Policy Committee

Monday, March 6, 2017 6:00 PM
Policy Committee, L.P. Wilson Community Center, Room 17, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge to the Flag and Moment of Silence**
2. **Audience to Visitors**
3. **Discussion regarding P 5125 Confidentiality and Access to Education Records**
4. **Review law on Student Surveys**
5. **Review revised P 5145.1 Student Privacy**
6. **Review revised P/AR 4100 Recruitment and Selection**
7. **Review revised P/AR 4119.1 Substitute Teachers**
8. **Review revised P/AR 4111 Equal Employment Opportunity**
9. **Review revised P/AR 0610 Affirmative Action Plan**
10. **Review revised P/AR 6153 Instructional Travel Away from School Grounds**
11. **Review revised P 3541.44 Use of Private Automobiles on School Trips**
12. **Review revised AR 2261 School Hours - Instructional Day**
13. **Review revised AR 4113.1 Hours of Employment**
14. **Deletion - P 2300.1 Statement of Standards for School Leaders**
15. **Review revised P/AR 1325 Advertising and Promotion**
16. **Review revised P 0100 A Statement of Educational Philosophy**
17. **Review revised P 0200 Goals for School District**
18. **Discussion on Children of Out-of-Town Employees**
19. **Discussion on Homework/Grading**
20. **Adjournment**

CONFIDENTIALITY AND ACCESS TO EDUCATION RECORDS

I. POLICY

The Board of Education ("Board") complies with the state and federal laws and regulations regarding confidentiality, access to and amendment of education records. The Board shall implement procedures that protect the privacy of parents and students while providing proper access to records. Availability of these procedures shall be made known annually to parents of students currently in attendance and eligible students currently in attendance.

II. DEFINITIONS

A. Access is defined as the right to inspect or review a student's education records or any part thereof. Access may include the right to receive copies of records under limited circumstances.

B. Authorized representative means any entity or individual designated by the Board, a State educational authority, or an agency headed by an official listed in 34 C.F.R. § 99.31(a)(3), to conduct -- with respect to Federal- or State-supported education programs-- any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.

C. Biometric record, as used in the definition of personally identifiable information, means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual, such as fingerprints, retina and iris patterns, voiceprints, DNA sequence; facial characteristics and handwriting.

D. De-identified education records means education records or information from education records from which all personally identifiable information has been removed, and for which the district has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, taking into account other reasonably available information.

E. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent's name, address ~~and/or e-mail address~~, the student's name, address, telephone number, ~~e-mail address~~, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level,

enrollment status (full-time; part-time), participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, the most recent previous school(s) attended, and student identification numbers for the limited purposes of displaying a student identification card. The student identification number, however, will not be the only identifier used when obtaining access to education records or data. Directory information does not include **the email address of a parent or guardian,** a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

F. Disciplinary action or proceeding means the investigation, adjudication or imposition of sanctions by an educational agency or institution with respect to an infraction or violation of internal rules of conduct applicable to students.

G. Disclosure means to permit access to or to release, transfer, or other communication of personally identifiable information as contained in education records by any means, including oral, written or electronic means, to any party except the party identified as the party that provided or created the record.

H. Education Records

1. Education records means any information directly related to a student that is recorded in any manner (e.g., handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche) and that is maintained by the school system or persons acting for the school system.

2. Education records do not include:

a) private, personal, or working notes in the sole possession of the maker thereof, and which are not accessible or revealed to any other individual except a "substitute";

b) records maintained by a law enforcement unit of the school district that were created by that unit for the purpose of law enforcement;

c) employment records used only in relation to the student's employment by the school district that are 1) made and

maintained in the normal course of business, 2) relate exclusively the student's capacity as an employee, and 3) are not made available for any other purpose;

d) records on an eligible student (i.e. over 18 or attending a postsecondary educational institution) that are considered "treatment records" as they meet the following criteria: 1) the records are maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity, 2) the records are made in connection with the treatment of the student and 3) the records are disclosed only to individuals providing such treatment (treatment does not include remedial educational activities or activities that are part of the program or instruction of the school district); however, the school district must, upon request, permit an eligible student to have a physician or other appropriate professional of the student's choice review his/her treatment records;

e) records created or received by the school district after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student; and

f) grades on peer-graded papers before they are collected and recorded by a teacher.

I. Eligible Student is a student or former student who has reached 18 years of age or is attending an institution of post-secondary education or is an emancipated minor.

J. Law Enforcement Unit is an individual, office, department, division, or other component of an educational agency or institution, that is officially authorized or designated by that agency or institution to 1) enforce laws or refer matters of law enforcement to appropriate authorities or 2) maintain the physical security and safety of the agency or institution.

K. Legitimate Educational Interest means the need for a school official to review an education record in order to fulfill his or her professional responsibilities.

L. Parent is defined as a parent or parents of a student, including a natural parent, a guardian, or surrogate parent, or an individual acting as a parent in the absence of a parent or guardian. The rights of a parent shall transfer

to an eligible student; however, a parent of a student who claims that student as a dependent under Section 152 of the Internal Revenue Code of 1986 is entitled to access to the student's education records without the eligible student's consent.

M. Personally Identifiable Information includes, but is not limited to, the student's name; the name of the student's parent or other family members; the address of the student or his/her family; a personal identifier, such as the student's social security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

N. School Official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, consultant, therapist, or school resource officer); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

O. Signed and Dated Written Consent to disclose personally identifiable student information from a student's education records must specify the records to be disclosed, the purpose of disclosure and the party to whom such records should be provided. Consent may include a record and signature in electronic form provided that the consent identifies and authenticates a particular person as the source of electronic consent.

III. ANNUAL NOTIFICATION OF RIGHTS / RELEASE OF DIRECTORY INFORMATION

A. On an annual basis, the school district will notify parents and/or eligible students currently in attendance of their rights regarding a student's education records. This notice will be published in all student handbooks in the District and will also be published in the school district's guide to Special Education Services and will be published in any other manner "reasonably likely" to inform such parents and eligible students of their rights. The school district will take steps to ensure that parents or eligible students whose primary or home language is not English or who are

disabled will also be notified of their rights regarding a student's education records.

B. On an annual basis, the school district will also notify parents and/or eligible students currently in attendance of any categories of information designated as directory information. This notice will provide such individuals with an opportunity to object to such disclosure. An objection to the disclosure of directory information shall be good for only one school year. Parents and/or eligible students may not use the right to opt out of directory information disclosures to prohibit the school district from requiring students to wear or display a student identification card.

C. In the annual notification, the school district will also provide notice to parents and/or eligible students that the district is legally obligated to provide military recruiters or institutions of higher education, upon request, with the names, addresses and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objection must be in writing and shall be effective for one school year.

IV. CONFIDENTIALITY OF EDUCATION RECORDS

A. All school officials are directed to maintain the confidentiality of personally identifiable information contained in a student's education records. Each person who has access to education records is responsible for ensuring personally identifiable information is protected from disclosure at collection, storage, disclosure, and destruction stages. Disclosure of information is permitted only in accordance with Board policy and administrative regulations and in a manner consistent with state and federal law.

B. Education records are not public records and any disclosure other than to persons authorized to receive the records without prior consent of a parent or an eligible student violates the law and Board policy, except as provided in federal and state statutes.

C. The school district shall use reasonable methods, including administrative policies and procedures, as well as physical and technological access controls, to ensure that school officials obtain access to only those education records in which they have a legitimate educational interest.

D. The district shall use reasonable methods to identify and authenticate the identity of parents, students, school officials and other parties to whom the district discloses personally identifiable information from education records.

E. The district shall require contractors and other outside agencies with access to education records to certify their compliance with the confidentiality requirements of this policy, as well as applicable state and federal law.

V.ACCESS TO EDUCATION RECORDS

A. Parents and/or an eligible student have the right to inspect and review all education records of the student unless such rights have been waived under Section XI, below. Parents' rights of inspection and review are restricted to information dealing with their own child. In the case of an eligible student, the right to inspect and review is restricted to information concerning the student. All requests for access to education records must be in writing.

B. When submitting a written request to inspect or review education records, the request must identify the record or records being sought. The school district will notify the parent or eligible student of the date, time, and location where the records may be inspected and reviewed.

C. The parents or eligible students may designate in writing a representative to inspect and review the records. Consent for disclosure of education records to a designated representative must be signed and dated by the parent or eligible student.

D. A school professional shall be present at all such inspections and reviews and shall respond to reasonable requests for explanations and interpretations of the records.

E. For the records of regular education students, the Board will make education records available for inspection and review by parents or eligible students within a reasonable period of time, but in any event, no more than forty-five (45) calendar days from the receipt of a written request.

F. For students requiring special education, the Board will comply with a request to review and inspect the child's education records without unnecessary delay and before any meeting regarding an Individualized Education Plan (IEP) or any due process hearing or resolution session held in accordance with the Individuals with Disabilities Act (IDEA); otherwise, the Board will comply with such request not later than ten (10) school days of such request.

G. Parents of students eligible to receive special education and related services (or the eligible student) have the right to receive one free copy of their child's (his/her) education records. The request for the free copy must be in writing and the Board will comply with the written request

within ten (10) school days of the request. Notwithstanding the fact that a test instrument or portion of a test instrument may meet the criteria of an "education record" under the Family Educational Rights and Privacy Act (FERPA), 20 USC 1232g, any test instrument or portion of a test instrument for which the test manufacturer asserts a proprietary or copyright interest in the instrument shall not be copied. The parent or eligible student retains the right to review and inspect such information and the board of education shall respond to reasonable requests from the parent or eligible student for explanations and interpretations of the student's education record, which may include reviewing copyrighted testing instruments.

H. Aside from a parent or eligible student, staff members, school employees and other school officials may access a student's education records only if they have been determined by the school system to have a legitimate educational interest in accessing the information contained in such records. Disclosures to any other parties, may only be made in accordance with the exemptions and provisions set forth in Section VII, below.

I. Pursuant to the procedures set forth in Section VI, below, the district maintains a record of all parties that have requested access to education records, including access to education records found in computer memory banks.

J. Non-custodial Parents:

A parent does not lose his or her right to access to education records upon divorce. Non-custodial parents retain their rights to review their child's education records unless the school district has been provided with evidence that there is a court order, state statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes the non-custodial parent's rights. School notices shall be mailed to the non-custodial parent/guardian requesting the notices at the same time that they are provided to the custodial parent/guardian. Any requests by the non-custodial parent/guardian to receive school notices shall be effective for as long as the child remains in the school the student is attending at the time of the request.

K. Copies of Education Records/Fees:

1) The school district cannot charge a fee to search for or to retrieve the education records of a student. As noted above, if a student has been identified as requiring special education and related services, the parents' (or eligible student's) right to inspect and review the child's records shall include the right to receive one free copy of those records. The request for the free copy shall be made in

writing. The board of education shall comply with such request as stated above. A charge will be levied for additional copies; in no case will the charge exceed [50¢] per page.

2) In addition to the provision above regarding special education students, if circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student's education records, the district shall:

   a. provide the parent or eligible student with a copy of the records requested, or

   b. make other arrangements for the parent or eligible student to inspect and review the requested records.

3) The Board reserves the right to charge for copies of a student's education records. Such charge will not exceed 50¢ per page.

VI. RECORD KEEPING REQUIREMENTS/DOCUMENTATION OF ACCESS TO EDUCATION RECORDS

A. The school district will appoint an individual to be responsible for the care and upkeep of all education records. Education records are kept by categories, each of which encompasses a specific type of data collected during a student's educational career. These categories also determine how long the school district must maintain the records. The school district will provide to parents, on request, a list of the categories and locations of education records collected, maintained, or used by the school district.

B. Except as provided below, a record (log) will be kept documenting each request for, and disclosure of, personally identifiable information from the education records of each student, including information found in computer memory banks. The record log shall contain:

1) the name of any individual, agency, or organization that requested or obtained access to the student's records;
2) the date of the request for access;
3) whether access was given;
4) the purpose for which the party was granted access to the records;
5) the names of additional parties to whom the receiving party may disclose the information on behalf of the school district; and
6) the legitimate educational interest in obtaining the information.

C. The record (log) requirement does <u>not</u> apply to requests from, or disclosure to:

1) a parent or eligible student;
2) a party seeking directory information;
3) a party who has a signed and dated written consent from the parent and/or eligible student;
4) school officials from the school district in which the student is currently enrolled who have a legitimate educational interest in the information contained in the student's record; or
5) persons seeking or receiving the information as directed by a Federal grand jury, other law enforcement subpoena, or ex parte order of the Attorney General of the United States (provided that the information requested is not to be redisclosed).

D. The record (log) is a permanent part of the student's education records and must be available to the parent or eligible student upon request.

E. If the district makes a release of education records without consent in a health and safety emergency, the district must record:

1) the articulable and significant threat to the health and safety of a student or other individuals that formed the basis for disclosure; and
2) the parties to whom the district disclosed the information.

VII. THE RELEASE OF RECORDS OR PERSONALLY IDENTIFIABLE INFORMATION

A. The school system or its designated agent(s) may not permit release of education records or any information from such records which contains personally identifiable student information to any outside individual, agency, or organization without the signed and dated written consent of the parents or eligible student, except as indicated in Section VII.C below. Personally identifiable information contained in the education record, other than directory information, will not be furnished in any form (i.e., written, taped, person-to-person, statement over the telephone, on computer disk, e-mailed, etc.) to any person other than those listed below, unless prior written consent has been obtained.

B. To be effective, the written consent must be signed and dated and must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made.

C. Personally identifiable information may be released without consent of the parents, or the eligible student, only if the disclosure meets one of the criteria set forth below:

1. The disclosure is to other school officials within the district, including teachers, who have been determined by the school district to have legitimate educational interests in the education records.

2. The disclosure is to a contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions, provided that the outside party (a) performs an institutional service or function for which the district would otherwise use employees, (b) is under the direct control of the district with respect to the use and maintenance of education records, and is subject to the requirements of FERPA with respect to the use and redisclosure of personally identifiable information from education records. The Board shall comply with Subsection I of this policy prior to the provision of student records, student information or student-generated content to a consultant or operator, as those terms are defined in Subsection I.

3. Transfer Students:

   a) The disclosure is to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. Disclosure of personally identifiable information will be made only upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record pursuant to Section X.

   b) When a student enrolls in a new public school district (including public charter school), the receiving school district must send written notice of such enrollment to the school the student previously attended not later than two (2) business days after the student enrolls. Not later than ten (10) days after receipt of such notice, the sending school shall transfer the student's records to the new school district.

   c) Upon notification by the Department of Children and Families (DCF) of a decision to change the school placement for a student attending district schools who is placed in out-of-home care by DCF pursuant to an order of temporary custody or an order of commitment, in

accordance with section 46b-129 of the Connecticut General Statutes, the Board shall transmit to the receiving school, not later than one (1) business day after receipt of such notification from DCF, all essential education records for the student, including, but not limited to, the student's individualized education program ("IEP") and behavioral intervention plan, if any, and all documents necessary for the receiving school to determine appropriate class placement and to provide educational services. The Board shall transfer nonessential records to the receiving school in accordance with subsection b) above.

4. The disclosure is to authorized representatives of the U.S. Comptroller, the U.S. Attorney General, the U.S. Secretary of Education, or State or local educational authorities. Disclosures of this nature may be made only in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with the Federal legal requirements that related to these programs, so long as the district enters into a written agreement with the authorized representatives conducting the audit or evaluation, which agreement must comply with 34 C.F.R. 99.35(a)(3) and require that the authorized representative protects the confidentiality of personally identifiable student information consistent with FERPA requirements. Such entities may make further disclosure of personally identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

5. The disclosure is made in connection with a student's application for, or receipt of, financial aid, if such information is necessary to determine eligibility for, the amount of, or the conditions for financial aid, or to enforce the terms and conditions of financial aid.

