

**Windsor Board of Education  
Policy Committee Meeting**

Thursday, December 7, 2023 5:30 PM

BOE Policy Committee Meeting - Virtual Only - Please click the link below to join the webinar:  
<https://us06web.zoom.us/j/81252269486> Or Telephone: +1 646 558 8656 +1 301 715 8592 Webinar ID: 812  
5226 9486

601 Matianuck Avenue  
Windsor, CT 06095

1. Call to Order, Pledge to the Flag, Moment of Silence  
**Speaker(s):** N. Wolliston
2. Audience to Visitors  
**Speaker(s):** N. Wolliston
3. Revised P 5112 Age of Attendance  
**Speaker(s):** N. Abdel-Hady
4. Revised AR 5123.1 Promotion/Retention (WHS)  
**Speaker(s):** N. Abdel-Hady
5. Revised P/AR 6148 Policy to Improve Completion Rates of the Free Application for  
Federal Student Aid (FAFSA)  
**Speaker(s):** N. Abdel-Hady
6. Revised P 6200 Adult/Continuing Education  
**Speaker(s):** N. Abdel-Hady
7. Discussion of Shipman and Goodwin Policies  
**Speaker(s):** T. Hill
8. Adjournment  
**Speaker(s):** N. Wolliston



## **Rational for Revised Policy**

### **P 5112 Age of Attendance**

Under current law, boards of education are required to cause each child five years of age and over and under eighteen years of age who is not a high school graduate and is residing within the district to attend school in accordance with state law. In addition, current law requires children to be at least five years old on or before January 1 of the school year in order to enroll in the public schools. Beginning July 1, 2024, children must turn five years old on or before September 1 of the school year in order for that child's parent or guardian to enroll the child in kindergarten. The new law further provides, effective July 1, 2024, that a child who is not five years old on or before September 1 of the school year may be admitted to public school (1) upon written request by the child's parent or guardian to the school principal and (2) after the principal and an appropriate certified staff member conduct an assessment of the child to ensure that admitting the child is developmentally appropriate. In light of the new statutory requirements, we drafted a new policy to address admission to the public schools. We will continue to monitor whether additional guidance will be provided by the State Department of Education as related to the new statutory provisions.

**AGE OF ATTENDANCE**

The Windsor Public Schools shall provide education for all persons between the age of five and twenty years inclusive who have not graduated from a high school or vocational school, except as provided in Section 10-233c and d.

Parents or other persons having control of a child five years of age and/or under eighteen years of age shall cause such child to attend school regularly. Children entering Kindergarten must be five years of age on or before September 1. For children who will not reach the age of five on or before the first day of September of the school year, AND turning five before December 31st of that year, the child's parent or guardian may submit a written request to the principal of the school seeking early admission using the district approved waiver form (attached). Upon receipt of such written request, the principal and an appropriate certified staff member shall assess such child to determine whether admitting the child is developmentally appropriate. For decisions relating to early admissions to the District, the decision of the principal and appropriate certified staff shall be final.

Parents or persons having control of a child may withhold their child from formal education program at age five for one year and then again at age six for one year under the following "opt-out" process:

1. The parent or person having control of the child must personally appear at the registration office;
2. The registration office shall provide the parent or person with information on the educational opportunities in the school system; and
3. The parent or person having control of the child must sign an option form exempting their child from attendance at the public school.

***Note: Acknowledgement of Option to Exempt Attendance of Child Five or Six Years of Age from School form attached hereto. Waiver form for early admission request attached.***

Legal Reference: Connecticut General Statutes  
 10-15 Towns to maintain schools  
 10-15c Discrimination in public schools prohibited. School attendance by five-year-olds  
 10-76a – 10-76g re special education  
 10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive  
 10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to State Board. Establishment of hearing board  
 10-233a – 10-233f Inclusive; re: suspend, expel, removal of pupils  
 10-233c Suspension of pupils  
 10-233d Expulsion of pupils  
 State Board of Education Regulations  
 10-76a-1 General definitions (c) (d) (q) (t)  
 Public Act 23-208, "An Act Making Certain Revisions to the Education Statutes."

