

Windsor Board of Education
Regular Meeting

Tuesday, October 21, 2025 7:00 PM

BOE Regular Meeting, Hybrid via Zoom and In-Person Join from PC, Mac, iPad, or Android:
<https://us06web.zoom.us/j/82296586994> Join via audio: +1 646 558 8656 +1 301 715 8592 Webinar ID: 822
9658 6994

601 Matianuck Avenue
Windsor, CT 06095

1. Call to Order, Pledge to the Flag, Moment of Silence
Speaker(s): D. Furie
2. Recognitions/Acknowledgements
Speaker(s): D. Furie
3. Audience to Visitors
Speaker(s): D. Furie
4. Planetarium Presentation
Speaker(s): R. Zenczak/S. Rodonis
5. Consent Agenda
Speaker(s): D. Furie
 - 5.a. Financial Report
Speaker(s): D. Batchelder
 - 5.b. Enrollment Report
Speaker(s): D. Batchelder
 - 5.c. Food Service Report
Speaker(s): D. Batchelder
 - 5.d. Human Resources Report
Speaker(s): D. Batchelder
6. Approval of Minutes
Speaker(s): L. Lockhart
 - 6.a. September 16, 2025 Regular Meeting
Speaker(s): L. Lockhart
 - 6.b. September 22, 2025 Curriculum Committee Meeting
Speaker(s): L. Lockhart
 - 6.c. September 23, 2025 Special Meeting
Speaker(s): L. Lockhart
 - 6.d. October 6, 2025 Curriculum Committee Meeting
Speaker(s): L. Lockhart
 - 6.e. October 9, 2025, Policy Committee Meeting
Speaker(s): L. Lockhart
 - 6.f. October 14, 2025 Special Meeting
Speaker(s): L. Lockhart
7. Student Representative Report
Speaker(s): B. Smart
8. Board of Education
Speaker(s): D. Furie
 - 8.a. President's Report
Speaker(s): D. Furie
 - 8.b. Revision to 2025-2026 School Calendar
Speaker(s): D. Batchelder
9. Acting Superintendent's Report
Speaker(s): N. Abdel-Hady
 - 9.a. WHS Program of Studies 2026-2027, 1st Reading
Speaker(s): D. Fudge
 - 9.b. Curriculum Development, 1st Reading
Speaker(s): A. Taylor
 - 9.b.1. Geometry
Speaker(s): M. Mains
 - 9.b.2. English Seminar (English 12)
Speaker(s): M. Martinez
 - 9.b.3. Human Geography, Global Studies
Speaker(s): M. Martinez

- 9.b.4. Sports & Society
Speaker(s): M. Martinez
- 9.b.5. Film to Literature
Speaker(s): M. Martinez
- 9.b.6. Voices Under Fire: Literature, Censorship, and Advocacy
Speaker(s): M. Martinez
- 9.b.7. African American Literature
Speaker(s): M. Martinez
- 9.b.8. Leaving your Legacy
Speaker(s): M. Martinez
- 9.c. Policy Adoption, 1st Reading
Speaker(s): N. Wolliston
 - 9.c.1.Revised P 3542.43 Meal Charging
Speaker(s): D. Batchelder
 - 9.c.2.Revised P/AR 4311.2 Family and Medical Leave
Speaker(s): D. Batchelder
 - 9.c.3.Revised P/AR 5118.1 Homeless Children and Youth
Speaker(s): M. Cristofaro
 - 9.c.4.Revised P/AR Bullying Prevention and Intervention
Speaker(s): D. Batchelder
 - 9.c.5.Revised P 5141.21 Administering Medications
Speaker(s): M. Cristofaro
 - 9.c.6.Revised P/AR 5145 Policy Regarding Students and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990
Speaker(s): M. Cristofaro
 - 9.c.7.Revised P/AR 6172.2 Policy Addressing Enrollment in an Advanced Course or Program and Challenging Curriculum
Speaker(s): N. Abdel-Hady
- 10. Committee Reports
Speaker(s): D. Furie
 - 10.a. Curriculum Committee
Speaker(s): A. Taylor
 - 10.b. Long-Range Planning
Speaker(s): A. Taylor
 - 10.c. Policy
Speaker(s): N. Wolliston
- 11. Other Matters/Announcements/BOE Meetings
Speaker(s): D. Furie
 - 11.a. BOE Special/Organizational Meeting, Monday, November 10, 2025, 6:15 PM, Town Hall, Council Chambers
Speaker(s): D. Furie
 - 11.b. BOE Special Meeting, Saturday, November 15, 2025, 9:00 AM, LPW, Board Room
Speaker(s): D. Furie
 - 11.c. Next BOE Regular Meeting is Tuesday, November 18, 2024, 7:00 PM, LPW, Board Room
Speaker(s): D. Furie
- 12. Audience to Visitors
Speaker(s): D. Furie
- 13. Discussion on Transportation Contract (Executive Session - Action Anticipated)
Speaker(s): D. Batchelder
- 14. Adjournment
Speaker(s): D. Furie

The Power of Immersive Learning:

Expanding Horizons *with* Windsor's Portable Planetarium



October 21, 2025

By: Steve Rodonis & Rebecca Zenczak

The Impact of Immersive Learning

- Immersive experiences support data comprehension, memory, and spatial information, helping students develop a deeper understanding of concepts that require 3D thinking.
- Makes complex learning understandable.