6. The disclosure is to state and local officials or authorities within the juvenile justice system as long as the officials and authorities to whom the records are disclosed certify in writing to the school district that (a) the information is required by the court, (b) will not be disclosed to any other party without the prior, written consent of the parent of the student, except as provided under State law. Disclosure shall be permitted for information relating to the student's school attendance, adjustment and behavior, as well as the student's IEP and related documents if the student receives special education services. If a student is placed on probation by the juvenile court, school officials may issue their own

recommendation concerning the conditions of the student's probation.

7. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, so long as (a) the study does not permit personal identification of parents or students by individuals other than representatives of the organization, (b) the information is destroyed after it is no longer needed for the purposes for which the study was conducted, and (c) the district enters into a written agreement with the organization conducting the study that ensures that the study protects the confidentiality of personally identifiable student information consistent with FERPA requirements.

8. The disclosure is to accrediting organizations in order to carry out their accrediting functions.

9. The disclosure is to parents of an eligible student who claim that student as a dependent student as defined in Section 152 of the Internal Revenue Code of 1986.

10. The disclosure is to comply with a judicial order or lawfully issued subpoena, provided that the educational agency makes a reasonable effort to notify the parent or the eligible student in advance of compliance, unless such disclosure is in compliance with (a) a federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or (b) any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or (c) an ex parte order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning the investigation or prosecution of terrorism crimes specified in sections 2332b(g)(5)(B) and 2331 of title 18, U.S. Code.

11. If the school district initiates legal action against a parent or student, the school district may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as plaintiff.

12. If a parent or eligible student initiates legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself.

13. The disclosure is to appropriate parties, including parents of an eligible student, in connection with a health and safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. In making a determination regarding the disclosure of education records without consent in a health and safety emergency, the district may take into account the totality of the circumstances pertaining to the threat to the health or safety of a student or other individuals. If the district reasonably determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, provided, however, that the district record such disclosure in accordance with Section VI. D, above.

14. The disclosure is to the parent of a student who is under 18 years of age or to the student.

15. The disclosure concerns sex offenders and other individuals required to register under Section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to the district under 42 U.S.C. 14071 and applicable federal guidelines.

16. The disclosure is to the Secretary of Agriculture or an authorized representative from the Food and Nutrition Service, or contractors acting on its behalf, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more federal meal or nutrition programs in order to report aggregate results that do not identify any individual. Such disclosures may only be made if (1) the data collected will be protected to prevent the personal identification of students and their parents by other than the authorized representatives of the Secretary of Agriculture, and (2) any personally identifiable data will be destroyed when they are no longer needed for program monitoring, evaluations, and performance measurements.

17. The disclosure is to an agency caseworker or other representative of the DCF or other child welfare agency or tribal organization who has the right to access a student's case plan when the agency or organization is legally responsible for the care and protection of the student. The agency or organization may not disclose the education records or personally identifiable information contained in such, except to an individual or entity engaged in addressing the student's educational needs and authorized by the agency or organization to receive such disclosure. Any disclosures made by the agency or organization must comply with applicable confidentiality laws for student education records.

D. Directory Information

The school district will notify parents (of students currently enrolled within the district) or eligible students (currently enrolled in the district) annually of any categories of information designated as directory information. This notice will provide such individuals with an opportunity to object to such disclosure. An objection to the disclosure of directory information shall be good for only one school year.

1. School districts are legally obligated to provide military recruiters or institutions of higher education, upon request, with the names, addresses and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objection must be in writing and shall be effective for one school year.

2. In all other circumstances, information designated as directory information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district's obligations under both state and federal law.

3. The school district may disclose directory information about students after they are no longer in enrollment in the school district. Notwithstanding the foregoing, the district will continue to honor any valid objection to the disclosure of directory information made while a student was in attendance unless the student rescinds the objection.

4. An objection to the disclosure of directory information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled. Parents and/or eligible

students may not use the right to opt out of directory information disclosures to prohibit the school district from requiring students to wear or display a student identification card.

5. The school district will not use the student's social security number or other non-directory information alone or combined with other elements to identify or help identify the student or the student's records.

E. De-identified Records and Information

1. The school district may release education records or information from education records without the consent of a parent or eligible student after the removal of all personally identifiable information, provided that the district has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, taking into account other reasonably available information.

2. The school district may release de-identified education records including student level data from education records for the purpose of education research by attaching a code to each record that may allow the recipient to match information received from the same source, provided that:

   a) the district does not disclose any information about how it generates and assigns a record code, or that would allow a recipient of the information to identify a student based on the record code;
   b) the record code is used for no purpose other than identifying a de-identified record for the purposes of education research and cannot be used to ascertain personally identifiable information about a student; and
   c) the record code is not based on a student's social security number or other personal information.

F. Disciplinary Records:

Nothing in this policy shall prevent the school district from:

1. Including in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.

2. Disclosing appropriate information concerning disciplinary action taken against a student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community, to teachers and school officials who have been determined to have legitimate educational interests in the behavior of the student.

G. In accordance with state and federal law, the district will facilitate the transfer of records of suspension and expulsion of a student to officials of any private elementary or secondary school in which the student is subsequently enrolled or seeks, intends or is instructed to enroll.

H. Records of the Department of Children and Families (DCF)

1. Documents related to any DCF child abuse and/or neglect investigations that are maintained by the Board are considered education records under the FERPA. As such, they are subject to the confidentiality and disclosure requirements set forth in this policy and in corresponding provisions of state and federal law. Such records, including records of allegations, investigations and reports made to DCF, should be kept in a confidential and central location, with restricted access and shall be disclosed only as authorized by law. In addition to meeting the requirements under FERPA, should the Board receive a request to disclose confidential DCF records to an outside third party, the Board shall redact the name or other personally identifiable information concerning the individual suspected of being responsible for the alleged abuse and/or neglect unless the requested records are being released to the individual named in the DCF records.

2. In addition, the district shall redact the name or any personally identifiable information related to the identity of any individual responsible for making a report of alleged child abuse and/or neglect before releasing or transferring any DCF records containing such reports.

I. The Board shall enter into a written contract with a consultant or operator any time the Board shares or provides access to student information, student records, or student-generated content with such consultant or operator. This contracting requirement applies to any contract entered into, amended or renewed on or after October 1, 2016.

1. The provisions of said contract shall comply with the requirements of Public Act 16-189.

2. Not later than five (5) business days after executing a contract pursuant to this subsection, the Board shall provide electronic notice to any student and the parent or legal guardian of the student affected by the contract. Such notice and the contract shall be posted on the Board's Internet web site. The notice shall:

   a. Explain that the contract has been executed and the date that such contract was executed;

   b. Provide a brief description of the contract and the purpose of the contract; and

   c. Explain what student information, student records or student-generated content may be collected as a result of the contract.

3. For purposes of this subsection, upon receipt of notice of a breach of security that results in the unauthorized release, disclosure or acquisition of directory information, student information, student records or student-generated content, the Board shall electronically notify, not later than forty-eight (48) hours after receipt of such notice, the student and the parents or guardians of the student whose information is involved in such breach. The Board shall thereafter post notice of such breach on the Board's Internet web site. The Internet posting shall comply with the requirements of FERPA. All questions and concerns relative to breach of security shall be referred to *[Insert Name and Contact Information]*.

4. For purposes of this subsection, the following definitions are applicable:

   a. Consultant means a professional who provides noninstructional services, including but not limited to, administrative, planning, analysis, statistical or research services, to the Board pursuant to a contract with the Board.

   b. Operator means any person who (a) operates an Internet web site, online service or mobile application with actual knowledge that such Internet web site, online service or mobile application is used for school purposes and was designed and marketed for school purposes, to the extent it is engaged in the operation of such Internet web site, online service or mobile application, and (b) collects, maintains or uses student information.

   c. School Purposes means purposes that customarily take place at the direction of a teacher or the Board, or aid in the administration of school activities, including but not limited to

instruction in the classroom, administrative activities and collaboration among students, school personnel or parents or legal guardians of students.

d. Student means a person who is a resident of the state and (a) enrolled in a preschool program participating in the state-wide public school information system, pursuant to Conn. Gen. Stat. 10-10a; (b) enrolled in grades kindergarten to twelve, inclusive, in a school under the jurisdiction of the Board; (c) receiving special education and related services under an individualized education program; or (d) otherwise the responsibility of the Board.

e. Student Information means personally identifiable information or material of a student in any media or format this is not publicly available and is any of the following:

1) Created or provided by a student or the parent or legal guardian of a student, to the operator in the course of the student, parent or legal guardian using the operator's Internet web site, online service or mobile application for school purposes;

2) Created or provided by an employee or agent of the Board to an operator for school purposes;

3) Gathered by an operator through the operation of the operator's Internet web site, online service or mobile application and identifies a student, including but not limited to, information in the student's records or electronic mail account, first or last name, home address, telephone number, date of birth, electronic mail address, discipline records, test results, grades, evaluations, criminal records, medical records, health records, Social Security number, biometric information, disabilities, socioeconomic information, food purchases, political affiliations, religious affiliations, text messages, documents, student identifiers, search activity, photographs, voice recordings, survey responses or behavioral assessments.

f. Student Record means any information directly related to a student that is maintained by the Board or any information acquired from a student through the use of educational software assigned to the student by a teacher or employee of the Board, except student record does not include de-identified student

information allowed under the contract to be used by the consultant or operator to:

1) Improve educational products for adaptive learning purposes and customize student learning;

2) Demonstrate the effectiveness of the contractor's products in the marketing of such products; and

3) Develop and improve the consultant's or operator's products and services.

VIII. REDISCLOSURE OF EDUCATION RECORDS

A. The school district may disclose personally identifiable information from an education record only on the conditions that:

1. the party to whom the information is disclosed will not subsequently redisclose the information to any other party without the proper consent of the parent or eligible student, and

2. the officers, employees, and agents of a party that receives such information may only use the information for the purposes for which disclosure was made.

B. Notwithstanding the provisions of Section A. above, the school district may disclose personally identifiable information from an education record with the understanding that the information may be redisclosed by the recipient of the information as long as prior written consent for disclosure is not required, for one of the reasons listed in Article VII, Section C. above, and at least one of the following conditions is met.

1. The record of the original disclosure includes the names of the parties to whom redisclosure is being made and the legitimate interests each such party has in requesting or obtaining the information.

2. In the case of disclosures made pursuant to a court order or lawfully issued subpoena, the district has made a reasonable effort to notify the parent or eligible student in advance of compliance with the subpoena (except if such subpoena meets the criteria set forth above in Article VII, Section C. (10)).

3. Disclosure is made to a parent, an eligible student, or the parent of an eligible student.

4. The information is considered directory information.

C. In the event that the Family Policy Compliance Office determines that a third party outside of the school district has improperly redisclosed personally identifiable information from education records in violation of FERPA, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

IX. AMENDMENT OF EDUCATION RECORDS

A. If a parent or an eligible student believes that information in the student's education records is inaccurate, misleading or in violation of the student's right to privacy, he/she is entitled to:

1. Request in writing that the school district amend the records;

2. Receive within a reasonable period of time a decision from the school district with respect to its decision on the amendment(s) requested by the parent or eligible student.

B. If the school district decides to amend the records, the school district shall promptly take such steps as may be necessary to put the decision into effect with respect to the requested amendments, and shall inform the parent or eligible student of the amendment.

C. If the school district decides that an amendment of the records in accordance with the request is not warranted, it shall so inform the parent or eligible student and advise him/her of the right to a hearing pursuant to this policy.

X.HEARING RIGHTS AND PROCEDURES

A. Rights

1. Upon written request of a parent or eligible student to the Superintendent, an opportunity for a hearing shall be provided to challenge the content of a student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or otherwise in violation of the privacy rights of the student.

2. If, as a result of the hearing, the school district decides that information contained in the education records of a student is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the records shall be amended, and the parent or eligible student shall be informed in writing.

3. If, as a result of the hearing, the school district decides that information contained in the education records of a student is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the parent or eligible student shall be informed of the right to place in the student's education records a statement commenting on the contested information or stating why he or she disagrees with the district's decision, or both.

   a. Any statement placed in the records of the student shall be maintained by the school system as part of the records of the student as long as the record or contested portion is maintained by the school system.

   b. If the contested portion of the education record is disclosed by the school system, the statement of disagreement by the parents and/or eligible student shall also be disclosed.

B. Procedures

1. The hearing shall be held within a reasonable time after the school system has received the request, unless the parent or eligible student requests a delay.

2. The parent or eligible student shall be given notice of the date, place, and time of the hearing, within a reasonable time in advance of the hearing.

3. The hearing will be conducted by a person or persons appointed by the Superintendent of Schools. This person(s) shall be knowledgeable of the policies relating to confidentiality and shall not have a direct interest in the outcome of the hearing.

4. The parent or eligible student and the school system shall have the right to be represented by person(s) of their choosing at their own expense, to cross-examine witnesses, to present evidence, and to receive a written decision of the hearing.

5. The decision reached through the hearing shall be made in writing within a reasonable period of time after the hearing. The decision will be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

XI. WAIVER OF RIGHTS

A. A student who is an applicant for admission to an institution of post-secondary education or is in attendance at an institution of post-secondary

education, may waive his or her right to inspect and review confidential letters and confidential statements of recommendations with the following limitations:

1. The student is notified, upon request, of the names of all individuals providing the letters or statements.

2. The letters or statements are used only for the purpose for which they were originally intended.

3. The waiver is not required by the district as a condition of admission to or receipt of any other service or benefit from the district.

4. The waiver is in writing and executed by the student, regardless of age, rather than by the parent.

B. A waiver may be revoked with respect to any actions occurring after the revocation.

C. Revocation of a waiver must be in writing.

XII. SPECIAL CONFIDENTIALITY PROCEDURES FOR HIV-RELATED INFORMATION

A. The following definitions shall apply to Section XII of this policy:

1. Confidential HIV-Related Information

"Confidential HIV-related information" means any information pertaining to the protected individual or obtained pursuant to a release of confidential HIV-related information, concerning whether a person has been counseled regarding HIV infection, has been the subject of an HIV-related test, or has HIV infection, HIV-related illness or AIDS, or information which identifies or reasonably could identify a person as having one or more of such conditions, including information pertaining to such individual's partners.

2. Health Care Provider

"Health Care Provider" means any physician, dentist, nurse, provider of services for the mentally ill or persons with intellectual disabilities, or other person involved in providing medical, nursing, counseling, or other health care, substance abuse or mental health service, including such services associated with, or under contract to, a health maintenance organization or medical services plan.

3. Protected Individual

"Protected individual" means a person who has been counseled regarding HIV infection, is the subject of an HIV-related test or who has been diagnosed as having HIV infection, AIDS or HIV-related illness.

4. Release of confidential HIV-related information

"Release of confidential HIV-related information" means a written authorization for disclosure of confidential HIV-related information which is signed by the protected individual, if an eligible student, or a person authorized to consent to health care for the individual and which is dated and specifies to whom disclosure is authorized, the purpose for such disclosure and the time period during which the release is to be effective. A general authorization for the release of medical or other information is not a release of confidential HIV-related information, unless such authorization specifically indicates its dual purpose as a general authorization and an authorization for the release of confidential HIV-related information.

5. School Medical Personnel

"School medical personnel" means an employee of the Board who is a school nurse or the school district medical adviser.

