Policy Committee

Monday, May 19, 2014 6:30 PM
L.P. Wilson Community Center, Room 17, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge of Allegiance, Moment of Silence**
2. **Audience to Visitors**
3. **Review P/AR Promotion and Retention**
4. **Revise BL-9121 Official Duties - President**
5. **Revise BL-9325.2 Order of Business**
6. **Revise P-3110 Formation of the Annual Operating Budget**
7. **Revise P-6142 Prescribed Courses of Study and New P-6142.1 Curricular Exemptions**
8. **Review AR-5131.911 Safe School Climate Plan**
9. **Adjournment**

Section:	**Students**
Subject:	**PROMOTION / RETENTION** **P-5123**

BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

The Board of Education is dedicated to the best total and continuous development of each student enrolled in its schools. Therefore, the District will establish and maintain the highest standards required for each grade and monitor student performance in a continuous and systematic manner. The administration and faculty shall establish a system of grading and reporting academic achievement to students and their parents and guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, personal and social maturity, performance on objective tests, and student demonstration of mastery of the Goals for Windsor Students (P 0200) at each level.

To graduate from the Windsor Public Schools a student must demonstrate competency in specific basic skills. Assessment of the level of competency in the specified basic skills includes the results from the Connecticut Academic Performance Test (CAPT). Administration will identify a course of study to assist a student who has not successfully completed the assessments.

Legal Reference:

P.A. 99-288
10-221 (a)

P.A. 01-166
10-223

Policy Adopted: September 18, 2007

Section:	**Students**	
Subject:	**PROMOTION / RETENTION**	**AR-5123** **(See 5123.1 for WHS)**

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

1. The Windsor Public Schools are committed to ensuring that every graduate is a lifelong learner, productive worker, responsible citizen and thoughtful participant in our diverse communities. It is the goal of this school system that every graduate will achieve the Goals for Windsor Students, adopted by the Board of Education as Policy 0200.

2. These expectations shall frame the teaching, learning and assessment processes of the Windsor schools. Such expectations are viewed as crucial to lifelong learning and essential to gaining student's commitment to the learning process.

3. The Administration will maintain rigorous grade-by-grade standards and a curriculum and assessment system to support such standards. A high priority must be placed on ensuring a student's ability to read on grade level. These standards are based on Windsor's goals and aligned with Connecticut's statewide assessment system, CMT's, CAPT, Common Core of Learning and Curriculum Frameworks. They are translated into local curriculum frameworks to guide instruction based upon high expectations for student achievement.

4. Social promotion is not acceptable.

5. Student promotion and graduation shall be based on demonstrated and/or assessed mastery of the content and skills standards. *(especially in the core subjects of English/language arts, mathematics, science and social science)* Students should earn the right to move from grade to grade through demonstration of the mastery of the knowledge and skills required of them.

   A. Students are expected to progress through each grade usually within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. The student's readiness for work at the next grade level shall be required before he/she is promoted.

      The District shall utilize multiple measures of academic performance indicators as determinants in promotion/retention decisions. Student assessment of performance shall be based upon and aligned with the

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

Promotion/Retention (continued)

adopted standards. Student evaluation shall be fair, consistent and appropriate to program goals. The assessment program shall include, but not be limited to, the use of standardized and teacher made tests, projects, portfolios, and other student demonstrations of mastery, teacher observation, and student performance on objective tests.

B. Schools shall identify students at risk, modify instruction, and offer additional support to prevent retention. Prior to deciding on retention for a student not mastering the appropriate skills, the district shall provide and may require the student to attend one or more alternatives for remedial assistance.

C. Academic achievement, attitude, effort, work habits, behavior, attendance, and other significant learning related factors shall be regularly evaluated and communicated to students and their parents/guardians.

D. Parents/guardians shall also be included in the planning of intervention strategies and the ongoing monitoring of the student's progress. Parent/guardians are to be fully involved and informed throughout the promotion/retention decision-making process. Parents will be notified as early as possible of prevention and intervention strategies, and following unsuccessful attempts to bring the student to mastery, that retention is being considered. The Principal shall be responsible for making the final promotion/retention decision.