Our System

- Acquired in August 2024
- Portable and travels to all schools
- Fits an entire class of students
- Accessible for varying physical / sensory needs
- Dome: 16 ft in diameter & 10.5 ft high
- Projection: 4K projector with a fisheye lens

The Impact of Last Year's Success

- Has been used in all schools
- The planetarium's content correlates with Windsor's curriculum & Next Generation Science Standards (NGSS).
- Students benefited by seeing real world connections to what they are learning in class.

24-25 Elementary Experiences

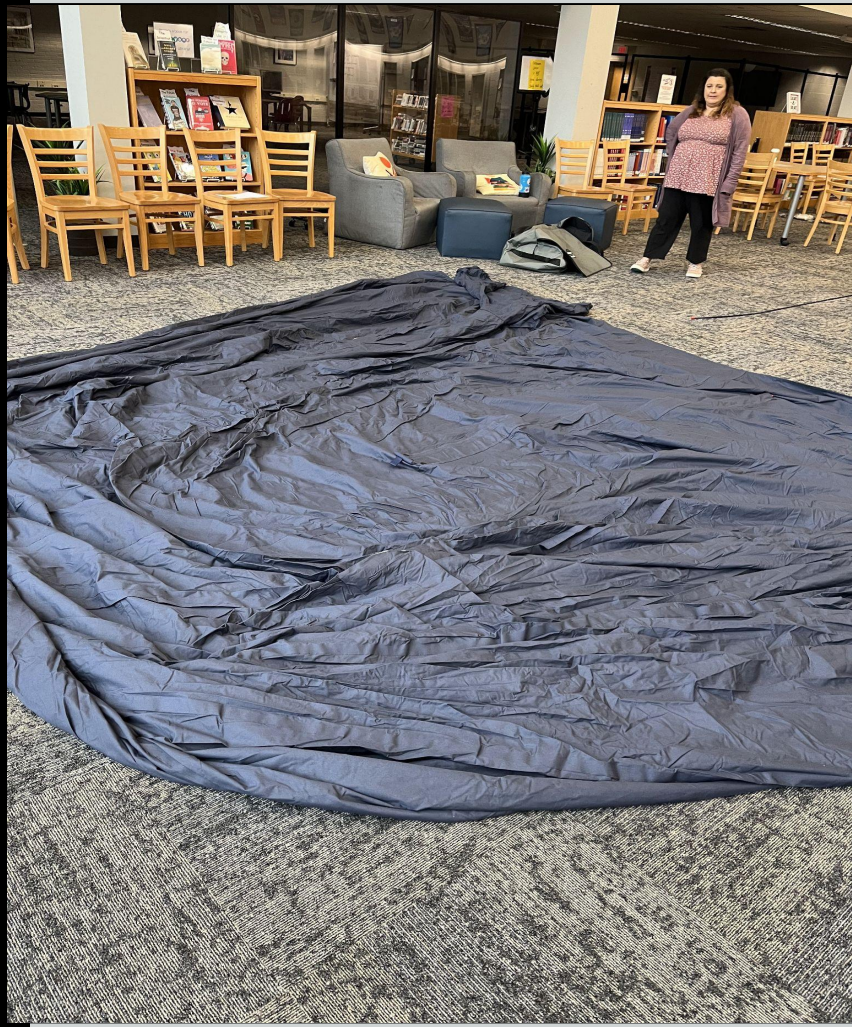
Grade Level	Topic	Focus
Kindergarten	Ocean Life	What creatures inhabit the ocean floor
Grade 1	Sky Stories	Introduction to constellations
Grade 2	A Beautiful Planet	Exploring space
Grade 3	Losing the Dark	Awareness of light pollution
Grade 4	Rocks from the Moon	The chemical composition of moon rocks help explain the how earth was formed
Grade 5	Drifting North - Into the Polar Night	An international climate collaboration