B. Confidentiality of HIV-related Information

1. All school staff must understand that no person who obtains confidential HIV-related information regarding a protected individual may disclose or be compelled to disclose such information. Each person who has access to confidential HIV-related information is responsible for ensuring that confidential HIV-related information is protected from disclosure and/or redisclosure.

2. Confidential HIV-related information is not public information and any disclosure, other than to persons pursuant to a legally sufficient release or to persons authorized by law to receive such information without a legally sufficient release, violates the law and Board policy.

C. Accessibility of Confidential HIV-related Information

1. No school staff member who obtains confidential HIV-related information may disclose or be compelled to disclose such information, except to the following:

   a. the protected individual, his/her legal guardian or a person authorized to consent to health care for such individual;

   b. any person who secures a release of confidential HIV-related information;

   c. a federal, state or local health law officer when such disclosure is mandated or authorized by federal or state law;

   d. a health care provider or health facility when knowledge of the HIV-related information is necessary to provide appropriate care or treatment to the protected individual or when confidential HIV-related information is already recorded in a medical chart or record and a health care provider has access to such record for the purpose of providing medical care to the protected individual;

   e. a medical examiner to assist in determining cause of death; or

   f. any person allowed access to such information by a court order.

D. Procedures

1. If a school staff member, other than school medical personnel, is given confidential HIV-related information regarding a protected individual who is also a student from the student's legal guardian or the student, the school staff member shall attempt to secure a release of confidential HIV-related information for the sole purpose of disclosing such information to school medical personnel.

2. If a school medical personnel member is given confidential HIV-related information regarding a protected individual, who is also a student, by a student's legal guardian, or by the student, and the legal guardian or the student requests accommodations to the student's program for reasons related thereto, the school medical personnel member shall inform the legal guardian or the student, if an eligible student, that a release of confidential HIV-related

information is necessary before such information may be disclosed to other educational personnel capable of assessing the need for and implementing appropriate accommodations to the student's program.

3. Any school staff member who obtains confidential HIV-related information from a source other than the protected individual or his/her legal guardian, shall keep such information confidential and shall not disclose such information.

4. No school staff member may disclose confidential HIV-related information to other school staff members without first obtaining a release of confidential HIV-related information.

5. Any record containing confidential HIV-related information shall be maintained in a separate file, and shall not be subject to the provisions of this policy regarding accessibility of general student records.

6. If school medical personnel determine that the health and safety of the student and/or others would be threatened if a release of confidential HIV-related information is not obtained, the school medical personnel may seek a court order authorizing disclosure. In such cases, such confidential HIV-related information may be disclosed as set forth in and subject to any limitation of such court order.

E. Disclosures Pursuant to a Release

1. Any disclosure pursuant to a release shall be accompanied by a notice in writing stating, "This information has been disclosed to you from records whose confidentiality is protected by state law. State law prohibits you from making any further disclosure of it without the specific written consent of the person to whom it pertains, or as otherwise permitted by said law. A general authorization for the release of medical or other information is NOT sufficient for this purpose."

2. Oral disclosures must be accompanied or followed by the above notice within ten (10) days.

3. Except for disclosures made to a federal, state or local health officer when such disclosure is mandated or authorized by federal or state law, a notation of all disclosures shall be placed in the medical record or with any HIV-related test result of a protected individual, who shall be informed of such disclosures on request.

XIII.CHILD ABUSE REPORTING

Nothing in this policy shall limit a mandated reporter's responsibility to report suspected child abuse or neglect under the Board's Child Abuse and Neglect Reporting Policy 5141.4.

XIV.RIGHT TO FILE A COMPLAINT

FERPA affords parents and eligible students the right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the agency that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

Legal References:

State Law:

Conn. Gen. Stat. § 1-210 et seq.
Conn. Gen. Stat. § 1-220h
Conn. Gen. Stat. § 10-15b
Conn. Gen. Stat. § 10-233d
Conn. Gen. Stat. § 17-16a
Conn. Gen. Stat. § 17a-28
Conn. Gen. Stat. § 17a-101k
Conn. Gen. Stat. § 19a-581 et seq.
Conn. Gen. Stat. § 46b-134
Regs. Conn. State Agencies § 10-76d-18

Public Act 16-189, An Act Concerning Student Data Privacy

Office of the Public Records Administrator, Retention Schedule M8-Education Records, Revised 2/2005, available at http://ctstatelibrary.org/wp-content/uploads/2015/07/M8.pdf

Federal Law:

Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §§ 1232g et seq. (as amended)
USA Patriot Act of 2001, Pub. L. 107-56
Every Student Succeeds, Pub. L. No. 114-95
Healthy, Hunger-Free Kids Act of 2010, Pub. L. 111-296

34 CFR 99.1 - 99.67 (as amended)
34 CFR 300.560-300.576

Dear Colleague Letter on Transgender Students, U.S. Department of Education, Office of Civil Rights, U.S. Department of Justice, Civil Rights Division (May 13, 2016), available at http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201605-title-ix-transgender.pdf

Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, U.S. Department of Education (October 2007), available at http://www.ed.gov/policy/gen/guid/fpco/ferpa/safeschools/.

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Policy Revised: November 15, 2016
Policy Revised:

Windsor Public Schools
Windsor, CT

other professional including the school nurse) need not be disclosed by the professional employee. *See* Conn. Gen. Stat. § 10-154a. *See* Chapter Three, Section G(7). Significantly, the professional employee may decide to disclose the information; the choice is up to the employee, and he or she is immune from liability for good faith decisions to disclose *or not to disclose* such information. *Id.* By contrast, records of medical treatment from substance abuse treatment facilities are confidential under federal law. 42 U.S.C. § 290dd-2. While certain exceptions apply, as when the disclosure is ordered by a court to protect against an existing threat to life or of serious bodily injury, school personnel should be cautious and determine their legal obligations before further disclosure, or nondisclosure, of any such information that they receive concerning students.

f. Record transfer requirements

When a student enrolls in a new school district, specific statutory requirements apply. The receiving school district must provide written notification of such enrollment to the school district in which the student previously attended school within two business days. The "sending" school district must transfer the student's educational records "not later than ten days" after receipt of such notification. Significantly, permission from the parents is not required, and parents have no right to selectively limit the records that may be sent (excluding, for example, disciplinary or evaluation records). If the student's parent or guardian did not given written authorization for the transfer of such records, the "sending" district must send the parent or guardian notification of the transfer to the parent or guardian at the same time it transfers the records. *See* Conn. Gen. Stat. § 10-220h. In addition, Section 4155 of the federal No Child Left Behind Act requires states to assure that they have in place a process to facilitate the transfer of records concerning student suspension and expulsion to any public or private school in which the student is enrolling. Compliance with this requirement appears to be assured in Connecticut by the statutory requirements that notice of such actions be included in the cumulative records of students (Conn. Gen. Stat. §§ 10-233c(f); 10-233d(f)), resulting in the transfer of such information.

These notification obligations also apply to students transferring to local and regional school districts from Unified School District # 1 or Unified School District # 2, except that the receiving district has ten days to send such notification in such cases. The law also provides that the receiving district has thirty days after receiving educational records to grant credit for instruction received in either of the unified school districts. *Id.*

g. State data requirements

In recent years, increased State Department of Education oversight of student achievement and other matters has been reflected in statutory changes. The State Department of Education is now required to maintain a "public school information system," an electronic database that will store information about students, teachers and school district performance. *See* Chapter 1, Section F(5). As of 2013, school districts must use a unique state-assigned student identifier on all "official student documents," which under the statute "includes, but is not limited to, transcripts, report cards, attendance records, disciplinary reports and student withdrawal forms."

5. Student surveys, analyses, and evaluations

In addition to their right to obtain access to the student records directly related to their children, parents also have a right under federal law to review certain instructional materials. The Protection of Pupil Rights Amendment, or PPRA (also known as the "Hatch Amendment"), requires schools to make available to parents for inspection instructional materials used as part of any survey, analysis, or evaluation, funded in whole or in part by the U.S. Department of Education. *See* 20 U.S.C. § 1232h(a); 34 C.F.R. § 98.1 *et seq.* 20 U.S.C. § 1232h(b) provides that school districts must obtain written parental consent before requiring minor students to participate in any survey, analysis, or evaluation funded by the U.S. Department of Education that reveals information concerning:

- political affiliations;
- mental and psychological problems potentially embarrassing to the student or his or her family;
- sexual behavior and attitudes;
- illegal, anti-social, self-incriminating, and demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;
- legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
- income (other than that required by law to determine eligibility for participation in program or for receiving financial assistance under such program);
- religious practices, affiliations, or beliefs of the student or student's parents.

The PPRA was amended by the No Child Left Behind Act, Public Law 107-110, which requires that boards of education develop student privacy policies in consultation with parents, including provisions on (1) the parents' right to inspect third-party surveys before they are administered; (2) the parents' right to inspect any instructional material used in the curriculum; (3) the administration of any physical examination or screenings; and (4) the collection and use of personal information collected from students for the purpose of marketing that information. No Child Left Behind Act, Section 1061.

The PPRA also requires schools to provide parents annual notification of these policies. This notification must explain that parents have the right to "opt the student out of participation" in the following activities (and identify when during the school year they are scheduled to occur): 1) the collection and use of personal information gathered from students for the purpose of marketing that information; 2) the administration of any survey that delves into the restricted sensitive subject areas identified; 3) the administration of any non-emergency, invasive physical examination or screening that is not otherwise permitted or required by state law.

Even prior to these changes, it was clear that the PPRA applied in only very limited circumstances. Because the scope of the law is specifically limited to a survey, analysis, or evaluation funded by the Department of Education, the requirements of PPRA will apply to a particular survey analysis, or evaluation only if:

- the development and/or administration of the survey, analysis or evaluation is funded, in whole or in part, with federal education funds;
- the students are required to participate in the survey, analysis or evaluation; and,
- the survey, analysis, or evaluation is designed to reveal information about one or more of the eight categories of information listed above and noted in the law.

The facts and circumstances of a particular case will determine whether student participation is required. Obviously, if students are told that they must participate in a survey, analysis, or evaluation, their participation would be characterized as "required." Even if students are told they need not complete all or a portion of a survey, but the option is presented to them in

circumstances that prohibit a free and informed choice, administration of that survey may also be deemed "required."

Given the fact that the requirement for written parent consent applies only to surveys, analyses, and evaluations funded by the Department of Education, the impact of the PPRA on school districts continues to be limited. Thus far, the changes resulting from the NCLB amendments to the PPRA (required privacy policies, annual notification, etc.) have not caused this law to be a more significant concern for school districts and it continues to be unlikely that parents will be able to assert a private right of action for violation of the terms of this statute. *See Gonzaga University v. Doe*, 536 U.S. 273 (2002); *C.N. v. Ridgewood Board of Education*, 430 F.3d 159 (3d Cir. 2005) (PPRA claims dismissed by agreement, in light of the *Gonzaga* case).

E. Student Rights

The United States Supreme Court first recognized that students may have constitutional rights in the school setting in 1943, when it decided that a state law requiring students to pledge allegiance to the flag could not be enforced. In that case, the student, a Jehovah's Witness, refused to participate in the Pledge, claiming that his religion prohibited him from doing so. Though the decision was reached in the dark days of World War II, the Court held that enforcement of the statute violated the First Amendment. *West Virginia v. Barnette*, 319 U.S. 624 (1943).

Though dramatic, the *Barnette* case was an isolated case, and there was no general recognition of student rights for another quarter-century. In 1969, the legal landscape changed when the United States Supreme Court decided *Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969), the seminal case recognizing the rights of students in the public schools. There, Justice Fortas wrote the famous words that students do not "shed their constitutional rights to freedom of speech and/or expression at the schoolhouse gate."

In the years since *Tinker* was decided, school officials and the courts have struggled to define the scope of student rights. Constitutional protections are woven into the fabric of school life. However, while school officials must be aware of and respect the constitutional rights of students, times have changed since 1969 when *Tinker* was decided. Recently, the courts appear to be more willing to defer to judgments made by school administrators and school board members concerning student rights.

STUDENT PRIVACY

~~Releasing Names of Students~~

~~A. Names of students shall not be released to any person or organization not directly connected with the Windsor Public Schools~~

~~B. The purpose of this policy is to prevent the possible exploitation of students attending the Windsor Public Schools.~~

~~C. Notwithstanding the foregoing, military recruiters or institutions of higher learning that have requested the names, addresses and telephone numbers of secondary school students shall be provided such directory information unless parental consent is denied. Parents shall be notified of their right to opt out of having such directory information disclosed upon their child's entry into the high school.~~

~~(cf 5125 Student Records; Confidentiality)~~

~~Policy adopted: October 21, 2008~~

In accordance with federal law, the Board of Education adopts, in consultation with parents, the following provisions related to student privacy.

I. Definitions

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

B. *"Parent"* includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

C. *"Personally identifiable information"* includes, but is not limited to,

1. the student's name;

2. the name of the student's parent or other family members;

3. the address of the student or student's family;

4. a personal identifier, such as the student's social security number, student number, or biometric record;

5. other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or

6. information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

D. *"Personal information"* means individually identifiable information including—

1. a student's or parent's first and last name;

2. a home or other physical address (including a street name and the name of a city or town);

3. a telephone number; or

4. a Social Security identification number.

E. *"Survey"* includes an evaluation, but does not include a survey or evaluation administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.).

II. Student Surveys

A. Surveys Funded in Whole or in Part by the U.S. Department of Education:

1. The administration shall make available for inspection by parents all instructional materials, including teacher's manuals, films, tapes or other supplementary material which will be used in connection with any survey, analysis, or evaluation funded in whole or in part by the U.S. Department of Education.

2. The administration shall obtain the prior written consent of the parent or student (if the student is an adult or an emancipated minor), prior to requiring a student to submit to a survey, analysis, or evaluation funded in whole or part by the U.S. Department of Education that reveals information concerning any of the following topics:

a. political affiliations or beliefs of the student or the student's parent;

b. mental or psychological problems of the student or the student's parent;

c. sex behavior or attitudes;

d. illegal, anti-social, self-incriminating, or demeaning behavior;

e. critical appraisals of other individuals with whom respondents have close family relationships;

f. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;

g. religious practices, affiliations, or beliefs of the student or of the student's parent; or

h. income (other than that required by law to determine eligibility in a program or for receiving financial assistance under such program).

B. Surveys Funded by Sources Other than the U.S. Department of Education:

1. Third Party Surveys

a. Prior to distributing any third party survey, the administration shall give notice to parents of the district's intent to distribute a survey on behalf of a third party.

b. Upon request, the administration shall permit parents to inspect any third party survey before it is administered or distributed by a school to a student. The administration shall grant reasonable access to the survey within a reasonable period of time after a parental request is received.

c. Student responses to third party surveys that contain personally identifiable information shall be considered student records, and shall be subject to the district's Confidentiality and Access to Student Records Policy and any administrative regulations or procedures governing the confidentiality of student records.

2. Confidential Topic Surveys

a. The provisions of this subsection apply to any survey (sponsored by the school district or a third party) which contains questions pertaining to one or more of the following items ("Confidential Topic Surveys"):

i) political affiliations or beliefs of the student or the student's parent,

ii) mental or psychological problems of the student or the student's parent,

iii) sex behavior or attitudes,

iv) illegal, anti-social, self-incriminating, or demeaning behavior,

v) critical appraisals of other individuals with whom respondents have close family relationships,

vi) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers,

vii) religious practices, affiliations, or beliefs of the student or of the student's parent,

viii) income (other than that required by law to determine eligibility in a program or for receiving financial assistance under such program).

b. At the beginning of the school year, the administration shall give direct notice to parents of affected students of the district's intent to distribute a Confidential Topic Survey(s). Such notice shall include the specific or approximate dates during the school year of such distribution.

c. Upon request, the administration shall permit parents to inspect any Confidential Topic Survey before it is administered, distributed or used by a school to or with a student. The administration shall grant reasonable access to the Confidential Topic Survey within a reasonable period of time after a parental request is received.

d. Student responses to any Confidential Topic Survey that contains personally identifiable information shall be considered student records, and shall be subject to the district's Confidentiality and Access to Student Records Policy and any administrative regulations or procedures governing the confidentiality of student records.

e. Upon written request, the administration shall permit the parent or student (if an adult or emancipated minor) to opt out of participation in any Confidential Topic Survey described in this subparagraph.