6. The District may provide alternatives to promotion for students not successfully completing academic requirements for promotion. Such programs could include, but not be limited to, transitional programs and alternative schools/programs within the District or in cooperation with other school districts.

Section:	**Students**	
Subject:	**PROMOTION / RETENTION**	**AR-5123** **(See 5123.1 for WHS)**

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

Legal Reference:

P-0200 – Goals for Students
P-6146.1 – Reporting to Parents
AR-6146.1 – Reporting to Parents, Marking System
P.A. 99-288 An Act Concerning Education Accountability
10-221(a) Board of Education to prescribe rules.

Regulation Approved: September 18, 2007

Elizabeth E. Feser, Ed.D.
Superintendent of Schools

Section:	**Students**	
Subject:	**PROMOTION / RETENTION** **Windsor High School Graduation Requirements**	**AR-5123.1**

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

I. Introduction

To graduate from Windsor High School a student must have earned a minimum of 22 credits **(23 credits effective with the Class of 2012)** and must have met the credit distribution requirement. Students also must meet performance standards in reading, writing, mathematics and science. The district performance in science shall take effect beginning with the class of 2013.

II. Credit Distribution Requirement

The following courses must be passed:

English	4 credits
Science	2 credits (biology, a physical science) Class of 2011 **3 credits beginning with the Class of 2012** (biology, a physical science, and 1 additional credit in: chemistry, physics, integrated science 2, and/or 2 of the following: ecology, zoology, human anatomy or microbiology)
Mathematics	3 credits
Social Studies	3.5 credits (civics, U.S. history, world history)
Fine Arts	.5 credits (art or music)
Vocational/Applied Edu.	.5 credits (business, human and personal services, or technology education)
Physical Education	1.2 credits (physical education/personal development 1, physical education/personal development 2)

III. Promotion and Retention

The promotion and retention of students is based on earned academic credits. Promotion from grade 9 to grade 12 is determined by the following credit standards:

Grade 9 to 10	5.5 credits
Grade 10 to 11	11.0 credits
Grade 11 to 12	16.5 credits

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

IV. Performance Standards: Reading, Writing, Mathematics and Science

Windsor High School students must have basic skills in reading, writing, mathematics and science before graduation. To demonstrate their competency in these areas, students not exempt must meet the district's performance standards.

A. Definition

1. Reading: Students will read a short piece of fiction and develop a valid and supported written initial response, interpretation, connection and evaluation.

2. Writing: Students will read a non-fiction article and respond critically in writing to a question called a prompt by producing an essay that is focused, organized, elaborated, and edited for standard English conventions.

3. Mathematics: Within the content of the course in which the student is enrolled s/he will use mathematics (including algebra, geometry, and/or probability/statistics) to solve multi-step problems. The student will be provided any required formulas and may use a calculator in completing the task. Also, the student will explain in writing either how s/he arrived at each answer or justify each answer in writing.

4. Science: Within the content of the course in which the student is enrolled, s/he will use the process of scientific inquiry (describe, explain, and predict natural phenomena, use questioning, collect, analyze and interpret data, and assess the relevance, validity, and credibility of scientific information) to investigate scientific problems. The student will be provided with any required formulas and some information to complete the tasks. The student can explain, in writing, the process of scientific inquiry by analyzing and interpreting data, and using supporting content knowledge to identify and justify the answer.

B. Exemptions

1. Students will be exempt from the district performance standard if they have

a. Achieved proficiency, that is, 3 or higher on all four subtests of the Connecticut Academic Performance Test (CAPT): Mathematics, Writing Across the Disciplines, Reading Across the Disciplines and Science.

OR

b. Achieved a minimum score of 500 on the SAT II in writing and mathematics.

OR

c. Achieved at least 1000 on the SAT I, with a minimum score of 500 on both the verbal and math sections.

OR

d. Achieved a minimum composite score of 20 on the ACT.

OR

e. Achieved a minimum score of 47 on the PSAT.

2. Transfers: If a student transfers into Windsor High School after completing at least three years in a high school in another district, s/he must have met the goal on the test from the sending district or state in order to be exempt from Windsor's performance standard requirement for graduation.