Policy approved: September 18, 2007  
 Policy revised: December 20, 2022  
 Policy revised: December 1, 2023

Windsor Public Schools  
 Windsor, CT  
 Windsor, CT



Board of Education  
601 Matanuck Avenue - Windsor, CT 06095

TEL | 860-687-2000 EXT 1236 FAX | 860-687-2009  
WWW.WINDSORCT.ORG

SCHOOL ATTENDANCE/KINDERGARTEN OPTION FORM  
(CHILDREN AGE 5 OR 6)

Name of Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address of Child: \_\_\_\_\_

Name of Parent(s): \_\_\_\_\_

Address of Parent(s) (if different from child): \_\_\_\_\_

In accordance with Connecticut General Statutes Section 10-184, the parent or person having control of a child five (5) years of age or older and under age eighteen (18) is required to ensure that such child attends school. Section 10-184 further provides that a parent or person having control of a child age five (5) shall have the option of not sending the child to school until age six (6), and a parent or person having control of a child age six (6) shall have the option of not sending the child to school until age seven (7). A parent or person having control of such child who is seeking to elect this option must appear in person at the school district offices and sign this option form.

I, \_\_\_\_\_, am the parent or person having control of, \_\_\_\_\_,  
Name of parent or person Name of child  
a child who is age five/six (circle appropriate age), and I elect not to send my child to school until the age of six/seven (circle appropriate age). I understand that this option is effective for only one (1) school year. By signing, I understand that, if my child is currently age five (5), and I wish to elect next school year not to send my child to school, I must reappear at the school next year to elect this option. I further understand that, if my child is currently age six (6), I am required by Section 10-184 to send my child to the public school, or demonstrate that the child is "elsewhere receiving equivalent instruction in the studies taught in the public schools," when the child turns seven (7).

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Personnel Use Only

€ Parent/person in control of child appeared in person and has been provided with information on the educational opportunities in the school system.

F 5112



Board of Education  
601 Matianuck Avenue - Windsor, CT 06095  
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## WAIVER FORM FOR CHILDREN TURNING FIVE BETWEEN SEPTEMBER 2ND AND DECEMBER 31ST

The Connecticut Legislature recently changed the birthdate cutoff to start Kindergarten from turning 5 on or before January 1 to turning 5 on or before September 1 in the year a child starts Kindergarten. This change goes into effect starting with the 2024-2025 school year.

A child who does not meet the age cutoff may still be admitted to Kindergarten pursuant to Public Act No. 23-208 upon (1) a written request from the parent or guardian and (2) an assessment completed by the school that determines admitting the child to kindergarten would be developmentally appropriate.

Completing this form will serve as your official written request to the Windsor Public Schools Administration to consider your child for entry to Kindergarten in Fall 2024.

Please complete this form to the best of your knowledge.

Parent completing the form: First Name: \_\_\_\_\_

Parent completing the form: Last Name: \_\_\_\_\_

Parent completing the form: Email address: \_\_\_\_\_

Parent completing the form: Mailing Address: \_\_\_\_\_

Parent completing the form: Best phone number to reach you: \_\_\_\_\_

Parent completing the form: Relationship to Student

Parent

Grandparent

Legal Guardian

Translator, on behalf of a parent

Other: \_\_\_\_\_

Which PreK-2 school will your child be assigned to?

Oliver Ellsworth

Poquonock School

I am not sure (We will look up your address)

Address Lookup to determine Kindergarten School

What is the Home (street) Address for your child? \_\_\_\_\_

Student Information

Student First Name: \_\_\_\_\_

Student Last Name: \_\_\_\_\_

Student Date of Birth: \_\_\_\_\_

Is the student currently attending a PreK program?