III. Collection of Personal Information

A. The provisions of this subsection apply to any instrument designed to collect personal information from a student for the purpose of marketing, selling or otherwise distributing such information or providing that information to others for that purpose.

B. At the beginning of the school year, the administration shall give direct notice to parents of affected students (or to the students aged eighteen (18) or older or emancipated minors) of the district's intent to collect, disclose or use personal information collected from students for the purpose of marketing, selling or otherwise distributing such information or providing that information to others for that purpose. Such notice shall include the specific or approximate dates during the school year of such collection, disclosure or use of personal information.

C. Upon written request, the administration shall permit parents to inspect an instrument designed to collect personal information of students before it is administered or distributed by a school to a student. The administration shall grant reasonable access to the instrument within a reasonable period of time after a parental request is received.

D. Upon written request, the administration shall permit parents (or students aged eighteen (18) or older or emancipated minors) to opt out of participation in the collection, disclosure or use of personal information obtained from students for the purposes of marketing, selling or otherwise distributing the personal information to others for that purpose.

E. The provisions regarding the collection, disclosure and/or use of personal information do not apply to personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

1. college or other post-secondary education recruitment, or military recruitment*;

2. book clubs, magazines, and programs providing access to low-cost literary products;

3. curriculum and instructional materials used by elementary schools and secondary schools;

4. tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;

5. the sale by students of products or services to raise funds for school-related or education-related activities;

6. student recognition programs.

*Note: Notwithstanding the foregoing, the district will permit parents and students over the age of eighteen (18) or emancipated minors to prevent disclosure of secondary school students' names, addresses and telephone numbers to military recruiters and institutions of higher education, in accordance with the district's Confidentiality and Access to Student Records Policy.

IV. **Non-Emergency Invasive Physical Examinations and Screenings**:

A. The provisions described in this subparagraph shall apply to any non-emergency, invasive physical examinations/screenings conducted by the school district, when such examinations/screenings meet the following conditions:

1. they are required as a condition of attendance;

2. they are administered by the school and scheduled by the school in advance;

3. they are not necessary to protect the immediate health and safety of the students; and

4. they are not required by state law.

B. At the beginning of the school year, the administration shall give direct notice to parents of affected students (or the affected student if eighteen (18) or older or an emancipated minor) of the district's intent to conduct non-emergency invasive physical examination(s)/ screening(s) described

above, except for hearing, vision or scoliosis screenings. Such notice shall include the specific or approximate dates during the school year of the administration of such the non-emergency invasive physical examination(s) / screening(s).

C. Upon written request, the administration shall permit parents of affected students or the affected students (if adults or emancipated minors) to opt out of participation in the non-emergency invasive physical examination(s)/screening(s) described in this subparagraph.

V. Complaint Procedure

Parents or students (if adults or emancipated minors) who believe that their rights under this policy have been violated may file a complaint with:

Family Policy Compliance Office
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Legal References:

Family Educational Rights and Privacy Act (FERPA), codified at 20 U.S.C. § 1232g; 34 CFR Part 99

Protection of Pupil Rights Amendment, Public Law 107-110, § 1061, codified at 20 U.S.C. § 1232h

ADOPTED: _____
REVISED: _____

Section:	**Personnel – Certified/Non Certified**
Subject:	**RECRUITMENT AND SELECTION P-4100**

BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

The schools shall engage in fair and sound personnel practices in the appointment of all district employees. The administration shall be responsible for establishing recruitment, selection and appointment procedures. The Superintendent is authorized to make all appointments of personnel except for administrators serving in positions of the rank of principal or above.

The recruitment procedures of the district shall attempt to produce a total staff representative of the diversity of the students in the Windsor community, and assignment procedures shall conform to State and Federal law. The Board of Education recognizes the need to provide students with an opportunity to interact with students and staff from different racial, ethnic and economic backgrounds.

It is the policy of the Board of Education to recruit, select and employ the best qualified personnel on the basis of their merit and effectiveness without discrimination as to their "...race, color, religious creed, age, sex, sexual orientation, marital status, national origin, ancestry, present or past history of mental disorder, **intellectual disability** ~~mental retardation, learning disability,~~ or physical disability, including but not limited to, blindness ~~or any other basis prohibited by law" The Board of Education will provide equal employment opportunities for all persons without discrimination with respect to any unlawful factor~~, except in the case of a bona fide occupational qualification or need.

Sexual harassment is explicitly prohibited by Board of Education policy. Sexual harassment in relation to employment will result in disciplinary action.

Employment decisions will not be influenced, affected or determined on the basis of membership in or holding of office in an employee association or union.

The Board of Education directs the administration to develop, implement and maintain a plan for **people of color and other under-represented groups** ~~minority~~ **for** teacher and administrator recruitment. Such a plan shall include, but not be limited to, short and long term goals, objectives, and recruitment, hiring and retention procedures. The district will continue to recruit, hire and retain **people of color and other under-represented groups** ~~minority~~ ~~staff~~ as important components of the Board of Education's overall commitment to employ the most qualified staff and to

Section:	**Personnel – Certified/Non Certified**
Subject:	**RECRUITMENT AND SELECTION P-4100**

BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
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provide quality educational experiences and learning opportunities for all students.

Legal Reference: Connecticut General Statutes
10-151 Employment of teachers. Notice and hearing on termination of contract.

10-220, Minority Recruitment Plan

10-153 Discrimination on account of marital status.

10-155f Residency requirement prohibited.

31-126 Unfair Employment Practices (as amended by P.A. 80-285)

Title IX - Equal Employment Opportunity

Americans With Disabilities Act (ADA)

Family Medical Leave Act (FMLA)

Policy adopted: ~~January 18, 2006~~

Section:	**Personnel – Certified/Non-Certified**	
Subject:	**RECRUITMENT AND SELECTION**	**AR-4100**

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

In the employment of teachers and other certified personnel, special consideration is given to professional training, teaching experience, and personal characteristics desirable in good teachers. Residency requirements for teachers are prohibited by law. Each candidate will:

1. Submit an official college transcript to the personnel office.

2. Submit a record of teaching and other work experience to the personnel office. The Superintendent will determine initial placement on the salary schedule based upon a candidate's education and experience.

3. Appear, unless unusual hardship prevents, for a personal interview.

4. Submit evidence of meeting the certification requirements of the State.

5. Submit evidence of the employee's identification and employment authorization for immigration purposes. This documentation shall consist of one of the following:

   a. U. S. Passport

   b. Certificate of U. S. citizenship

   c. Certificate of naturalization

   d. Unexpired foreign passport which has an unexpired authorization of the U. S. Attorney General permitting the alien's employment in the United States; or

   e. Resident alien card (commonly referred to as the "Green Card"), or other alien registration card which bears a photograph of the alien, or other authorized identification information and which shows authorization of U. S. Employment.

   If one of the documents listed above is not available, one document in each of the following two groups may be used:

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

Group I: Documents Demonstrating Employment Authorization

a. Social Security Card (except one specifically stating that its issuance does not authorize employment)

b. Certificate of birth in U. S. or establishing U. S. nationality

c. Other documentation that the U.S. Attorney General, by regulation, deems acceptable as proof of employment authorization for immigration purposes.

Group II: Document Establishing Identification

a. Identification issued by a state (such as a driver's license) which has a photograph or identifying information

b. For individuals who do not hold a driver's license or who reside in a state which does not issue identification documentation other than a driver's license, the U.S. Attorney General will establish other documentation requirements for proof of identification.

Affirmative Action and **People of Color and Ethnically Under Represented Groups** ~~Minority Recruitment~~

Recruitment, Selection and Retention of Personnel: Recognizing the critical importance of effective recruitment and hiring practices in implementation of the district's Affirmative Action Plan, the following procedures will be followed:

1. Job announcements will specify the information needed so those applicants have access to the employer, and/or unit to be contacted for information and application procedures. Every announcement or listing of the position will include the statement that the Windsor Public Schools is an Equal Opportunity Employer M/F.

2. Efforts will be made to increase recruitment of ~~minorities and women,~~ **people of color and other ethnically under-represented groups**. Recruitment sources to be used include **social media online sites,** newspapers, newsletters, and journals with ~~minority~~ **people of color and other ethnically under-represented groups** ~~or female~~ audiences;

~~minority~~ **people of color and other ethnically under-represented groups** ~~and women's~~ organizations; news media; web sites of colleges and universities, particularly those with significant ~~minority~~ **people of color and other ethnically under-represented group** populations; the Capitol Region Education Council web site; community organizations and schools; and specialized employment programs. In addition, announcements of position openings during the school year will be made available to personnel presently employed by the Windsor Public Schools to provide promotional opportunities.

3. Recruitment from colleges and universities will continue to include institutions with high percentages of students of various ~~minority~~ **people of color and other ethnically under-represented groups**. Procedures will include some of the following: Sending notices to placement offices, ~~minority~~ **people of color and other ethnically under-represented groups** affairs offices, ~~minority~~ **people of color and other ethnically under-represented groups** student programs, counseling centers, and ~~minority~~ **people of color and other ethnically under-represented groups** student organizations. Interracial and/or male/female recruiting teams will be used whenever possible.

4. The Windsor Public Schools will continue its active participation in the Capitol Region Education Council Task Force on Minority Recruitment.

5. Discriminatory or unnecessary restrictions on age, sex, physical characteristics, education, and experience will be deleted from all recruiting announcements and only bona fide occupational qualifications may be specified.

6. Education and experience requirements will be job related and will not create artificial barriers for employment.

7. ~~Active person-to-person contact in the recruitment process will be encouraged on the part of minority employees to facilitate the recruitment of applications.~~

8. ~~Job announcements will be issued in readable and understandable language.~~

9. **All efforts will be made to connect with** ~~A list of~~ ~~minority~~ ~~and female~~ professional organizations that work primarily with ~~will be compiled and contact will be established with these groups in order to assist in the recruitment of~~ ~~minority~~ **people of color and other ethnically under-represented groups in order to assist in recruitment** ~~and female persons~~.

ADMINISTRATIVE REGULATION
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10. ~~All application forms shall collect information relevant to job experience, and for each specified job category there will be an appropriate application form.~~

11. ~~Information requested during interviews shall be related to job performance. Information collected shall be consistent for all applicants.~~

12. Uniform interview techniques will be used to assure that equal treatment and consideration is afforded to all applicants in the final selection process, including those referred by various sources and regardless of "...race, color, religious creed, age, sex, sexual orientation, marital status, national origin, ancestry, present or past history of mental disorder, **intellectual disability** ~~mental retardation~~ or physical disability, including, but not limited to, blindness;..."

13. ~~Starting salaries shall be determined on the basis of specified qualifications and placement on the appropriate salary schedule. Factors such as marital status, number of dependents, spouse's income, other sources of income, or other non-merit factors shall not be considered in the establishment of salaries.~~

14. ~~Record of applicant interviews will be maintained to provide a record of applicant flow. These will be identified by race and sex. Other records that will be maintained are lists of individuals and groups contacted in the process of affirmative recruitment, published notices of position openings, lists of notice circulation, and relevant correspondence.~~

15. All employees with responsibilities for recruitment, hiring, or selection procedures shall be issued the current revised Affirmative Action Plan.

Promotion and Upgrading of Personnel

1. Job posting procedure will be used to encourage the promotion or transfer of qualified internal candidates, but in no event shall this plan require the selection of a less qualified applicant over a better qualified applicant for any position.

2. The employee shall be afforded the opportunity for promotion to any position for which he/she meets the minimum qualifications.

3. Every effort will be made so that seniority provisions do not contribute to overt or inadvertent discrimination against **people of color and other ethnically under-represented groups** ~~minorities and females.~~

4. Individuals with reporting responsibility to the Superintendent of Schools and responsibility in the evaluation, upgrading and promotion of personnel shall complete by June 1 of each school year, a yearly report:

   a. The promotion records of men, women, and **people of color and other ethnically under-represented groups** ~~racial minorities~~ in each employee classification and unit.

   b. The identification of employees who presently hold positions that underutilize their credentials and abilities.

5. For terminations, an exit interview shall be offered to employees who leave voluntarily to ensure that there is no disparate treatment with respect to **people of color and other ethnically under-represented groups** ~~minorities or females~~.

Assignment of Staff

1. All staff assignments will be reviewed and assessed on a yearly basis to insure non-discrimination. Particular attention during the monitoring process will be given to:

   a. The assignment of personnel to specific schools or jobs.

   b. The assignment of paying and non-paying extra duty work or assignment.

   c. The assignment of overtime duties.

   d. The opportunities to participate in special events or training programs.

Retention of Staff

1. Maintaining a successful and productive relationship between the school district and the minority teacher or administrator is a critical component of a **people of color and other**

ethnically under-represented groups ~~minority~~ staffing plan.

a. Provide an orientation program for all new hires. Include an introduction of school and town officials, explain the payroll process, the budget process, the ~~Beginning Educator Support and Training Program (BEST)~~, **Teacher Education and Mentoring Program (TEAM),** and provide insights into the "culture" of the school.

b. Provide new hires with staff support and mentors in addition to the mentors formally assigned through the ~~BEST~~ **TEAM** Program.

c. Schedule periodic meetings throughout the school year for all first year teachers.

d. Encourage participation in educators support groups such as the CREC-MTR minority educator partnership.

e. Introduce new hires to the local teachers' and/or administrators' organizational leadership.

f. Support local, state and regional activities of **people of color and other ethnically under-represented** ~~minority~~ groups.

g. Avoid requesting or assigning only ~~minority~~ **people of color and other ethnically under-represented staff** to serve as the expert for special cultural days or months.

h. Provide diversity training for all staff. ~~Utilize organizations, such as The National Conference, the Anti-Defamation League and the State Department of Education's Office of Educational Equity and Excellence to assist with the training of minority staff.~~

Legal Reference: Connecticut General Statutes
10-151 Employment of teachers. Notice and hearing on termination of contract.
10-153 Discrimination on account of marital status.
10-155f Residency requirement prohibited.
31-126 Unfair Employment Practices (as amended by P.A. 80-285)
Title IX - Equal Employment Opportunity

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

Americans With Disabilities Act (ADA)
Family Medical Leave Act (FMLA)

Administrative Regulation approved: ~~January 18, 2006~~

~~Elizabeth E. Feser, Ed.D.~~ **Craig A. Cooke, Ph.D.**
Superintendent of Schools

Section:	**Personnel - Certified**
Subject:	**SUBSTITUTE TEACHERS** **P-4119.1**

BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

A substitute teacher shall be a person fully qualified to instruct in our schools and who is employed for a period of time less than 180 days in the absence of the regular teacher.

Suitable programs for recruiting, assigning, orienting and evaluating the work of substitute teachers shall be provided by the certified staff under the direction of the Superintendent.

Rates of compensation for substitute teachers will be set by the Board of Education.

Substitute teachers may not participate in the health **insurance** ~~and welfare~~ plans or other fringe benefits of the school system.