3. Special Needs: The performance standard requirement for graduation for a student with special needs may be modified if so indicated on the student's Individual Education Plan (IEP).

C. Implementation

1. Students who do not meet proficiency on the Writing Across the Disciplines, Reading Across the Disciplines, Mathematics and Science sections of CAPT or through one of the alternative standards must retake the CAPT in their junior year.

2. Students will have opportunities within their English, social studies, mathematics and science courses to practice department developed and approved practice performance assessments.

3. One District Performance Assessment will be given in May of junior year to students who have not met the district performance standard. Students who are successful on these District Performance Assessments will fulfill the requirement for graduation.

4. Students who have not met the district performance standard by the end of their junior year in reading, writing, mathematics or science are required to participate in a structured remediation course in their senior year. Students must pass the course(s) to meet the standard.

D. Notification

1. Of teachers: At the beginning of the school year, the guidance department will provide to English, science, social studies and mathematics teachers a list of all juniors who have not met a district performance standard in their area.

2. Of students: The guidance department will write to the to-be-juniors who do not meet the district performance standard through CAPT achievement or by achieving one of the exemption standards to remind them of the performance standard requirements for graduation.

3. Of parents:
   - Parents of 10^{th} graders will be notified of their child's CAPT results in the fall of their junior year.
   - The guidance department will notify in writing the parents of students who do not meet the CAPT goal and inform them of the performance standard requirements for graduation.
   - The guidance department will also notify in writing the parents of to-be seniors who have not met the performance standard goal in any area and thus must pass one or more of the remedial courses.

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

E. Administration of Performance Standard Assessment

1. Reading and Writing

   a. All students will take a practice CAPT as freshmen. This assessment will be given during the time the sophomores are taking the CAPT in the spring. Freshman practice scores will be reported to parents.

   b. English and social studies teachers will administer practice performance assessments over the course of a student's junior year. The practice performance assessments will be used as a classroom assignment for all students, will be graded by the teacher, and will be counted as part of the student's work for the marking period.

   c. The District Performance Assessment in Reading and Writing will be administered in May of their junior year, to those students who did not meet the district standard on Grade 10 CAPT. Papers will be scored by a committee. Students who score at least a 7 out of 12 have met the reading and writing graduation requirement.

   d. SCORING: Papers to be scored will not have student names. Each paper will be read by two (2) teachers using a rubric with a six-point scale. Students will have a copy of the rubric in advance of the test. Each teacher who scores papers will pass a score reliability test. If two scores for the same student are more than one number apart, a third scorer will resolve the discrepancy.

2. Mathematics

   a. All students will take a practice CAPT as freshmen. This assessment will be given during the time the sophomores are taking the CAPT in the spring. Freshman practice scores will be reported to parents.

   b. Mathematics teachers will administer practice performance assessments over the course of a student's junior year. Each assessment will be used as a classroom

assignment for all students, will be graded by the teacher, and will be counted as part of the student's work for the marking period.

c. The District Performance Assessment in Math will be administered in May of their junior year to those students who did not meet the district standard on Grade 10 CAPT. The papers will be scored by a committee. Students who score at least 70% have met the mathematics graduation requirement.

d. SCORING: Papers to be scored will not have student names. Each paper will be read by two (2) teachers using a rubric. Students will have a copy of the rubric in advance of the test. Each teacher who scores papers will pass a score reliability test. If two scores for the same student are more than five (5) percentage points apart, a third scorer will resolve the discrepancy.

3. Science

a. All students will take a practice CAPT as freshmen. This assessment will be given during the time the sophomores are taking the CAPT in the spring. Freshman practice scores will be reported to parents.

b. Science teachers will administer practice performance assessments over the course of a student's junior year. Each assessment will be used as a classroom assignment for all students, will be graded by the teacher, and will be counted as part of the student's work for the marking period.

c. The District Performance Assessment in Science will be administered in May of their junior year to those students who did not meet the district standard on Grade 10 CAPT. The papers will be scored by a committee. Students who score at least 70% have met the science graduation requirement.

d. SCORING: Papers to be scored will not have student names. Each paper will be read by two (2) teachers using a rubric. Students will have a copy of the rubric in advance of the test. Each teacher who scores papers will pass a score reliability test. If two scores for the same student are more than five (5) percentage points apart, a third scorer will resolve the discrepancy.