Yes, attending half day at Windsor Public Schools

Yes, attending full day at Windsor Public Schools

Yes, attends a non-WPS half day program

Yes, attends a non-WPS full day program

No, not attending any daycare or PreK program

In this section you will be providing the school system with information about your child to determine his/her readiness for Kindergarten. Please be as detailed as possible.

Does your child have any previous school or daycare experience?

\_\_\_\_\_

What are your educational goals for your child?

\_\_\_\_\_

Does your child play well with other children or does your child prefer to play independently?

\_\_\_\_\_

What kind of hobbies, sports, special interests, or unique capabilities or talents does your child have?

\_\_\_\_\_

Does your child/family receive services from community providers? If so, please list the providers.

\_\_\_\_\_

What are your child's strengths / weaknesses?

\_\_\_\_\_

How does your child communicate his/her needs?

\_\_\_\_\_

Please tell us anything else you think we should know.

\_\_\_\_\_



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Does your child play well with other children or does your child prefer to play independently?

\_\_\_\_\_

What kind of hobbies, sports, special interests, or unique capabilities or talents does your child have?

\_\_\_\_\_

Does your child/family receive services from community providers? If so, please list the providers.

\_\_\_\_\_

What are your child's strengths / weaknesses?

\_\_\_\_\_

How does your child communicate his/her needs?

\_\_\_\_\_

Please tell us anything else you think we should know.

\_\_\_\_\_



## **Rational for Revised Regulation**

### **AR 5123.1 Promotion/Retention (WHS)**

Under prior law, students graduating in 2024 and beyond were required to complete a one-credit mastery-based diploma assessment to graduate high school. Public Act No. 23-204 amends this requirement to afford boards of education discretion whether to require this one-credit mastery-based diploma assessment as a graduation requirement, and this policy has been updated to reflect this change. This revised policy also includes the new requirement that students graduating in 2027 and beyond complete one-half credit in Personal Financial Management and 5 © 2023 Shipman & Goodwin. All rights reserved. Financial Literacy, which may be counted toward the humanities or as an elective credit, in order to graduate. In addition, we revised this model policy to address the new FAFSA graduation requirements detailed in the summary concerning the revisions made to the Policy to Improve Completion Rates of the FAFSA. Lastly, we made other technical revisions to this policy, including the elimination of outdated policy language.

Current  
w/ revisions

## PROMOTION / RETENTION

### Windsor High School Graduation Requirements

#### I. Introduction

For classes graduating in 2023 and thereafter, a student must earn a minimum of 25 credits, meet the credit distribution requirements listed below and complete 20 hours of verified community service to graduate from Windsor High School. Students must also meet performance standards in literacy, mathematics and science.

#### II. Credit Distribution Requirement

<b>10 Credits in Humanities Including:</b>	
English	4 credits
Social Studies <i>-1 credit of U.S. History required</i> <i>-1/2 credit of Civics required</i> <i>-1 credit of Modern Global Studies required in Grade 9 or 10</i>	3.5 credits
Fine Arts <i>Music, visual arts, dance or drama</i>	1 credit
World Language	1 credit
Humanities Elective <i>Electives include English and social studies</i>	.5 credits
<b>9 Credits in Science, Technology, Engineering and Mathematics Including:</b>	
Math	3 credits
Science <i>-1 credit of Integrated Science required in Grade 9</i> <i>-1 credit of Biology required</i>	3 credits
Science, Technology, Engineering and Mathematics Electives <i>Electives include Career and Technical Education (CTE), and JROTC</i>	3 credits

<b>6 Credits in College, Career and Life Skills Including:</b>	
Physical Education and Wellness	1 credit
Health and Safety	1 credit
Personal Finance	.5 credits
Any Elective Course	3.5 credits
<b>Grand Total of Credits</b>	25 credits
<b>Citizenship</b>	
Community Service <i>Students will evidence the ability to be a contributing member of the school and local community, and demonstrate knowledge and skills in career activities by satisfactory completion of 20 learning through service hours over 4 years. Prorated at 5 hours per year for students entering Windsor High School in a grade level other than 9th grade.</i>	20 hours

High school graduation credit will be granted to students for Algebra I, Geometry and World Language courses successfully completed in Grades six, seven or eight given that the curriculum and assessment aligns with said classes at the high school. Class grades in six, seven and eight do not count towards high school GPA. High school graduation credit will be granted to students for coursework completed during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited at a maximum of six credits. One three-credit semester course, or its equivalent, at such an institution shall equal one credit for purposes of this policy (Exceptions may apply- see the Program of Studies for more information.)