Retired teachers may be employed as substitute teachers without jeopardizing their retirement salary within the limits as prescribed by law.

Legal Reference: Connecticut General Statutes

10-183v Reemployment of teachers

10-145a Certificates of qualification for teachers

Policy adopted: January 18, 2006
Policy revised:

Section:	**Personnel - Certified**
Subject:	**SUBSTITUTE TEACHERS** **AR-4119.1**

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

Substitutes are employed on a temporary basis to insure the continuation of the regularly scheduled school programs.

The Board may choose to contract out for substitute teachers to an outside agency. In that case, the per diem rate is established in conjunction with the outside agency.

Classification and remuneration of substitute teachers:

1. Substitute Teacher - (daily rate): Those substitutes who work on a daily assignment basis of one to sixty days will be paid ~~$85~~ **90** per day.

    a. Substitutes who teach 60 full days or its equivalent during a given school year shall be paid at a daily rate of $1~~00~~ **90** per day for all subsequent days during that school year. The days of substitute teaching do not have to be consecutive or in the same assignment to qualify for this rate.

2. ~~Substitute Teacher - (short term rate):~~

    ~~a. Substitutes who work in the same assignment for one to ten school days shall be paid $85 90 per day for the duration of the assignment, unless they qualify for a higher rate as described above.~~

~~3~~2. Substitute Teacher - (**long term sub rate** ~~intermediate rate~~): will be issued a letter stating the terms of the assignment.

    ~~a.~~ ~~Brief Intermediate Term Substitute: A substitute serving in a specific assignment which is scheduled to last more than eleven (11) days and less than thirty (30) days. During such an assignment the substitute is expected to perform all of the functions of the absent teacher, including planning, instruction, reporting, duties, etc. The daily rate is $100 per day. A substitute serving in a specific assignment which is scheduled to last more than thirty (30) days and less than sixty (60), shall be paid $120 per day. No fringe benefits are available to a substitute in this category.~~

    a~~b~~. **Long** ~~Intermediate~~ Term Substitute: A~~n~~ **Long** ~~Intermediate~~ Term substitute serve~~sing~~ in a specific assignment for a period of time longer than sixty (60) school days, but less than a full school year. **During such an assignment, the**

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
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substitute is expected to perform all of the functions of the absent teacher, including planning, instruction, reporting, duties, etc. A Long Term Substitute teacher ~~intermediate term~~ will be paid according to the following pay schedule:

1-20 days	**$107 per day**
21- 40 days	**$158 per day**
41+ days	**$256 per day which is prorated based on the** first step of the B.A. teacher salary schedule

Criteria

1. Substitutes shall be obtained for those teachers who have regular assignments of students, including art, music, physical education ~~and secondary reading consultants~~.

2. Day-by-day substitutes shall not be called for speech teachers, **Challenge** teachers ~~of gifted at the elementary level, EERA~~ and Title I teachers, elementary reading consultants, social workers, school psychologists and guidance counselors.

Assignments

1. Substitutes are to be assigned the duties of the teacher they are replacing and to serve in any capacity deemed advisable by the building Principal.

Requirements

1. Persons who meet the following requirements may be ~~certified~~ **approved**, as substitute teachers in Windsor:

   ~~a. Good health.~~

   b. College graduate with bachelor's degree.

   c. Recommendation of Principal or Assistant Superintendent.

2. Substitutes must possess appropriate qualifications (e.g., permits, authorization and/or certification) as required by statute and regulation, as they may change from time to time.

3. ~~During a period of severe shortage, so designated by the Superintendent, and as approved~~

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
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~~by the Commissioner of Education, the Personnel Office will be authorized to add to the list of eligible substitute teachers college seniors, who have successfully completed a student teaching assignment for credit, for use as day-by-day substitutes.~~

Legal Reference: Connecticut General Statutes

10-183v Reemployment of teachers.

10-145a Certificates of qualification for teachers.

Administrative Regulation updated and approved: ~~August 2, 2007~~

~~Elizabeth E. Feser, Ed.D.~~ **Craig A. Cooke, Ph.D.**
Superintendent of Schools

Section: **Personnel – Certified/Non-Certified**

Subject: **EQUAL EMPLOYMENT OPPORTUNITY** **P-4111**

BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

Affirmative Action

The Board of Education will provide equal employment opportunities for all persons without discrimination with respect to race, color, religious creed, age, marital status, national origin, sex, sexual orientation, ancestry, present or past history of mental disorder, **intellectual disability,** ~~mental retardation,~~ pregnancy, or physical disability (including but not limited to blindness) except in the case of a bona fide occupational qualification or need. Sexual harassment shall not influence employment decisions, nor shall decisions be influenced, affected or determined on the basis of membership in or holding of office in an employee association or union. There shall also be no employment discrimination on the basis of blood or marital relationships, except where the employee position is in payroll accounting, auditing, personnel or a position directly supervisory to the relative by blood or marriage.

~~The Board of Education requests an annual report from the Superintendent of Schools concerning the extent to which the above-mentioned affirmative action program is being implemented.~~

(cf. 0521 - Affirmative Action)

Legal Reference: Connecticut General Statutes

10-153 Discrimination on account of marital status.

46a-60 Discriminatory employment practices prohibited.

Title VII, Civil Rights Act 42 U.S.C. 2000e, et seq.

PA 91-58 An act concerning discrimination on the basis of sexual orientation.

Policy adopted: ~~January 18, 2006~~

Section:	**Personnel – Certified/Non-Certified**
Subject:	**EQUAL EMPLOYMENT OPPORTUNITY** **AR-4111**

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

Affirmative Action

1. Implementation

   A. Responsibility for the implementation of the Affirmative Action Plan shall remain with the Superintendent of Schools in conjunction with the Affirmative Action Officer. The Superintendent has appointed the **Assistant Superintendent for** ~~Director of~~ Human Resources as the Affirmative Action Officer.

   B. All persons with direct or indirect responsibility for hiring will share the responsibility to see that Board policy with respect to affirmative action is carried out. Their annual evaluation will include consideration of their efforts and success in this area. The following statement or a similar statement is included in the job descriptions of all administrators in the Windsor Public School system: "Assist the school district in meeting its affirmative action goals and objectives within the area of assignment." In carrying out their duties in this regard they will have responsibility for the following:

      1. Inform district employees of the requirements of the law as identified by the district's legal counsel and the provisions of the Affirmative Action Plan.

      2. Identify any employment practice or policy that is discriminatory, or that does not meet the requirements of the Affirmative Action Plan and recommend specific action to correct any such practice or policy.

      3. Identify Equal Opportunity Employment accomplishments and/or possible problems.

      4. Assist in establishing Affirmative Action goals and objectives.

      5. Assist in the implementation and monitoring of the established goals and timetables.

      6. Evaluate supervisory personnel on the basis of EEO efforts, as well as other work criteria.

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
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7. Support compliance of Affirmative Action Plan by making all supervisory personnel responsible for helping to meet goals.

~~8. Assure fair treatment of employees placed through affirmative action efforts.~~

~~9. Comply with all reporting requirements of the Board of Education.~~

~~10. Draft the revision of the Affirmative Action Plan for the approval of the Superintendent. Each revision shall include:~~

~~a) A status report regarding goals and objectives that have been met and those that have not been achieved.~~

~~b) Recommended goals and objectives.~~

~~c) Revised implementation procedures as required.~~

~~d) Specific hiring and placement goals and timetables.~~

2. Dissemination

A. Internal

1. Vigorous commitment to affirmative action and equal opportunity will be communicated to every employee through the distribution of informational notices, guides and handbooks, the use of bulletin boards, and staff meetings.

2. The Affirmative Action Plan will be made available to present employees and prospective employees so that they may know of and avail themselves of its procedures.

3. Board of Education policies relating to Equal Opportunity Employment and Affirmative Action will be disseminated to staff for discussion.

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

B. External

1. Ongoing periodic procedures will be used to seek out **people of color and ethnically under-represented groups** ~~minority and female candidates and applicants from present~~ **These procedures would include the utilization of** recruitment sources~~,~~ **such as** local community agencies and organizations, local schools, colleges, **Historically Black Colleges and Univerisities (HBCUs), social media,** ~~and training institutions utilizing~~ personal contacts, advertising, correspondence, and postings.

2. Use of **organizations and publications whose target audience is** ~~minority~~ **people of color and ethnically under-represented groups** ~~publications and minority group organizations, as well as regular contact with schools and colleges with high minority and female enrollments, will continue to be utilized~~ in the recruitment process.

3. All employment advertising and job postings will identify the Windsor Public School District as "Equal Opportunity Employer M/F."

4. Fair representation of all employees, regardless of race, color, sex, **religious creed, ethnicity,** and nationality will be made when employee pictures are made available for media release.

5. The school district will support and actively participate in regional cooperative affirmative action activities in the Capitol Region through the Capitol Region Educational Council.

Administrative Regulation approved: ~~January 18, 2006~~

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

Section:	**Philosophy, Goals, Objectives**	
Subject:	**AFFIRMATIVE ACTION PLAN**	**P-0610**

BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

1. The Windsor Board of Education, endeavoring to prepare students for active and constructive participation in a culturally diverse society, seeks to provide a school staffing environment and a selection of instructional programs which expose students to a broad range of ideas, people and experience.

2. Employment:
The Board is committed to providing equal employment opportunity to all persons, including **people of color and other under-represented** ~~women and members of minority~~ groups, to the fullest extent that the abilities of each individual merit and that appropriate openings exist. This policy applies to recruitment, hiring, training, promotion, transfer, leaves, compensation, and other terms, conditions, and privileges of employment. It is the commitment of the Windsor Board of Education to comply with the legal requirements that all persons be provided equal employment opportunities regardless of "...race, color, religious creed, age, sex, marital status, national origin, ancestry, present or past history of mental disorder, **intellectual disability** ~~mental retardation~~, learning disability, or physical disability, including, but not limited to, blindness;..." It is the policy of the Board to comply with Federal, State and local laws pertaining to fair employment practice.

   A. The implementation of this policy involves two concepts:
      1) Nondiscrimination: Every applicant for employment shall be considered on the basis of his or her qualifications for a position. The Windsor Public Schools and each of its departments will carefully and systematically examine its employment policies and practices to be sure they do not inadvertently operate to the detriment of any person on the grounds of "...race, color, religious creed, age, sex, marital status, national origin, ancestry, present or past history of mental disorder, **intellectual disability** ~~mental retardation~~, learning disability, or physical disability, including, but not limited to, blindness;..." Those responsible in matters of employment must follow policies and practices that are non-discriminatory.

      2) Affirmative Action: The Windsor Public Schools and each of its departments will make a determined effort to recruit, employ, and promote **people of color and other under-represented groups** ~~members of minority groups and women~~ currently under-utilized in the school district's work force.

         ~~The nondiscrimination requirements apply to all persons, whether or not the individual is a member of a conventionally defined minority group. The affirmative action requirements are designed to further the employment of women and minorities.~~

   B. Other Activities
      1) In all of its activities, the Windsor Public Schools shall give due regard to the rights of **people of color and other under-represented groups** ~~minorities and women~~, avoid stereotypes based on "....race, color, religious creed, age, sex, marital status, national origin, ancestry, present or

Section:	**Philosophy, Goals, Objectives**	
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BOARD OF EDUCATION POLICY
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past history of mental disorder, **intellectual disability** ~~mental retardation~~, learning disability, or physical disability, including, but not limited to, blindness;..."

3. Cross References in Manual
All policies and regulations in this manual will reflect directly or indirectly equal opportunity for all employees and students, where applicable. Some specific cross references are as follows:

3324	Contracts
4111-4211	Recruitment and Selection, Affirmative Action (Recruitment & Selection)
4118-4218	Nondiscrimination (Employees)
5000	Students (Concept and Roles in Student Personnel)
5145	Civil & Legal Rights & Responsibilities (Students), Nondiscrimination (Students), Student Grievance Procedure
6121	Affirmative Action (Instruction)
6145.1	Intramural Competition
6145.2	Interscholastic Competition
6320	Equipment, Books and Materials (Selection)
6180	Evaluation of the Instruction Program

4. Non-discrimination Notice in All Publications
When appropriate in all publications, the following notice shall appear: "The Windsor Board of Education does not discriminate on the basis of race, color, religious creed, age, sex, marital status, national origin, ancestry, present or past history of mental disorder, **intellectual disability** ~~mental retardation~~, learning disability or physical disability, including, but not limited to, blindness."

Legal References:
CT General Statutes
46a-60 Discriminatory Employment Practices Prohibited
46a-75 Discrimination in educational and vocational programs prohibited
Title VII, Civil Rights Act, as amended by Title IX,
Equal Employment Opportunity Act
Executive Order 11246
Equal Pay Act of 1963
Title IX of the Education Amendments of 1972
(Higher Education Act)
Americans with Disabilities Act of 1991
Discrimination on Basis of Sexual Orientation (P.A. 91-58)

Policy Adopted: ~~6/16/92~~

Section:	**Philosophy, Goals, Objectives**	
Subject:	**AFFIRMATIVE ACTION PLAN**	**AR-0610**

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

1. Implementation

   A. Responsibility for the implementation of the Affirmative Action Plan shall remain with the Superintendent of Schools in conjunction with the Affirmative Action Officer. The Superintendent has appointed the **Assistant Superintendent for** ~~Director of~~ Human Resources as the Affirmative Action Officer.

   B. All persons with direct or indirect responsibility for hiring will share the responsibility to see that Board policy with respect to affirmative action is carried out. Their annual evaluation will include consideration of their efforts and success in this area. The following statement or a similar statement is included in the job descriptions of all administrators in the Windsor Public School system: "Assist the school district in meeting its affirmative action goals and objectives within the area of assignment." In carrying out their duties in this regard they will have responsibility for the following:

      1) Inform district employees of the requirements of the law as identified by the district's legal counsel and the provisions of the Affirmative Action Plan.
      2) Identify any employment practice or policy that is discriminatory or that does not meet the requirements of the Affirmative Action Plan and recommend specific action to correct any such practice or policy.
      3) Identify Equal Opportunity Employment accomplishments and/or possible problems.
      4) Assist in establishing Affirmative Action goals and objectives.
      5) Assist in the implementation and monitoring of the established goals and timetables.
      6) Evaluate supervisory personnel on the basis of EEO efforts, as well as other work criteria.
      7) Support compliance of Affirmative Action Plan by making all supervisory personnel responsible for helping to meet goals.
      8) Assure fair treatment of employees placed through affirmative action efforts.
      9) Comply with all reporting requirements of the Board of Education.
      10) ~~Draft the revision of the Affirmative Action Plan for the approval of the Superintendent. Each revision shall include:~~

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

~~a) A status report regarding goals and objectives that have been met and those that have not been achieved.~~

~~b) Recommended goals and objectives.~~

~~c) Revised implementation procedures as required.~~

~~d) Specific hiring and placement goals and timetables.~~

2. Dissemination

A. Internal

1) Vigorous commitment to affirmative action and equal opportunity will be communicated to every employee through the distribution of informational notices, guides and handbooks, the use of bulletin boards, and staff meetings.
2) The Affirmative Action Plan will be made available to present employees and prospective employees so that they may know of and avail themselves of its procedures.
3) Board of Education policies relating to Equal Opportunity Employment and Affirmative Action will be disseminated to staff for discussion.