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

F. Appeals

1. Reading and Writing

    a. A student whose score on the assessment(s) is 6 points out of 12 may appeal the score by submitting a request for an appeal to the principal within 20 school days of receiving the score. A student must submit a statement, using the scoring rubric, explaining why the score is incorrect. If an appeal is made, the paper will be submitted anonymously to an administrator trained in writing assessment scoring.

2. Mathematics and Science

    a. A student whose score on the assessment(s) is at least 50% may appeal the score by submitting a request for an appeal to the principal within 20 school days of receiving the score. A student must submit a statement, using the scoring rubric, explaining why the score is incorrect. If an appeal is made, the paper will be submitted anonymously to an administrator trained in mathematics or science assessment scoring.

The outcome of the review will be sent to the principal, who will communicate the result of the review to the student and the parents.

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

V. Options If Requirements Are Not Met

A. Seniors who have earned the necessary 22 **(23 effective with the Class of 2012)** credits to graduate but have not met the district performance standard on one or more of the reading, writing, mathematics and science performance assessments must:

1. Enroll in summer school courses that if successfully completed would meet the standard, or

   Sit for a retake of the district performance assessment during the summer, the date of administration to be determined by the school system.

B. Seniors who are short .5 to 2.0 credits for graduation must:

1. Enroll in summer school and pass the courses needed to graduate.

2 If the student does not meet all necessary credit requirements for graduation through summer school, s/he can return to WHS in September but only to make-up those courses needed to graduate. [The student may not carry a full load of courses, and will be permitted on campus only during the time s/he is in class.]

OR

3. Attend night school or community college to earn the necessary credits for graduation.

Note: if the student has not met the district performance standard on one or more of the performance assessments, the student can sit for a retake of the performance assessment in the summer (See Section V. A. number 2 and 3).

C. Seniors who are short 3 or more credits toward graduation:

1. May return to Windsor High and carry a full load of courses. If, in addition, they have not met one or more of the district performance assessment standards, they will be required to participate in a structured remediation course. Students must pass the course to meet the standard.

Note: Any senior returning for another year of school must meet the graduation standard of the class with which they will graduate. In other words, if the standards have changed, a returning senior must comply with the new standards.

VI. Residency Requirement:

To receive a Windsor High School diploma, students must have earned a minimum of 5.50 credits while attending Windsor High School. Of the 5.50 credits earned at Windsor High School, 2.50 credits must be earned during the senior year. Students transferring to Windsor High School and planning to graduate in June of the school year in which they transferred, must be enrolled at the school no later than February 1st of that same school year to receive a Windsor High School diploma.

Reference:

P-0200 – Goals for Students
P-6146.1 – Reporting to Parents
AR-6146.1 – Reporting to Parents, Marking System
P-6146 - Graduation Requirements, Standards of Proficiency

Section:	**Students**	
Subject:	**PROMOTION / RETENTION** **Windsor High School Graduation Requirements**	**AR-5123.1**

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

Legal Reference - Connecticut General Statutes:
PA 99-288 An Act Concerning Education Accountability
10-221(a) Board of Education to prescribe rules
PA 01-166: An Act Concerning High School Graduation and the Connecticut Academic Performance Test

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Regulation Approved: November 16, 2010

Elizabeth E. Feser, Ed.D.
Superintendent of Schools

Rational for Proposal:

OFFICIAL DUTIES - PRESIDENT

The model policy pertaining to the duties of the Board Chair has been revised to reflect that the Board Chair has the authority to consult with legal counsel, without the need for an authorizing Board vote.