### III. Promotion and Retention

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

Grade 9 to 10	6.0 credits
Grade 10 to 11	12.0 credits
Grade 11 to 12	18.5 credits

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

Windsor High School students must have basic skills in reading/writing, mathematics and science before graduation. To demonstrate their competency in these areas students must meet the district's performance standards.

All students, as part of the mandated State testing program, must take the Next Generation Science Standards (NGSS) Assessment and the Connecticut SAT School Day in Grade 11.

### **Step 1: Standardized Assessments**

Students meet the district performance standard if they have met any of the following requirements in the area specified:

#### **Reading/Writing**

- A. Achieve a score on the Connecticut SAT School Day in Evidence Based Reading and Writing which meets the College and Career Readiness Benchmark or similar designation as determined by the State of Connecticut.
- B. Achieve a minimum composite score of 20 on the ACT.
- C. Achieve a grade of C- or better in courses totaling two credits of WPS English courses

#### **Mathematics**

- A. Achieve a score on the Connecticut SAT School Day in Mathematics which meets the College and Career Readiness Benchmark or similar designation as determined by the State of Connecticut.
- B. Achieve a minimum composite score of 20 on the ACT.
- C. Achieve a grade of C- or better in courses totaling two credits of WPS math courses

#### **Science**

- A. Achieve a score on the Connecticut Next Generation Science Standards (NGSS) Assessment which meets the achievement standard, e.g., level 3, or similar designation as determined by the State of Connecticut.
- B. Achieve a grade of C- or better in courses totaling two credits of WPS science courses

### **Step 2: District Performance Assessments**

#### **Reading/Writing**

The District Performance Assessment in Reading/Writing will be administered quarterly during a student's senior year to those students who did not meet the achievement standard on the Connecticut SAT School Day in Evidence Based Reading and Writing. Students who score at least a 70% have met the reading and writing graduation requirement.

#### **Mathematics**

The District Performance Assessment in Mathematics will be administered quarterly during a student's senior year to those students who did not meet the achievement standard on the Connecticut SAT School Day in mathematics. Students who score at least 70% have met the mathematics graduation requirement.

#### **Science**

The District Performance Assessment in Science will be administered quarterly beginning in a student's junior year to those students who did not meet the achievement standard on the Grade 11 Connecticut Next Generation Science Standards (NGSS) Assessment. Students who score at least 70% have met the science graduation requirement.

### **Step 3: Options If Performance Standards Are Not Met**

A. Seniors who have earned the necessary 25 credits to graduate but have not met the district performance standard on one or more of the reading/writing, mathematics, and science performance assessments must:

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

OR

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

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

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

OR

2. If the student does not meet all necessary credit requirements for graduation through summer school, s/he can return to WHS in September but only to make-up those courses needed to graduate. [The student may not carry a

full load of courses, and will be permitted on campus only during the time s/he is in class.]

OR

3. Attend Adult Education or community college to earn the necessary credits for graduation.

C. Seniors who are short 2.5 or more credits toward graduation may return to Windsor High and carry a full load of courses.

Note: Any seniors returning for another year of school must meet the graduation standard of the students' original graduating class, which is based on the year they entered high school.

**Notification:** The counseling department will notify students and parents/guardians in writing at the beginning of senior year if they have not yet met the reading/writing, mathematics or science graduation requirement.