B. External

1) Ongoing periodic procedures will be used to seek out **people of color and other under-represented groups'** ~~minority and female~~ candidates and applicants from present recruitment sources, local community agencies and organizations, local schools, colleges and training institutions utilizing personal contacts, advertising, correspondence, and posting.
2) ~~Use of minority publications and minority group organizations, as well as regular contact with schools and colleges with high minority and female enrollments, will continue to be utilized in the recruitment process.~~ **Efforts will be made to increase recruitment of people of color and other ethnically under-represented groups. Recruitment sources to be used include social media online sites, newspapers, newsletters, and journals with people of color and other ethnically under-represented groups audiences; people of**

Section:	**Philosophy, Goals, Objectives**	
Subject:	**AFFIRMATIVE ACTION PLAN**	**AR-0610**

color and other ethnically under-represented groups organizations; news media; web sites of colleges and universities, particularly those with significant people of color and other ethnically under-represented group populations; the Capitol Region Education Council web site; community organizations and schools; and specialized employment programs. In addition, announcements of position openings during the school year will be made available to personnel presently employed by the Windsor Public Schools to provide promotional opportunities.

3) All employment advertising and job postings will identify the Windsor Public School District as "Equal Opportunity Employer M/F."
4) Fair representation of all employees, regardless of race, color, sex, and nationality will be made when employee pictures are made available for media release.
5) The school district will support and actively participate in regional cooperative affirmative action activities in the Capitol Region through the Capitol Region Educational Council.

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Regulation Approved: ~~6/23/92~~

~~James R. Myers, Ph.D.~~ Craig A. Cooke, Ph.D.
Superintendent of Schools

Section:	**Instruction**	
Subject:	**INSTRUCTIONAL TRAVEL AWAY FROM SCHOOL GROUNDS**	**P-6153**

BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

1. Instructional travel away from the school grounds is recognized as a significant part of the educational program of a school, provided that it is directly related to the stated curriculum, enhances student learning, assures student safety, and has been carefully planned by the teacher and building level administration.

2. Students should understand the purpose for participation and be involved in the planning process.

3. Plans should include evaluation of the experience.

4. Administrators and Supervisors should support instructional travel by their participation, when possible and appropriate.

5. The Board of Education recognizes the following types of Instructional Travel:

   A. Day field trips
   B. Overnight field trips within the United States
   C. International Educational Travel

6. The Superintendent will recommend to the Board of Education, all international educational travel requests for final Board approval.

7. Casual travel during school vacations by staff and students is not considered a field trip and not an official function of the school district.

   A. Before teachers may solicit participation from his/her students, the Principal and Superintendent must be notified and approve the manner in which students will be approached by the teacher for possible participation.

   B. The Superintendent **may** grant students an excused absence when casual travel during school time is beneficial to their education.

   C. The Superintendent **may** grant to teachers approved professional leave for extraordinary circumstances, when casual travel requires that they be away from school on a contract day to supervise students.

Section:	**Instruction**	
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BOARD OF EDUCATION POLICY
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8. The procedures for planning and conducting instructional travel away from the school grounds is contained in the accompanying Administrative Regulation (AR-6153).

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Policy Adopted: 6/13/89

Section:	**Instruction**	
Subject:	**INSTRUCTIONAL TRAVEL AWAY FROM SCHOOL GROUNDS**	**AR-6153**

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

1. Day Field Trip

   A. Teachers are encouraged to make educational day trips with their classes during the year. Trips by foot are valuable and encouraged as long as they fulfill some need in the curriculum of the group concerned. Teachers must consider the traffic danger and distance involved in any trip by foot before making final preparations for the same.

   B. All educational trips should be carefully planned as part of the school program. A minimum of **two (2) weeks** notice must be given to the principal of any trip planned so that all necessary details may be completed. Before a trip is discussed with the pupils, the trip must be cleared with and approved by the principal and the Assistant Superintendent for Instructional Services. (Form AR-6153-a)

   C. All teachers are required to send notification to the parent of a contemplated educational trip. Parental permission slips must be turned in to the teacher in charge at least one day before the proposed trip.

   D. Each trip should be carefully planned by the teacher and the class to cover the following points:

      1) Discussion of the trip and why it is taken.
      2) Specific questions which should be asked at the place being visited.
      3) Discussion of standards of courtesy, safety and behavior.
      4) The teacher and the class should evaluate each trip in the light of why it was originally planned. (Form AR-6153-b)

   E. The cafeteria is to be notified at least one week before the scheduled trip.

   F. A letter of appreciation should be written to the person who made the trip possible.

2. Transporting students in private cars

   A. When a teacher/parent is carrying student(s) in his/her personal car on an officially approved field trip and the teacher/parent automobile is involved in an accident, the insurance covering the vehicle is primary (i.e., any claims would be placed against the vehicle's insurance.

   B. Private automobiles may be used for school programs to transport pupils under the following conditions:

      1) The trip is approved by the principal in advance.
      2) The use of private automobiles is approved by the principal.
      3) Fewer than 30 pupils are involved (class size or less).
      4) The licensed driver completes the "Verification of Liability Insurance" form prior to the trip.

5) The principal will maintain a file of the required forms for a period of two (2) years.

3. Overnight Field Trips Within the United States

A. Teachers are encouraged to make overnight field trips that are carefully planned, support the stated curriculum and enhance student learning. If a teacher volunteers for an overnight field trip, they are expected to carry out the full range of responsibilities in the approved plan.

B. Requests for these experiences must be submitted to the building principal at least **six months** in advance for a recommendation to the Superintendent. Exemptions may be made by the Superintendent for co-curricular activities that cannot be planned six months in advance.

C. Established programs will continue annually with the Superintendent's approval unless major changes occur in the program.

D. The parent/legal guardian will complete the Indemnity Agreement for overnight field trips (Form AR-6153-f) and have it notarized.

E. The following items will be reported in **Form AR-6153-c**.

1) Educational objective
2) Itinerary
3) Housing
4) Meals
5) Transportation
6) Insurance
7) Student participation criteria
8) Fund raising activities
9) Cost to student
10) Number of students
11) Parental permission secured
12) Chaperones

F. Upon completion of the trip, the leader will file a written report with the Superintendent including all unusual incidents.

G. The Board will act on the request with input from the Curriculum Supervisor, Principal and Superintendent.

1) International travel supports the need for global and multicultural education. The program must be directly related to the stated curriculum. A day-by-day schedule should indicate which of these activities receives primary emphasis and

reveal how consistent the program is with its stated objectives. Students and parents must understand their own reasons for participation as well. Travel, sightseeing, exposure to another language, and general cultural contacts in foreign countries can be enriching, highly educational experiences when planned around stated objectives. They are not to be confused, however, with opportunities to be immersed in a culture by visiting schools and meeting other students. Adults traveling and teaching students in an overseas setting must have specific skills and competencies for working with young people on an informal yet effective basis. Prospective student participants should be selected just as carefully. Not every student is ready for travel abroad, away from parents and family in a partially unsupervised setting.

2) Any request must be submitted to the building principal for their recommendation. Recommended trips will be submitted to the Superintendent at least **nine months** in advance of the trip for approval. This will allow for sufficient planning time, notification of student participants and adequate preparation time.

3) The parent/legal guardian will complete the Indemnity Agreement for overnight field trips (Form AR-6153-f) and have it notarized.

4) The following questions must be addressed: (Form AR-6153-d)

a. Supervisory staff members
b. Educational objectives as related to curriculum
c. Organizational profile
Agent: Name, address, telephone, contact
d. Itinerary
e. Housing (Homestay experience must provide credentials that students will have a safe, worthwhile experience.)
f. Transportation - List all carriers
g. Insurance
h. Medical considerations
i. Immigration regulations
j) Student participation criteria
k) Fund raising activities
l) Actual cost to student
m) Number of students participating
n) Chaperons: Names, qualifications
o) Upon completion of the trip, the leader will file a written report with the Superintendent including all unusual incidents.

4. Casual Travel During School Vacations

A. Casual travel by staff and students is not considered a field trip and, therefore, does not require Superintendent approval.

Section:	**Instruction**	
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ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
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B. Such travel is limited to non-school days during vacation periods.

C. A staff member must present a written request to the Superintendent for permission to solicit from students, parents and the community, when the costs associated with this casual travel will be partially or totally underwritten by the participants.

D. It is expected that students and staff members will not miss any school because of such travel plans. Windsor employees should not schedule trips that will interfere with student participation in the regular school program. Trips, therefore, will not be scheduled for return or departure on a school day.

E. Any mitigating or extraordinary circumstances surrounding such travel will be reviewed by the school principal with a recommendation to the Superintendent of Schools.

F. If the Superintendent supports such circumstances, students will be granted an excused absence and teachers will be granted approved leave without pay.

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cf: For information on this subject see the following employee agreement between the Windsor Board of Education and the Windsor Education Association

Regulation Approved: September 6, 2000

Richard H. Silverman

Richard H. Silverman, Ed.D.
Superintendent of Schools

INSTRUCTIONAL TRAVEL AWAY FROM SCHOOL GROUNDS

School trips of significant educational value and closely related to the instructional program shall be encouraged under policies and regulations established by the Board of Education and Superintendent of Schools.

Other types of school trips are permitted with the approval of the building principal and superintendent.

On all school trips, primary consideration shall be given to student, employee, and chaperone safety, proper adult supervision, care of school vehicles, and the reasonable protection of the Town.

Transportation for local school trips with school buses integral to designated curricular programs and units is supported through the school budget. Transportation for other trips in which town-owned vehicles are used shall be provided for a fee established by the Director of Business Services based on the cost of operating a vehicle for the trip. Cost of transportation on chartered vehicles or public carriers, except in the case of interscholastic sports teams and related groups shall not be responsibility of the school system.

Students participating in off-site school trips must have the school approved Agreement and Release Form signed by a parent/guardian.

Policy Adopted:
Policy Revised:

INSTRUCTIONAL TRAVEL AWAY FROM SCHOOL GROUNDS

Board of Education Policy provides for student trips of significant educational value closely related to the instructional program. Each trip will be reviewed on an individual basis.

The administrative guidelines established for student trips are as follows:

I. DEFINITIONS OF SCHOOL SPONSORED TRIPS

A. Field Trip - An out-of-school field trip is a planned activity in which a class or group of students leaves the school grounds for the purpose of continuing and extending the program of instruction. As such, it is considered instructional and planned with objectives determined in advance and appropriate instruction preceding and following the field trip.

B. Athletic Trip - an athletic trip is any trip off school grounds for the purpose of participating in any athletic contest or practice session.

C. Extracurricular Trip - an extracurricular trip is any trip conducted off school grounds and scheduled at a time so as not to interfere with the normal school day. An extracurricular trip must be under the sponsorship of a school organization.

D. International Trip - an international trip is a trip designed to provide an educational experience outside the United States, where students experience other languages, people and cultures.

E. Chaperone – Adult accompanying students on school sponsored trips. Generally the chaperone will be a teacher; but could be an administrator, sponsor, coach, or other staff member, and also may be a parent.

II. APPROVAL PROCESS FOR SCHOOL SPONSORED TRIPS

A. Field Trips must be authorized by a building principal and the Assistant Superintendent for Instructional Services after the completion of the Student Trip Request Form. Any trip involving an overnight stay or travel out-of-state must also be approved by the Superintendent or designee.

B. Athletic Trips, including out-of-state and overnight trips, must be approved by the Superintendent or designee.

C. Extracurricular Trips, including out-of-state and overnight trips, must be approved by the Superintendent or designee.

D. International Trips must be approved by the Superintendent and Board of Education.

III. GUIDELINES FOR SCHOOL SPONSORED TRIPS

A. All field trips must be preceded by appropriate preparatory instruction and be followed up by appropriate post-field trip assessment or other activities that lead to additional learning as an outcome of the trip or as an introduction to other learning.

B. In general, field trips should be limited to an interval not to exceed the length of a school day and confined to a reasonable distance from Windsor.

C. All trips must have a written itinerary with locations, phone numbers, and estimated time of arrival at each location. A copy of this itinerary must be left at the school office. Out of state and international itineraries must also be sent to the district administration.

D. Chaperones must carry with them a complete list of the students and adults on the trip with emergency contact numbers listed for each individual. A copy of this list must be submitted in advance to school and district administration.

E. Chaperones must be aware of special medical problems, allergies, handicaps, special prescriptions, etc., of students who are participants on the trip. Chaperones must also carry a list of any medications that students require and such medication must be carried by a Windsor Public Schools' staff member or the parent of the student. Pre-arrangements must be made for administering medication.

F. Chaperones must carry a list of school emergency contact numbers so they can reach a school official if needed. Should accidents or medical emergencies occur, the teacher must immediately notify the principal. If an emergency occurs, teachers need to be prepared to provide complete information about the incident. Parents will be contacted by a school official.

G. If transportation is other than Windsor school bus, teachers must list the transportation carrier on appropriate documents. All vehicles must have a first aid kit on board.

H. If a trip will cause a significant number of students to miss lunch at a school, teachers shall notify Food Service personnel one week in advance.

I. While the number of teacher chaperones may vary depending on the nature of the trip, any overnight trip must have a minimum of two chaperones and, if the student population on the field trip is both male and female, one chaperone must be male and one female. Chaperones must be approved by the district level administration.

J. All chaperones/students must conform to the Board of Education Policy regarding the Prohibition of Alcohol or Drug Use (reference 4116.3).

K. The Board of Education secures liability insurance, pursuant to Connecticut General Statutes, Sections 10-235 and 10-236, for protection of teachers and other employees who act as chaperones on trips.

L. The Superintendent and/or Board of Education reserve the right to reconsider any previously approved student trip. In the event of such a cancellation, the Board of Education assumes no responsibility for losses incurred by parents.

All fund-raising activities conducted to help finance such travel must be in accordance with Board of Education Policy for fund raising and preapproved by the superintendent/designee.

M. Parents are responsible for any cost incurred for students who are sent home early because of a behavioral infraction or returning home early for any other reason.

N. If private vehicles are used, the person operating them must submit evidence of liability insurance and must be approved in advance by the principal.

IV. ADDITIONAL GUIDELINES FOR INTERNATIONAL TRAVEL

A. All requests for trips outside the United States must be submitted at least nine months prior to the planned departure. International trip request forms must also be completed at that time.

B. In special circumstances, school time may be used for trips abroad. All requests for trips involving school time must have followed the approval process.

C. All students must be in good standing in both academics and behavior.

D. Should accidents or medical emergencies occur, the chaperone must immediately notify the principal/administrator and the district level administration. Chaperones must carry a list of emergency contact numbers including embassy numbers. If an emergency occurs, chaperones need to be prepared to provide complete information about the incident. Parents will be contacted by a school official.

E. The primary chaperone must be a certified teacher or administrator employed by the Windsor Board of Education. Non-certified co-chaperones must be approved by the school administration.

F. Following trip approval, the following steps are to be carried out:

1. Written parental consent and a completed student health history form must be obtained for student participation.
2. Contracts with carriers or travel agencies must be reviewed by the superintendent/designee before a signature is affixed. A copy of the contract must be submitted to the office of the Superintendent or designee.
3. Parents must be provided with specific written information to include objectives of the program, costs, daily itinerary, chaperones, accommodations, student and chaperone responsibilities, school behavior policies, trip cancellation procedures and refund policies.
4. Students/families are responsible for securing appropriate travel documents including visas, passports as well as medical waivers and immunizations as needed.

5. Conferences and/or orientation sessions are scheduled with students and their parents to assure that all plans and school policies are clearly understood and will include objectives of the program, costs, daily itinerary, chaperones, accommodations, student and chaperone responsibilities, school behavior policies, trip cancellation procedures, and refund policies.

G. In the event of adverse political, safety, or health conditions, or any other unforeseen circumstances, the Superintendent or Board of Education may cancel a previously approved school sponsored trip. In the event of such a cancellation, the Board of Education assumes no responsibility for losses incurred by parents. Parents must be informed of the Board's prerogative to cancel a trip and should be encouraged to purchase trip cancellation insurance.