Section: **Bylaws of the Board**

Subject: **OFFICIAL DUTIES – PRESIDENT** **BL-9121**

BOARD OF EDUCATION BYLAW
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

The President shall:

1. Preside at all meetings of the Board and perform all duties imposed by Connecticut General Statute 10-218 and those prescribed by the Board's bylaws, policies, rules and regulations;

2. Chair the Executive Committee;

3. Appoint all standing and special committees, unless elected by the Board;

4. Serve as ex officio member on all committees;

5. Perform such other duties as may be delegated to him/her by the Board;

6. Keep the Vice-President duly informed on all pertinent matters in case of absence of the President;

7. Act as a resource to the Superintendent on decisions which may require further input between Board meetings;

8. Call special meetings as deemed necessary or when upon receipt of a written request by three (3) of the members of the Board; and

9. Act as the public spokesperson for the Board of Education at all times except as this responsibility is specifically delegated to others.

10. In addition, the President may appoint a parliamentarian to advise him or her on items of procedures.

11. Act as the Board's representative for the purposes of consultation with Board legal counsel when appropriate, and may authorize other Board members to consult with Board counsel when appropriate.

(cf. 9120 – Officers)
(cf. 9130 – Committees)

Legal Reference: Connecticut General Statutes
10-218 Officers. Meetings

Bylaw Adopted: February 15, 2005

Rational for Proposal:

ORDER OF BUSINESS

Suggested revision to add Special Meeting – Retreat for the Board of Education Members

Section:	**Bylaws of the Board**
Subject:	**ORDER OF BUSINESS** **BL-9325.2**

BOARD OF EDUCATION BYLAW
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

Order of Business

The Order of Business at any meeting of the Board of Education shall be determined by the President of the Board of Education in consultation with the Superintendent of Schools.

Nothing in this Bylaw shall prohibit the use of a "consent agenda," should it be in the interest of the Board of Education to use this method to effectively transact the business of the Board of Education.

From time to time the Board President may consult with the Executive Committee concerning certain items which may or may not need to appear on the agenda.

Regular Meeting Agendas:

A. At all regular monthly meetings the following items will appear as routine matters:
   1. Call to Order;
   2. Pledge to the flag;
   3. Moment of silence;
   4. Student and Staff Achievement;
   5. Consider approval of minutes;
   6. Audience to Visitors at the beginning and the end of the meeting;
   7. Superintendent's Report;
   8. Report of Board committees and school liaisons;
   8. Other matters and Board requests; and
   9. Adjournment

Special Meeting - Specific Reason

A. A special meeting may be called for a specific reason and not for the transaction of routine matters.

BOARD OF EDUCATION BYLAW
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

B. Among the items which appear on the Special Meeting agenda, in addition to the matter or matters which have caused the need for the special meeting, are the following:

1. Pledge to the flag;
2. Moment of silence;
3. Audience to visitors;
4. Special meeting agenda topic or topics;
5. Announcements; and
6. Adjournment.

Special Meeting - Workshop for the Board of Education Members

A. Workshop meetings usually consider the following agenda items as may be necessary:

1. Call to order;
2. Audience to Visitors,
3. Workshop session topic or topics; and
4. Adjournment.

When appropriate, the President of the Board may open workshop to public comment. There shall be at least one such public comment period per workshop.

Special Meeting – Retreat for the Board of Education Members

A. Retreat meetings usually consider the following agenda items as may be necessary:

1. Call to order
2. Pledge of Allegiance
3. Moment of Silence
4. Retreat session topic or topics; and

Section:	**Bylaws of the Board**
Subject:	**ORDER OF BUSINESS** **BL-9325.2**

BOARD OF EDUCATION BYLAW
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

5. Adjournment

Special Meeting - Public Forum

A. Public Forum Meetings provide an opportunity for public input and usually consider the following agenda items.

1. Call to order
2. Public forum on a specific agenda topic
3. Adjournment

All regular and special meetings of the Board of Education are subject to the provisions of the Freedom of Information Act.

Bylaw Adopted: January 19, 2005
Revision - First Reading: January 18, 2006
Second Reading: February 28, 2006

Rational for Proposal:

FORMATION OF THE ANNUAL OPERATING BUDGET

This policy was revised to comply with Public Act 13-60. Effective October 1, 2013, municipal boards of finance (or other authority that makes appropriations for the local school district), in reviewing the itemized estimate submitted by a local board of education at budget time, will be required to make spending recommendations and suggestions as to how the board of education may consolidate non-educational services and realize financial recommendations. However, if the local board of education rejects such recommendation, it is required to provide a written explanation of the reason for the rejection.