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

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

#### **V. Residency Requirement:**

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

#### **VI. FAFSA Requirement for Classes Graduating in 2025 and Thereafter**

Students graduating in 2025 and beyond are required to have satisfied one of the following prior to graduation:

1. Completed a Free Application for Federal Student Aid "FAFSA"
2. For students without legal immigration status, completed and submitted to a public institution of higher education an application for institutional financial aid; or
3. completed a waiver of completion of the FAFSA and/or financial aid application, as applicable, on a form prescribed by the commissioner of Education, signed by the student's parent or guardian or signed by the student if the student is eighteen or older.

On and after March 15 of each school year, a principal, school counselor, teacher, or other certified educator may complete the waiver on behalf of any student who has not satisfied the above requirements if such principal, school counselor, teacher, or other certified educator affirms that they have made a good faith effort to contact the parent/guardian or student about completion of such applications.

Reference:

P-0200 - Goals for the School District

P-6146.1 - Reporting to Parents

AR-6146.1 - Reporting to Parents, Marking System

P-6146 - Graduation Requirements, Standards of Proficiency

Legal Reference - Connecticut General Statutes:

PA 17-42: An Act Concerning Revisions to the High School Graduation Requirements

[10-5c](#)

[10-14n](#)

[10-16b](#)

[10-221a](#)

10-223a

Public Act No. 23-21, "An Act Concerning Financial Literacy Instruction"

Public Act No. 23-204, "An Act Concerning the State Budget for the Biennium Ending June 30, 2025, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget"

Public Act No. 23-167, "An Act Concerning Transparency in Education"

Regulation Approved: April 20, 2021

Regulation Revised: November 30, 2023

Terrell M. Hill, PhD  
Superintendent of Schools  
Windsor Public Schools  
Windsor, CT



**Rational for Revised Policy/Administrative Regulation**

**P/AR 6148 Policy to Improve Completion Rates of the Free Application for  
Federal Student Aid (FAFSA)**

We revised this policy to include the new Free Application for Federal Student Aid (“FAFSA”) graduation requirements for students graduating in 2025 and beyond. Students in these graduating classes are now required to satisfy one of the following before graduation: (1) complete a FAFSA; (2) for students without legal immigration status, complete and submit to a public institution of higher education an application for institutional financial aid; or (3) complete a waiver of completion of the FAFSA and/or financial aid application. We further revised this policy to identify that certain certified educators may complete a waiver on behalf of any graduating student, under specific circumstances. In addition, we have made technical revisions for clarity.

*Current policy  
and regulation*

**Instruction**

**P 6148**

**POLICY TO IMPROVE COMPLETION RATES OF THE FREE APPLICATION FOR  
FEDERAL STUDENT AID (FAFSA)**

The Windsor Board of Education (the “Board”) understands that completion of the Free Application for Federal Student Aid (“FAFSA”) is an important step in the path to postsecondary education and is associated with higher rates of college enrollment. The Board is committed to improving the completion rates of the FAFSA for students enrolled in the Windsor Public Schools (the “District”).

In order to improve the completion rates of the FAFSA by students enrolled in grade twelve in the District, and students enrolled in the District’s adult education program, the District shall develop a systematic program through which such students are educated about the purpose and content of the FAFSA, encouraged to complete the FAFSA, and assisted in the completion of the FAFSA, as may be necessary and appropriate. The Board directs the Superintendent or designee to develop administrative regulations in furtherance of this policy. The Board further directs the Superintendent or designee to conduct periodic assessments of such regulations, at least annually, to determine effectiveness in improving completion rates of the FAFSA.

Any information contained in a FAFSA, held by the Board, shall not be a public record for purposes of the Freedom of Information Act and thus shall not be subject to disclosure under the provisions of section 1-210 of the Connecticut General Statutes.

Each year, the Superintendent or designee will report to the Board the FAFSA completion rate for each high school in the District and for the District’s adult education program.

The Board may accept gifts, grants and donations, including in-kind donations, to implement the provisions of this policy.

