are vital in policy development. Parents, community members, state and federal governments, other school district employees, and media, all are possible sources of policy. But the Board, and only the Board, has the responsibility for approving policy and monitoring its implementation.

## **The Manual And How To Use It**

(continued)

A **Regulation** or rule is a specific statement of something that must be done. Typically, it also tells who is going to do it and when. Formulating regulations is the Superintendent's job. It is how the Superintendent will carry out the intention of the Board as stated in policy.

One of the best ways of defining the difference between the policy and regulation is to discuss the issue with the Superintendent. There are no clear cut, hard-and-fast definitions. Discussions between the Board and the Superintendent are always helpful in supporting everyone's best efforts.

A **Bylaw** is a rule governing the Board of Education's internal operation. Bylaws keep the Board in line. Reasonable bylaws build stability into operations of the Board and if observed -- even under pressure -- may prevent the Board from making decisions which they might regret later.

### **Some final Comments on Policy**

1. Only the Board has the right and responsibility to adopt policy.
2. Policy development is never complete. Policy must be reviewed regularly and the Board needs to be open to careful review and change of existing policies.
3. The Board should never make policy under pressure.
4. The actual act of writing policy is a job for one person. A committee cannot actually write policy.
5. When in doubt, talk with an attorney. Your policies may be legally binding.

The development of policy is one of the most important responsibilities of Boards of Education.

## **Severability**

If any chapter, section, subsection or paragraph of this policy manual shall be declared to be unconstitutional, invalid or inoperative in whole or in part by a court of competent jurisdiction, such chapter, section, subsection or paragraph shall, to the extent that it is not unconstitutional, invalid or inoperative, remain in full force and effect and no such determination shall be deemed to invalidate the remaining chapters, sections, subsections or paragraphs or this policy manual.

## **Statutory Regulation Conflict**

In the event that there is any conflict between the Board of Education policy and a mandatory federal or state statute or regulation, such mandatory statute or regulation shall control.