Section: Business/Non Instructional Operations

Subject: FORMATION OF THE ANNUAL OPERATING BUDGET — **P-3110**

BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

Each calendar year, the Superintendent of Schools will formulate and submit a tentative budget for the ensuing school year to the Board of Education on or before January 25.

1. The Superintendent of Schools will confer with appropriate personnel to ensure that the proposed budget includes the funding necessary to adequately support the educational needs of the school district and the efficient operation of the Windsor Public Schools.

2. The Board of Education will review, evaluate, and, if appropriate, adjust as necessary the Superintendent's proposed budget. The Board will submit to the Town Council its recommended operating budget within the timelines specified in the Town Charter.

3. The Board will present its proposed operating budget to the Town Council at the Council's request.

~~4. Following the determination of the annual budget at referendum, the Board of Education will adopt a final budget, if necessary.~~

4. **Following the presentation of the budget to the Town Council, the Board of Education shall review the recommendations and suggestions made by the Town Council, if any, as to how it may consolidate non-educational services and realize financial efficiencies. If the Board rejects such suggestions and recommendations, it shall provide the Town Council a written explanation of the reason for the rejection.**

5. **Following the determination of the annual budget at referendum, the Board of Education will adopt a final budget, if necessary.**

Policy Adopted: October 17, 2006

Legal Reference:
Connecticut General Statutes

Section:	**Business/Non Instructional Operations**
Subject:	**FORMATION OF THE ANNUAL OPERATING BUDGET** **P-3110**

BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

10-222 Appropriations and budget.

PA 13-60 An Act Concerning the Consolidation of Non-educational Services

Rational for Revision:

PRESCRIBED COURSES OF STUDY P 6142

This policy to be revised to reflect the addition of the new policy P 6142.1 Curricular Exemptions. Item 4 will be removed as well as the 6142 Form. These items will now be addressed in the new policy, P 6142.1 Curricular Exemptions.

Section:	**Instruction**	
Subject:	**PRESCRIBED COURSES OF STUDY**	**P-6142**

BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

1. The planned, ongoing and systematic program of instruction offered in the Windsor Public Schools shall include at least the following subject matter, as taught by legally qualified teachers:

   A. the arts
   B. career education
   C. consumer education
   D. health and safety, including human growth and development; nutrition; first aid; disease prevention; community and consumer health; physical, mental and emotional health, including youth suicide prevention; substance abuse prevention; and safety and accident prevention
   E. language arts, including reading, writing, grammar, speaking and spelling
   F. mathematics
   G. physical education
   H. science
   I. social studies, including, but not limited to, citizenship, economics, geography, government and history
   J. on the secondary level, one or more foreign languages
   K. vocational education

2. The effect of alcohol, of nicotine or tobacco and drugs on health, character, citizenship and personality development will be taught every academic year to all pupils in all grades.

3. Planned, systematic and ongoing AIDS instruction education will be offered to all students at appropriate grade levels.

4. ~~The State allows exemptions from only two areas: AIDS instruction and family life. In order for a student to be exempted, written request must come from parent or guardian.~~

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Legal References:
Connecticut General Statutes
10-16b Prescribed courses of study
10-19a Substance abuse prevention
10-19b AIDS/Exemption
10-16c)
10-16d) Family Life
10-16e)
10-16f)

Adopted: 7/24/90

PERSONAL DEVELOPMENT EXEMPT FORM (AIDS)

Date_____
Name_____
Address_____

Dear_____

This communication is in response to your request to remove the course of study Personal Development from your child's curriculum.

Please be advised that the content of Personal Development is required to be taught to all students each year by Windsor Board of Education Policy (P-6142), Connecticut General Statutes 10-16 and 10-19 and the Federal Drug Free Schools Act.

The State allows exemptions from the AIDS instruction portion of these classes which comprise four or five lessons per year. A student exempted from these classes will be given an assignment which approximates the original activity and may be completed in the library. These alternate activities will be pre-approved by the building principal as prescribed in Administrative Regulation (AR-6144).

We believe that children need accurate and timely information regarding personal wellness in order to develop into responsible adults with healthy attitudes and behaviors.