Legal Reference:

Conn. Gen. Stat. § 10a-11i

Conn. Gen. Stat. § 10-223m

Policy Adopted: December 20, 2022

Windsor Public Schools  
Windsor, CT

**ADMINISTRATIVE REGULATIONS ADDRESSING IMPROVING THE  
COMPLETION RATES OF FAFSA**

In order to improve the completion rates of the Free Application for Federal Student Aid (“FAFSA”) by students enrolled in the Windsor Public Schools (the “District”) and students enrolled in the District’s adult education program, the District will:

- Develop a FAFSA Task Force to identify challenges, successes, and next steps in improving the completion rates of the FAFSA among students in grade twelve and students enrolled in the District’s adult education program.
- Track data from such students regarding FAFSA completion, including date of completion.
- Identify FAFSA coaches who will be assigned a caseload of students to assist students in completing the FAFSA and monitor their completion rates.
- Provide incentives to students who have completed the FAFSA, which may include but are not limited to, spirit days and giveaways, if funding permits.
- Conduct annual presentations to students about the purpose and importance of the FAFSA and the District’s resources available to help students in completing the FAFSA.
- Provide professional development to identified District staff regarding the FAFSA and best practices for supporting students in completing the FAFSA.

Legal Reference:

Conn. Gen. Stat. § 10-223m

Regulation Approved: December 20, 2022

Terrell M. Hill, PhD  
Superintendent of Schools

Windsor Public Schools  
Windsor, CT

## **POLICY TO IMPROVE COMPLETION RATES OF THE FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)**

The Windsor Board of Education (the "Board") understands that completion of the Free Application for Federal Student Aid ("FAFSA") is an important step in the path to postsecondary education and is associated with higher rates of college enrollment. The Board is committed to improving the completion rates of the FAFSA for students enrolled in the Windsor Public Schools (the "District").

### Program to Improve FAFSA Completion Rates

In order to improve the completion rates of the FAFSA by students enrolled in grade twelve in the District and students enrolled in the District's adult education program, the District shall develop a systematic program through which students are educated about the purpose and content of the FAFSA, encouraged to complete the FAFSA, and assisted in the completion of the FAFSA, as may be necessary and appropriate. The Board directs the Superintendent or designee to develop administrative regulations in furtherance of this policy. The Board further directs the Superintendent or designee to conduct periodic assessments of such regulations, at least annually, to determine the effectiveness of such regulations in improving completion rates of the FAFSA.

### FAFSA Graduation Requirements

Students graduating in 2025 and beyond are required to have satisfied one of the following prior to graduation:

- (1) completed a FAFSA;
- (2) for students without legal immigration status, completed and submitted to a public institution of higher education an application for institutional financial aid; or
- (3) completed a waiver of completion of the FAFSA and/or financial aid application, as applicable, on a form prescribed by the Commissioner of Education, signed by the student's parent or guardian or signed by the student if the student is eighteen or older.

On and after March 15 of each school year, a principal, school counselor, teacher, or other certified educator may complete the waiver on behalf of any student who has not satisfied the above requirements if such principal, school counselor, teacher, or other certified educator affirms that they have made a good faith effort to contact the parent/guardian or student about completion of such applications.

### Confidentiality of FAFSA

Any information contained in a FAFSA held by the Board shall not be a public record for purposes of the Freedom of Information Act and thus shall not be subject to disclosure under the provisions of section 1-210 of the Connecticut General Statutes.

Reporting of FAFSA Completion Rates

Each year, the Superintendent or designee will report to the Board the FASFA completion rate for each high school in the District and for the District's adult education program.

Gifts, Grants and Donations to Implement Policy

The Board may accept gifts, grants and donations, including in-kind donations, to implement the provisions of this policy.