V. NON-SCHOOL SPONSORED TRIPS

The Board of Education will not accept responsibility for trips not covered by Board Policy. Non-school sponsored trips planned for profit by staff members may not occur on school time and, therefore, are not to be planned on school time. ("Profit" is defined as monetary gain in excess of expenses.) The facilities of the schools may not be used in planning such trips. Letters to parents, directions or other communications may not be duplicated on school equipment or distributed at schools. Staff members planning such trips must look to community agencies or organizations outside the school.

Regulation approved:

Craig A. Cooke, Ph.D.
Superintendent of Schools

Windsor Public Schools
Windsor, CT

Section:	**Business/Non-Instructional Operations**	
Subject:	**USE OF PRIVATE AUTOMOBILES ON SCHOOL TRIPS (TRANSPORTATION)**	**P-3541.44**

BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

Use of Private Automobiles on School Trips

The Windsor Board of Education strongly encourages all transportation of students to be on buses or other transportation vehicles which conform to the requirements of law and regulations of the State Department of Education. The Board also recognizes that on limited occasions, it may be more cost effective and/or responsive for school employees to transport small number of students in private automobiles.

Private automobiles may be used for school programs to transport students under the following circumstances:

1. Trip is approved by Principal in advance.
2. If a field trip, proper field trip form is submitted and approved by Principal and **Director of Business Services** ~~central administration.~~
3. Use of private automobile is approved by Principal.
4. A limited number of students are involved.
5. The licensed driver completes the "Verification of Liability Insurance" form prior to the trip.
6. The Principal will maintain a file of the above noted forms.
7. Parent authorization forms must include notification that staff member will be driving other than a school vehicle.
8. If only one student is involved, a second responsible adult must be present on the trip, except in emergencies or with the permission of the Principal and/or parents.
9. In an emergency, the Principal can authorize the transportation of student(s) without parental permission. In such cases the parent will be notified as soon as possible.

It is expressly forbidden for any student to drive a vehicle on a school sponsored trip.

Policy Adopted: ~~October 17, 2006~~

SCHOOL HOURS INSTRUCTIONAL DAY

High School	Student Instructional Day (M, T, W, Th, F)	7:35-2:20	6 hr. 45 min.
	Early Dismissal	7:35-12:25	4 hr. 50 min.
	Two-Hour Delay	9:35-2:20	4 hr. 45 min.

Middle School	Student Instructional Day (M, T, W, Th, F)	8:05-2:50	6 hr. 45 min.
	Early Dismissal	8:05-12:55	4 hr. 50 min.
	Two-Hour Delay	10:05-2:50	4 hr. 45 min.

Elementary, K-5 Full Day Pre-K	Student Instructional Day (M, T, W, Th, F)	8:40-3:25	6 hr. 45 min.
	Early Dismissal	8:40-1:30	4 hr. 50 min.
	Two-Hour Delay	10:40-3:25	4 hr. 45 min.

Half Day Pre-K	Student Instructional Day (M, T, W, Th, F)	AM	8:40-11:35	2 hr. 55 min.
		PM	12:30-3:25	2 hr. 55 min.
	Early Dismissal	AM	8:40-10:50	2 hr. 10 min.
		PM	11:25-1:30	2 hr. 05 min.
	Two-Hour Delay	AM	No AM Pre-K	0
		PM	12:30-3:25	2 hr. 55 min.

Important Guidelines

1. When there is a decision to delay the opening of schools by two hours for severe weather conditions, all of the opening of school times will be adjusted by two hours (see chart above). The AM Pre-K session will be cancelled. The remainder of the school schedule (for dismissal) remains the same.
2. When there is a decision to dismiss schools early for severe weather conditions, school dismissal times will be adjusted according to the chart above.
3. The last day of school for the academic year will have an early dismissal.

Regulation approved:

Craig A. Cooke, Ph.D.
Superintendent of Schools

Windsor Public Schools
Windsor, CT

Section:	**Personnel – Certified/Non-Certified**
Subject:	**HOURS OF EMPLOYMENT** **AR-4113.1**

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

School Hours

1. Basic teachings day - Teachers shall be on duty at least fifteen (15) minutes prior to the opening of school and shall remain a minimum of twenty (20) minutes at the close of the session. **Five minutes can be reallocated after consultation with staff by principal.**

   School hours are established by the Board of Education annually. The hours are published as part of the school calendar.

Basic Office Hours

1. Regular Hours - The offices of the school district are open daily from 7:45 AM until 4:15 PM on all week days except for official district wide holidays. Offices are open whether school is in session or not. Because of the starting time of the high school student day, the High School Office will be open from 7:00 AM to **3:30** ~~4:15~~ PM.

2. Summer Hours **(6 weeks)** - The offices of the school district are open Monday through Thursday 7:30 AM to 4:30 PM.

Administrative Regulation approved: ~~January 18, 2006~~

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

withdraw

Section: **Administration**

Subject: **STATEMENT OF STANDARDS FOR SCHOOL LEADERS** **P-2300.1**

BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

The Board of Education endorses the following "Standards for School Leaders" adopted by the Connecticut State Board of Education. These "Standards" represent the qualities desired of school administrators in this District.

I. The Educated Person

The school administrator is a school leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

II. The Learning Process

The school leader possesses a current, research and experience-based understanding of learning theory and human motivation, helps develop such understanding in teachers and parents, and uses that understanding to promote the continuous improvement of student learning. (i.e., *Connecticut's Common Core of Learning*).

III. The Teaching Process

The school leader possesses a knowledge of teaching which is grounded in research and experience, and uses that knowledge to foster teachers' reflection on the impact of their professional beliefs, values and practices on student learning. (i.e., *Connecticut's Common Core of Learning*).

IV. Diverse Perspectives

The school leader understands the role of education in a pluralistic society, and works with staff, parents and community to develop programs and instructional strategies that incorporate diverse perspectives.

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WINDSOR PUBLIC SCHOOLS
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V. School Goals

The school leader actively engages members of the school community to establish goals that encompass the school's vision of the educated person and in developing procedures to monitor the achievement of these goals.

VI. School Culture

The school leader utilizes multiple strategies to shape the school culture in a way that fosters collaboration among the staff and the involvement of parents, students and the community in efforts to improve student learning.

VII. Student Standards and Assessment

The school leader works with the school community to establish rigorous academic standards for all students and promotes the use of multiple assessment strategies to monitor student progress.

VIII. School Improvement

The school leader works with staff members to improve the quality of school programs by reviewing the impact of current practices on student learning, considering promising alternatives and implementing program changes that are designed to improve learning for all students.

IX. Professional Development

The school leader works with staff members to plan and implement activities that promote the achievement of school goals, while encouraging and supporting staff members as they assume responsibility for their professional development.

Section:	**Administration**
Subject:	**STATEMENT OF STANDARDS FOR SCHOOL LEADERS** **P-2300.1**

BOARD OF EDUCATION POLICY
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X. Integration of Staff Evaluation, Professional Development and School Improvement

The school leader works with staff members to develop and implement an integrated set of school-based policies for staff selection, evaluation, professional development and school improvement that result in improved teaching and learning for all students.

XI. Organization, Resources and School Policies

The school leader works with staff members to review organization and resources, and develops and implements policies and procedures to improve program effectiveness, staff productivity.

XII. School-Community Relations

The school leader collaborates with the staff to create and sustain a variety of opportunities for parent and community participation in the life of the school.

Policy Adopted: November 1, 2005

Section: Community Relations

Subject: ADVERTISING AND PROMOTION P-1325

Informational Materials

A. Materials to inform parents of Board of Education policies, positions and programs, administrative practices, procedures and regulations and, with the approval of the Superintendent of Schools, notices of parent-teacher group meetings and activities, or announcements of programs offering cultural or physical educational opportunities for students, may be taken home by students.

B. Such materials must be objectively informational only and must not attempt to influence opinion.

C. No non-school group, except as noted above, may distribute information materials to parents via students except those designated under the law.

Distribution of Advertising Materials to Students

A. The school system does not endorse commercial products, companies, organizations or individuals.

B. Materials advertising any individual, company, product or organization shall not be distributed to the students in the Windsor Public Schools.

Distribution of Advertising Materials to Students and Guests at an Athletic Event

A. **The school system allows distribution of promotional materials at athletic events under the following conditions:**

1. Optional for attendees to accept the materials.
2. Limited to one (1) athletic event per corporation per season.

Advertising at Athletic Fields

The Board recognizes that opportunities exist for advertising at athletic fields. These opportunities may enhance the athletic experience for student athletes by providing funding for the athletic budget. The approval of advertising of a permanent nature (i.e. name on a scoreboard) must be approved by the Board of Education.

Policy Adopted: July 13, 2005

Section: **Community Relations**

Subject: **ADVERTISING AND PROMOTION** **AR-1325**

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
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Guidelines for the distribution of informational material via students concerning cultural and physical educational opportunities for students of the Windsor Public Schools are as follows:

1. The schools may cooperate with any social service or community agency or business in promoting activities in the general public interest and the best interests of the student.

2. The principal may announce or authorize to be announced any lecture or community activity of particular community or relevant student interest.

3. No commercial circulars may be distributed to students that in the opinion of the school authorities would contribute primarily to the personal gain of an individual, business or company.

The following types of circulars, flyers, pamphlets, posters, or notices may not be considered acceptable:

1. those which could be considered in any way harmful to the health, education or morals of students;

2. those promoting commercial ventures or enterprise;

3. those relating to local, state, or national elections, even if the outcome of elections may affect education and schools;

4. those advocating a particular political position; and

5. those relating to sectarian religious matters except as may be required under law.

The following types of circulars, flyers, pamphlets, posters, or notices are generally considered acceptable, but may only be distributed after approval by the Superintendent of Schools.

1. those directly connected to school activities or administration;

ADMINISTRATIVE REGULATION
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2. those related to education or cultural opportunities for children;

3. those related to town or locally sponsored recreation activities for children;

4. those related to health and welfare of children, e.g., immunization programs.

Materials must be approved by the Superintendent of Schools at least one week in advance of distribution. The Superintendent's Office will notify **those parties interested in distributing flyers of its approval** ~~principals of approval.~~

Materials which have been approved for distribution must be delivered to the school**'s main** ~~principal's~~ office at least 48 hours in advance of distribution packaged in bundles of 20~~5~~ copies. Bundles will be distributed to teachers by the ~~principal's~~ **main** office **staff**. Exception: Windsor High School ~~and Sage Park Grades 7 and 8~~ will announce ~~that~~ **the program and place flyers in hallways and/or provide through communication.** ~~material is available and interested students may pick up a copy in the school office~~. **Approved flyers will be uploaded to the district's digital backpack by the Superintendent's office.**

All forms to be distributed that ask for a response must contain directions for return to the organization directly, not to the teacher or school.

Where there is a concern regarding the appropriateness of materials, the Superintendent of Schools shall interpret the above guidelines to determine their acceptability.

Regulation Approved: ~~July 13, 2005~~

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

Section:	**Philosophy, Goals, Objectives**	
Subject:	**PHILOSOPHY**	**P-0100**

BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

A STATEMENT OF EDUCATIONAL PHILOSOPHY

1. ~~It is the fundamental purpose of the Windsor Public Schools to impart to the students a mature understanding of themselves, their needs, and the needs of the people around them.~~

2. ~~It is the educational philosophy of the Windsor Board of Education that it will establish a school district which will assist in the maximum realization of the potential of every student. The instructional programs of the district should encourage the natural inclination of students to learn.~~

3. ~~The staff, programs and facilities of the school district should together provide an environment and adequate resources to encourage maximum growth in individual scholarship, character development, creative expression, problem solving, and physiological well being. The programs available to students should prepare them to meet the challenges, opportunities, and obligations of the modern world.~~

4. ~~The Board recognizes and celebrates the wide diversity of ethnicity, ability, interests and backgrounds among individual students. It is the belief of the Board of Education that the community has an integral role and responsibility in the achievement of educational excellence for each student.~~

5. ~~It is also the obligation of the Windsor Board of Education to effectively prioritize and allocate the financial, human and physical resources of the school district to ensure effective delivery of all services to each student.~~

The Windsor Board of Education believes that the fundamental purpose of Windsor Public Schools is:

1. **To impart to the students an understanding of themselves, their needs, and the needs of the people around them.**

2. **To assist in the maximum realization of the potential of every student, recognizing each students' individual talents, strengths and abilities.**

3. **To provide an environment with equitable and adequate resources to encourage maximum growth in individual scholarship, character development, creative expression, problem solving and social-emotional well-being.**
4. **To partner with families to promote student success and well-being.**
5. **To recognize and celebrate that the diversity of our students and community enhances the educational environment.**

Therefore, the Windsor Board of Education will prioritize and allocate the financial, human, and physical resources, with fiscal accountability, toward achieving our Mission and Goals.

Approved by the Board of Education: December 20, 2016

(Note: The above philosophy was developed at the Goal Setting Workshop of the Board of Education held on **December 6, 2016** ~~January 18, 1992~~.)

Approved: April 21, 1992
Revised: December 20, 2016

Windsor Public Schools
Windsor, CT

GOALS FOR SCHOOL DISTRICT

The Board of Education adopts the following mission statement and goals as essential to the achievement of quality education for each student. These goals were approved at the **December 20, 2016** ~~October 21, 2014~~ regular meeting of the Board of Education.

Mission Statement: ~~The mission of the Windsor Public Schools is~~ **T**to develop the genius in every child and ~~to~~ create life-long learners.

Goals: To accomplish this mission, the Windsor Public Schools, in cooperation with families and the greater Windsor community, will ensure that all students acquire the following skills and behaviors:

~~1. All students will demonstrate exemplary academic skills throughout their careers in the Windsor Public Schools.~~
~~2. All students will demonstrate effective oral and written communications.~~
~~3. All students will demonstrate the necessary skills to work collaboratively with others.~~
~~4. All students will demonstrate the ability to think critically and to solve complex problems utilizing analytical ability, creativity, research skills, logical reasoning, innovation, integrative understanding and resilience.~~
~~5. All students will demonstrate a knowledge and understanding of the increasingly global nature of society.~~
~~6. All students will demonstrate the behaviors associated with good citizenship.~~
~~7. All students will graduate from the Windsor Public Schools with a clear, achievable post-secondary plan.~~
~~8. All students will demonstrate exemplary skills in utilizing technology to maximize their educational experience.~~
~~9. All students will demonstrate an understanding of the importance of health and wellness.~~

1. **All students will demonstrate a strong work ethic, exemplary academic skills, effective oral and written communications, technological aptitude, and necessary skills to work collaboratively with others.**
2. **All students will demonstrate the ability to think critically and to solve complex problems utilizing analytical ability, creativity, research skills, logical reasoning, innovation, integrative understanding and resilience.**
3. **All students will demonstrate a knowledge and understanding of the increasingly global nature of society and behaviors associated with good citizenship.**
4. **All students will graduate from Windsor Public Schools with a clear achievable post-secondary plan.**
5. **All students will demonstrate an understanding of the importance of health and wellness.**

6. All students will gain an appreciation for the visual and performing arts.

Goals reaffirmed by BOE on **December 20, 2016** ~~October 21, 2014~~.

Policy Approved: March 15, 2016
Policy Revised:

Windsor Public Schools
Windsor, CT

Children of Out-of-Town Board of Education Employees

The Board of Education believes that permitting the children of its non-resident employees to attend its schools may be advantageous in its staff recruitment efforts and school environment. This may be especially beneficial as the district completes for certain highly competitive teaching, administrative and support positions. Accordingly, the children of Board of Education employees who live out-of-town may attend the Windsor Public Schools at a special tuition rate approved annually by the Board.