All audio visual materials have been previewed and evaluated by the Personal Development Committee, who utilized recommendations from the State Department of Education and professional journals which review and recommend materials for school use. We believe that information delivered in a classroom setting provides facts rather than myths gathered from classmates or through television. Young people need to be informed to make good decisions.

Central themes in all of our Personal Development instruction is a "no use" message concerning drugs, alcohol and tobacco and that the only safe sexual practice is abstinence.

We believe that every student should be exposed to the entire program, but recognize your right to exemption from the classes dealing specifically with AIDS.

Sincerely,

To:_____Principal

From:_____Parent/Guardian

Date:_____

I wish to have my son/daughter_____exempted from the Personal Development classes dealing specifically with AIDS. I realize they will be given an alternate assignment approved by the principal.

Form 6142

Rational for Proposal:

CURRICULAR EXEMPTIONS

This new Windsor policy incorporates the requirements of Public Act 13-273, allowing students to be excused from curricular activities involving animal dissection. There is also an added reference to the statutory exemption for family life curriculum in order to provide a comprehensive policy relative to curricular exemptions and for instruction on Acquired Immune Deficiency Syndrome (AIDS).

CURRICULAR EXEMPTIONS

Mandatory Curricular Exemptions:

Upon the written request of a parent or guardian received by the school district prior to planned instruction in the areas set forth below, the Board shall permit curricular exemptions for instruction in the following areas:

1. Dissection;
2. Family life education; or
3. HIV/AIDS.

Definitions:

"Dissection Instruction" is defined as instruction in which a student must participate in, or observe, the dissection of any animal.

"Family Life Education Instruction" is defined as instruction pertaining to family planning, human sexuality, parenting, nutrition and the emotional, physical, psychological, hygienic, economic and social aspects of family life.

"HIV/AIDS Instruction" is defined as ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS) offered by the district pursuant to state law.

Written Request for Mandatory Exemption:

Parents who wish to exercise such exemptions must notify the school district in writing within the first two weeks of school.

Permissive Curricular Exemptions:

Except for the mandatory curricular exemptions noted above, or otherwise required by law, the Board does not require teachers to exempt students from any other aspect of the curriculum.

Alternative Assignments:

1. Any student excused from participating in, or observing, the dissection of any animal as part of classroom instruction shall be required to complete an alternate assignment to be determined by the teacher.

2. Any student excused from any other aspect of the curriculum may be required by the teacher to complete an alternative assignment as determined by the teacher.

Legal References:

Conn. Gen. Stat. § 10-16c.
§ 10-19(b).

Public Act 13-273, "An Act Concerning Dissection Choice"

ADOPTED: _____
REVISED: _____

September 1, 2013

WINDSOR BOARD OF EDUCATION

Curricular Exemption Request Form

I request that my child be exempted from instruction in the following areas:

Check all that apply:

1. Dissection ___
2. Family life education ___
3. HIV/AIDS ___

I recognize that teachers may require my child to complete alternative assignments in lieu of the curricular instruction planned in the area of exemption.

This form must be completed annually and returned to the school principal by _____.
Date

_____
Name of Student (Please Print)

_____ _____
Parent's/Guardian's Signature Date

Or

_____ _____
Student's Signature (if 18 years of age) Date

5131.911

Students

BULLYING PREVENTION AND INTERVENTION POLICY

The Windsor Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "Bullying" means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

1) causes physical or emotional harm to such student or damage to such student's property;

2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

3) creates a hostile environment at school for such student;

4) infringes on the rights of such student at school; or

5) substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, "Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or

any electronic communications.