Legal References:

Conn. Gen. Stat. § 10a-11i

Conn. Gen. Stat. § 10-223m

Public Act No. 23-204, "An Act Concerning the State Budget for the Biennium Ending June 30, 2025, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget"

ADOPTED: \_\_\_\_\_

REVISED: \_\_\_\_\_

**ADMINISTRATIVE REGULATIONS ADDRESSING IMPROVING THE  
COMPLETION RATES OF FAFSA**

In order to improve the completion rates of the Free Application for Federal Student Aid (“FAFSA”) by students enrolled in the Windsor Public Schools (the “District”) and students enrolled in the District’s adult education program, the District will:

- Develop a FAFSA Task Force to identify challenges, successes, and next steps in improving the completion rates of the FAFSA among students in grade twelve and students enrolled in the District’s adult education program.
- Track data from such students regarding FAFSA completion, including date of completion.
- Identify FAFSA coaches who will be assigned a caseload of students to assist students in completing the FAFSA and monitor their completion rates.
- Provide incentives to students who have completed the FAFSA, which may include but are not limited to, spirit days and giveaways, if funding permits.
- Conduct annual presentations to students about the purpose and importance of the FAFSA and the District’s resources available to help students in completing the FAFSA.
- Provide professional development to identified District staff regarding the FAFSA and best practices for supporting students in completing the FAFSA.

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Public Act No. 23-204, “An Act Concerning the State Budget for the Biennium Ending June 30, 2025, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget”

Administrative Regulation approved:

Superintendent of Schools



## **Rational for Revised Policy**

### **P 6200 Adult/Continuing Education**

We are revising this policy so that the policy is more in align with our current practices in the Adult Education office. We are using the CABE model policy as there is no current Shipman and Goodwin policy. In addition, previously, a public school student who was “under seventeen years of age and a mother” could request permission from the board of education to attend adult education classes. Section 4 of Public Act 23-160 replaces the term “mother” with “parent,” thereby extending eligibility to request such permission to any parent under age seventeen.

**Instruction**

**Adult/Continuing Education**

1. The Windsor Adult Education Program shall each year offer a diversified group of courses planned to meet the interests and needs of adults in the community. Some of the subject categories may be elementary level instruction, business education areas, home economics, communication skills, foreign languages, mathematics, art, finance, vocational-technical skills and other community interests.

2. For those students who are in need of a high school diploma, a high school equivalency program, with a review of English, social studies, science and mathematics shall be included yearly.

**Policy adopted: April 14, 1981**

## Instruction

### Adult/Continuing Education

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

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

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

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

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

The District shall grant an adult education diploma to those adult education program participants who have satisfactorily completed a minimum of twenty (20) adult education credits, of which not fewer than four shall be in English; not fewer than three in mathematics; not fewer than three in social studies, including one in American History and at least one-half credit course in civics and American government; not fewer than two in science; and not fewer than one in the arts or vocational education.

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

1. Credit for experiential learning, including:
  - a. Not more than two non-required credits for military experience, including training;

- b. Not more than one vocational education non-required and one required or not more than two non-required credits for occupational experience, including training; and
  - c. Not more than one non-required credit for community service or avocational skills.
2. Credit for successful completion of courses taken for credit at state-accredited institutions, including public and private community colleges, technical colleges, community-technical colleges, four-year colleges and universities and approved public and private high schools and technical high schools;
  3. Up to six credits for satisfactory performance on subject matter tests demonstrating prior learning competencies; and
  4. Up to three credits for independent study projects, provided no more than one such credit shall be applied to each required subject area.

(cf. 5134 - Married/Pregnant Students)

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

Legal Reference: Connecticut General Statutes

10-67 Adult education-definitions

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

10-71 State grants for adult education programs.

10-73a Adult education

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

10-73c Basic adult education programs.

10-233d Expulsion of students

P.A. 96-244 An Act Concerning Technical Revision to the Education Statutes

P.A. 97-290 An Act Enhancing Choices and Opportunities

P.A. 03-102 An Act Concerning Adult Education and Workforce Development

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

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

**Policy adopted:**