All requests to be included in this program must be endorsed by the Superintendent. Under normal conditions, students will be accepted only at the beginning of the school year. Notification of acceptance and tuition amount will be sent to out-of-town staff after Superintendent's approval. Attendance will be permitted only a space available basis determined by the Superintendent. The parent/guardian will be responsible for transportation to and from school.

The Board of Education instructs the Superintendent/designee to set the tuition for this program annually at 50% of the district's per pupil cost as published in the most recent Strategic School Profile (SSP) produced by the Connecticut Department of Education. In addition, any costs for additional services required under an IEP or 504 Plan will be paid by the employee.

District	Tuition cost per out-of-town student
Bolton	Based on staff's length of continuous service at 50% for 0-5 years and then decreases over time to 10+ years at 10% of established rate
Glastonbury	50% of SSP
Manchester	25% of previous year's per pupil cost
Southington	Equal to PPE
Suffield	20% of PPE
West Hartford	Full cost
Windsor Locks	30% of the annual rate

411 responses

View all responses Publish analytics

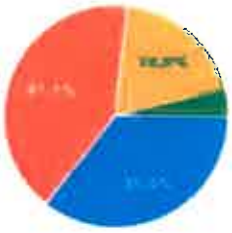
Summary

Grade level of child



K	57	13.9%
1	72	17.6%
2	71	17.3%
3	73	17.8%
4	76	18.5%
5	61	14.9%

On average, how much time does your child spend on homework on weekday evenings?



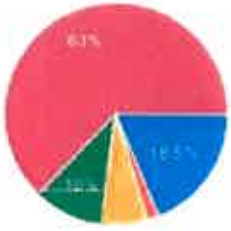
0-20 minutes	145	35.5%
20-40 minutes	168	41.1%
40-60 minutes	80	19.6%
More than 60 minutes	16	3.9%

What do you feel is an appropriate amount of homework for your child's grade level?



No homework at all.	21	5.2%
5-20 minutes	118	29%
20-40 minutes	155	38.1%
40-60 minutes	89	21.9%
60 minutes or more	24	5.9%

What is the best day of the week for homework to be due back at school?



Monday	74	18.5%
Tuesday	7	1.8%
Wednesday	27	6.8%
Thursday	40	10%
Friday	252	63%

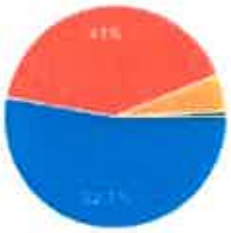
How many days a week does your child have activities after school?

0	82	20.2%



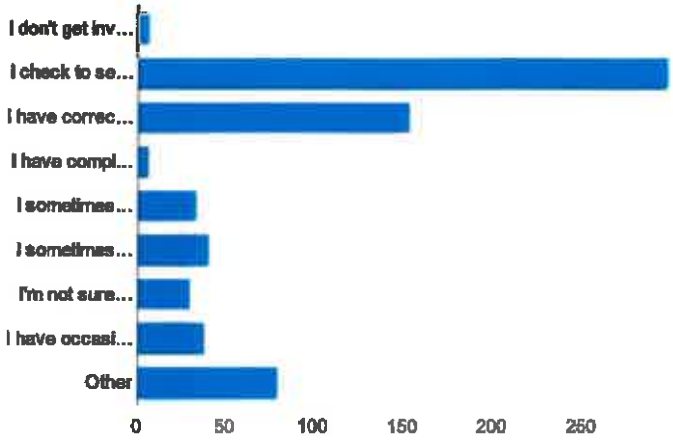
1	80	19.7%
2	132	32.5%
3	77	19%
4	35	8.6%

How often do you understand the connection of the homework assignment to your child's learning?



Always understand the connection.	212	52.7%
Often understand the connection.	165	41%
Rarely understand the connection.	22	5.5%
Never understand the connection.	3	0.7%

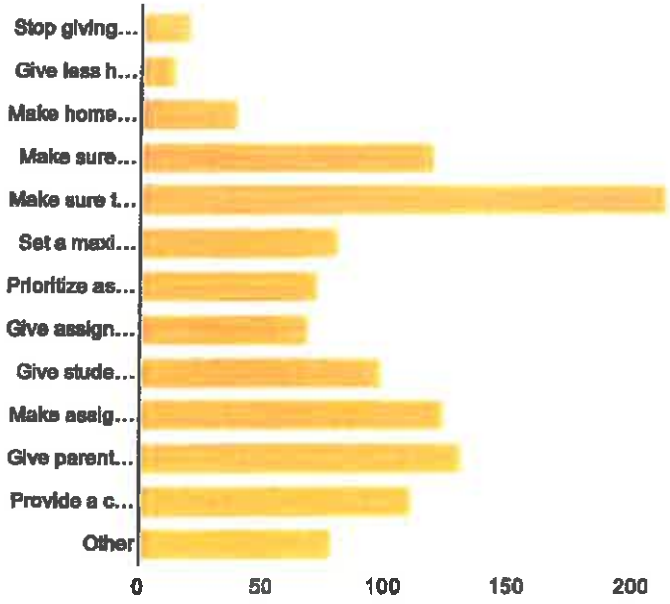
How involved are you in your child's homework?



I don't get involved in my child's homework.	7	1.7%
I check to see that my child's homework is done.	299	74%
I have corrected my child's mistakes on homework.	154	38.1%
I have completed homework for my child just to get it done.	7	1.7%
I sometimes have trouble helping my child because I don't understand the directions.	34	8.4%
I sometimes have trouble helping my child because I don't understand the material.	41	10.1%
I'm not sure how much I should help my child with homework.	30	7.4%

I have occasionally prohibited my child from doing homework because it interfered with sleep or family time.	38	9.4%
Other	81	20%

What would your ideal homework situation be?



Stop giving homework altogether.	21	5.2%
Give less homework.	15	3.7%
Make homework optional or for extra credit.	40	10%
Make sure my child has written down the homework assignment.	120	29.9%
Make sure the child understands the homework.	214	53.2%
Set a maximum amount of time the child should work on each assignment.	81	20.1%
Prioritize assignments in case the child does not have time to complete all homework.	73	18.2%
Give assignments further in advance of the due date.	69	17.2%
Give students more than one day to complete assignments.	99	24.6%
Make assignments accessible from home by the use of a website.	125	31.1%
Give parents guidance on how to help with homework and how much help to give.	132	32.8%
Provide a cover sheet that encourages parents to communicate about homework in writing to the teacher.	112	27.9%
Other	79	19.7%

Instruction

Homework/Make-Up Work

1. Homework

A. The Board of Education requires that homework not busy work become an integral part of every student's learning experiences. The habit and discipline of doing homework consistently is absolutely necessary.

B. Homework should have a valid educational purpose and should pertain to the objectives of the unit under study or the course being taken. The Board encourages the interrelated use of major homework assignments such as term papers, themes, creative art projects; especially as the district moves toward multi-disciplinary instructional areas.

C. Homework which is properly designed, carefully planned and appropriately geared to the development of the individual students should have a definite place in the total education program. Homework should be assigned:

1. To help students to become self-reliant and to work independently.

2. To foster initiative.

3. To develop responsibility for completing an assigned task and returning it to school.

4. To improve, reinforce and extend skills that have been taught.

5. To provide the opportunity for creative work.

6. To afford a way for parents to acquaint themselves with the school program and their own children's educational progress.

D. The Superintendent of Schools will develop administrative procedures to insure that a coordinated homework program exists at all levels. In developing these procedures, attention should be given to the following guidelines.

1. Homework assignments should be given on a continuing basis starting in the primary grades and extending through the senior high school.

2. Appropriate time specifications should be established and consideration should be given for other worthwhile non-school activities.

3. Homework assignments should be meaningful and useful to students. They should relate and apply new learning to previously acquired knowledge.

4) Assigned homework should be predicated on a student's needs, interest and ability.

5. The continuous development of study skills on all grade levels should be reflected in a parallel sequence of homework activities.

6. Students should experience homework assignments with both short-range immediate objective as well as long-term goals.

7. General expectations from homework should be set forth in writing by the teacher at the beginning of the year.

8. The completion and submission of homework should be appropriately monitored and the work evaluated by the teacher.

2. Make-Up Work

A. Any student who is absent from school because of (illness) **excused absence** or suspension must be provided the opportunity to make up the work.

Policy Adopted: 2/18/92

AR6154

Instruction

Homework/Make-Up Work

1. The Windsor Public School policy on homework states that "homework which is properly designed, carefully planned and appropriately geared to the development of the individual students should have a definite place in the total educational program."

2. In implementing this policy the following criteria for the assignment of homework are to be included:

A. Homework is to be considered an integral component of the educational program in both the elementary and secondary grades.

B. Length of assignments should be realistic and congruent with age, interest and abilities of students.

C. Assignments should directly relate to the improvement, reinforcement and extension of learned skills.

D. Assignments should provide an opportunity for the creative development of the student.

E. Assignments should be evaluated and returned to students within five (5) school days.

3. Recognizing that the assignment of homework is to be predicated upon the age, ability and interest of students, these administrative guidelines have been developed to directly reflect this position.

4. **ELEMENTARY LEVEL**

A. There are three general reasons for assigning homework at the elementary level:

1) Independent application of previously learned skills;

2) The need for additional study or drill.

3) The "make-up" of work missed by absences.

B. Homework assignments are to be of a type upon which the student can work independently or with a minimum of assistance.

C. Assignments should involve only those processes with which the student is familiar.

D. Assignments should require the use of materials that are reasonably available to the student.

E. If a class assignment is given, on a common topic, necessitating the use of public or school library, the librarian should be contacted in advance to prepare materials and plan activities.

F. Assignments should not require extensive copy work. When handwriting is the skill being reinforced, the skill objective must be understood by the student.

G. Homework assignments must never be employed as a punitive measure by a teacher or parent.

H. All teachers at each grade level will consistently assign homework on school nights (Monday through Thursday) according to the minimum guidelines printed below. Homework should be assigned regularly in each major subject area.

ELEMENTARY: TIME ALLOCATIONS

Kindergarten - Periodic assignments with teacher follow-up to establish the "homework habit" and strengthen the home school connection

	Minutes per day	Independent Reading	Days per week
Grades 1 & 2	**15 - 25**	**(includes independent reading)**	**4**
Grade 3	**30 - 40**	**15 - 30**	**4**
Grade 4	**40 - 50**	**15 - 30**	**4**
Grade 5	**50 - 60**	**15 - 30**	**4**

I. Homework is not to be assigned on days preceding a holiday period.

J. Modifications in homework time allocations may be included in the IEP/504 modifications/accommodations form for identified students.

5. **SECONDARY LEVEL**

A. Homework assignments are to be a regular component in the educational development of every secondary school level student.

B. Class time should not be used for the completion of homework. Class time may be used to assign and explain assignments to insure that students understand the assignments.

GRADES 6-12 : TIME ALLOCATIONS

	Minutes per day	Independent Reading	Days per week
Grades 6, 7 & 8	**60 - 120**	**30 Minutes**	**5**
Grades 9-12			
AP/Seminar/Honors Courses	**3-4 hours per subject / per week**		
All other Courses	**2-3 hours per subject / per week**		

C. Homework expectations for each course are described in the course summaries.

Regulation Approved: 12/16/97

Instruction

Reporting to Parents

1. The Board of Education believes that good communication between parent and teacher is important in the educational process.

2. With this in mind, the Board of Education believes that the reporting contacts between parent and teacher should be varied and frequent. All forms and methods of communications, such as parent/teacher conferences, mail, telephone and school visitation by parents will be utilized.

3. The progress report should reflect the educational growth of the student in relationship to the student's ability, attitudes, interests, conduct or citizenship and achievement.

Policy Adopted: April 14, 1981

Instruction

Reporting to Parents – Marking System

1. Generally:

   A. Written reports on student progress shall be sent to parents periodically.

   B. Parents are welcome and encouraged to visit any of the Windsor Schools.

   C. Should a parent desire a conference with a teacher, they should arrange in advance for a mutually convenient time for the conference.

   D. A conference should usually be arranged within a maximum of 24 hours from the receipt of the request from the parent.

   E. Teachers should also feel free to request a conference with a parent to discuss the educational progress of their child.

2. Elementary Reporting to parents:

   A. Parent conferences will be held in November and March.

   B. Progress reports will be issued in November, March, and June.

   C. Marking System

      1) Each student will be graded on achievement, effort, work habits and attitudes.

      2) The evaluation code is:

         E = Excellent Progress

         G = Good Progress

         S = Satisfactory Progress

         P = Progress Noted, Improvement Needed

I = Insufficient Progress

In order to provide teachers with consistent standards on which to base coding decisions, the criteria currently in place will be reviewed and adjusted where necessary and similar standards for the newly introduced level G will be developed. The current criteria are outlined below:

A grade of **E** indicates that the student

- requires minimal instructional guidance
- consistently grasps instructional concepts
- consistently produces high-quality work
- consistently applies and extends learned skills
- consistently demonstrates critical-and creative-thinking skills

A grade of **G** indicates that the student

- completes class assignments and homework thoroughly and accurately
- is motivated and organized
- produces work of above average quality
- does independent work in addition to the required assignment

A grade of **S** indicates that the student

- requires regular instructional guidance
- usually grasps instructional concepts
- usually produces work of satisfactory quality
- usually applies learned skills
- shows evidence of critical-and creative-thinking skills
- meets (minimum) standards for grade level expectations

A grade of **P** indicates that the student

- requires additional instructional guidance
- shows progress in meeting minimum grade level standards, but still below expectations
- acquires skill at slower pace than grade level expectations
- has difficulty applying learned skill

A grade of **I** indicates that the student

- requires frequent instructional guidance
- needs modified instructional assignments
- produces work of inconsistent quality

needs frequent re-teaching and additional practice

shows little evidence of critical-and creative-thinking skills

3. Secondary Reporting to parents:

A. Interim Reports

1. The interim report is used between marking periods as a report to parents of their child's progress, especially if the child is not working up to capacity.

2. Each interim report will contain three copies, the original copy to be sent home, one copy to be retained by the administration and another copy to be filed in the guidance office for use in parent/teacher and/or parent/counselor conferences.

B. Report Cards

1. The school year is divided into four marking periods, and report cards are sent home with the students at the end of each of the first three marking periods and are mailed home at the end of the fourth marking period.

C. Marking System

1. Each student will be graded on achievement, effort and conduct. Grades in achievement will be given each marking period in each subject. The symbols + and - may be used on report cards.

2. In grading achievement, the letter system is used as follows:

A - Superior D- Poor

B - Good F - Failure

C - Average

D. Quality Points

1) A quality point system shall be used in grades 9-12 at Windsor High School. All courses are carefully checked for course content and difficulty and are placed in the following four levels: Basic, Standard, Honors and High Honors.

2) The following table shows the number of quality points assigned to each letter grade at each level.

Grade	Basic	Standard	Honors	High Honors
A+	3.83	4.33	4.83	5.33
A	3.50	4.00	4.50	5.00
A-	3.17	3.67	4.17	4.67
B+	2.83	3.33	3.83	4.33
B	2.50	3.00	3.50	4.00
B-	2.17	2.67	3.17	3.67
C+	1.83	2.33	2.83	3.33
C	1.50	2.00	2.50	3.00

C-	1.17	1.67	2.17	2.67
D+	0.83	1.33	1.83	2.33
D	0.50	1.00	1.50	2.00
D-	0.17	0.67	1.17	1.67
F	0.00	0.00	0.00	0.00

Regulation Approved: January 31, 2000