Consistent with the requirements under state law, the Windsor Public Schools Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

(1) Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;

(2) enable the parents or guardians of students to file written reports of suspected bullying;

(3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;

(4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;

(5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

(6) include a prevention and intervention strategy for school employees to deal with bullying;

(7) provide for the inclusion of language in student codes of conduct concerning bullying;

(8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;

(9) require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;

(10) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;

(11) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;

(12) prohibit discrimination and retaliation against an individual who reports or assists in the

investigation of an act of bullying;

(13) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;

(14) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;

(15) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

(16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and

(17) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

The Windsor Public Schools' Board of Education shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Legal References:

Conn. Gen. Stat. 10-145a
Conn. Gen. Stat. 10-145o
Conn. Gen. Stat. 10-220a
Conn. Gen. Stat. § 10-222d
Conn. Gen. Stat. 10-222g
Conn. Gen. Stat. 10-222h
Conn. Gen. Stat. §§ 10-233a through 10-233f

ADOPTED: 1/24/12

REVISED: 6/18/13

REVISED: 2/12/14

Windsor Public Schools

Windsor, CT

5131.911

Students

SAFE SCHOOL CLIMATE PLAN

The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board Policy. This Plan represents a comprehensive approach to addressing bullying and cyberbullying and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying.

Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying and Retaliation

A. The Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

C. In addition to prohibiting student acts which constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.

D. Students who engage in bullying behavior in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and

consistent with state and federal law.

II. Definition of Bullying

A. "Bullying" means the repeated use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

1. causes physical or emotional harm to such student or damage to such student's property;

2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

3. creates a hostile environment at school for such student;

4. infringes on the rights of such student at school; or

5. substantially disrupts the education process or the orderly operation of a school.

B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

A. "Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

B. "Electronic communication" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system;

C. "Hostile environment" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

D. "Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;

E. "Outside of the school setting" means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;

F. "Prevention and intervention strategy" may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

G. "School climate" means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

H. "School employee" means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

I. "School-Sponsored Activity" shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

The Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

1. be responsible for implementing the district's Safe School Climate Plan ("Plan");

2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;

3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;

4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

The Principal of each school (or principal's designee) shall serve as the Safe School

Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

A. The Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.

B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) review and amend school policies relating to bullying; 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Coordinator in the collection of data regarding bullying; and 7) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.

C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

D. The Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.

B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the

source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.

D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding not later than forty-eight hours after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A. The purpose of the meeting is to communicate to parents/guardians the measures being taken by the school to ensure the safety of the student involved and to prevent further acts of bullying. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.

C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed.

Such support plan will include safety measures to protect against further acts of bullying.

D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.

E. Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

VIII. Documentation and Maintenance of Log

A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.

B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.

C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the

Commissioner of Education.

IX. Other Prevention and Intervention Strategies

A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying", as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

C. The following sets forth possible interventions which may also be utilized to enforce the Board's prohibition against bullying:

i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

ii. Disciplinary interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for bullied students

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

a. Counseling;

b. Increased supervision and monitoring of student to observe and intervene in bullying situations;

c. Encouragement of student to seek help when victimized or witnessing victimization;

d. Peer mediation or other forms of mediation, where appropriate;

e. Student Safety Support plan; and

f. Restitution and/or restorative interventions.

iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

a. school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;

b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;

c. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;

d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;

e. School-wide training related to safe school climate, which training may include

Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;

f. Student peer training, education and support; and

g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;

h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;

i. Respectful responses to bullying concerns raised by students, parents or staff;

j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;

k. Use of peers to help ameliorate the plight of victims and include them in group activities;

l. Avoidance of sex-role stereotyping;

m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;

n. Modeling by teachers of positive, respectful, and supportive behavior toward students;

o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;

p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of "bullying."

X. Improving School Climate

[Individual schools should use this section to outline affirmative steps to improve the quality of school climate as defined within a particular school and/or district. These strategies should align with school improvement plans, school climate assessments, and be based on current data available on the quality of school climate within the school and/or district including, but not limited to, the type, nature, frequency etc. of behavior that may constitute or lead to bullying,

harassment or similar behavior. This section is intended to be broader in scope and should be targeted towards fostering positive school climate rather than exclusively preventing, investigating and otherwise responding to specific incidences of bullying.]

XI. Annual Notice and Training

A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.

B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.

C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

XII. School Climate Assessments

Biennially, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Connecticut State Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

Legal References:

Conn. Gen. Stat. § 10-222d
Conn. Gen. Stat. §§ 10-233a through 10-233f
Connecticut State Department of Education Circular Letter C-8, Series 2008-2009 (March 16, 2009)

Regulation Approved: June 18, 2013

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