24-25 Secondary Experiences

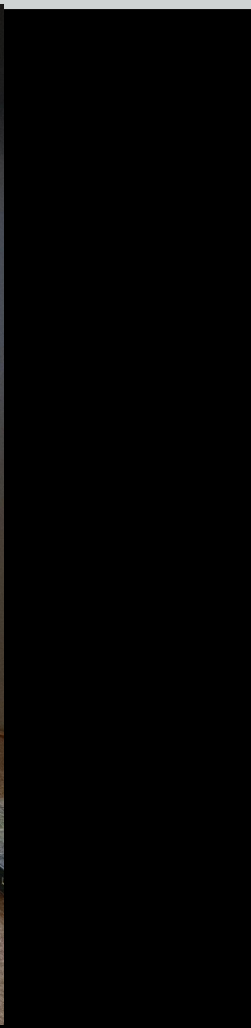
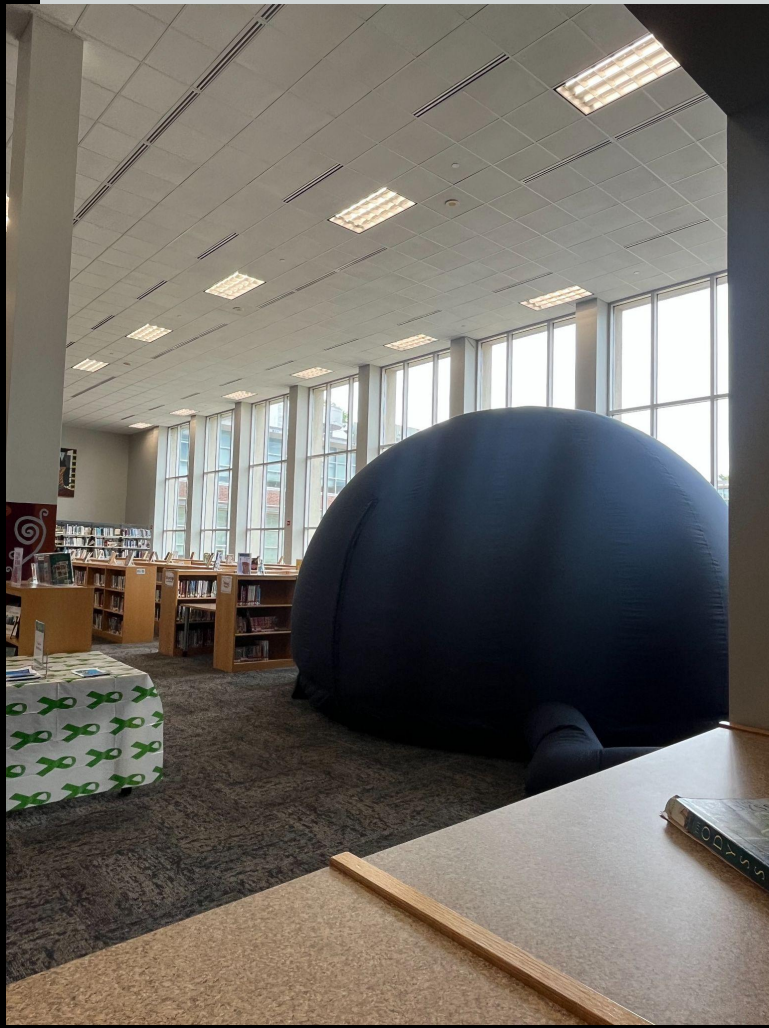
Grade Level	Topic	Focus
Grade 6	<ul style="list-style-type: none">• Mayan Archeoastronomy• Climate Change in our Backyard	<ul style="list-style-type: none">• How the ancient Mayans viewed the cosmos.• Discovering climate change
Grade 7	<ul style="list-style-type: none">• Seeing!	<ul style="list-style-type: none">• How light travels from space to Earth
Grade 8	<ul style="list-style-type: none">• Four Paths of the Sun• A World of Curiosity	<ul style="list-style-type: none">• How the sun's movements & the four seasons affect Earth.• What life would be like on Earth with no moon.
Grade 9-12	<ul style="list-style-type: none">• Art Science Wonder	<ul style="list-style-type: none">• A resilience & restoration event for medical emergencies & intro to health care classes

Family Experiences

Site	Event
LP Wilson	<ul style="list-style-type: none">December 2024: An evening 'under the stars' to explore Windsor's immersive planetarium.
Clover	<ul style="list-style-type: none">March 2025: STEM Night
POQ	<ul style="list-style-type: none">March 2025: STEM Night
JFK	<ul style="list-style-type: none">April 2025: STEM Night







or Way
e and Integrity.

We all should know that DIVERSITY makes for a RICH tapestry, and we must UNDERSTAND that all the threads of the tapestry are EQUAL in value, no matter what their COLOR."
Maya Angelou



Our Team-Based Approach

- Our success reflects strong collaboration between secondary library media specialists and elementary instructional coaches.
- Together, we align curriculum, manage logistics, and tailor experiences across grade levels—keeping planetarium learning relevant, engaging, and connected to classroom instruction.

Professional Learning

- **Professional Training:**

In August 2024 and August 2025, a team of educators participated in intensive professional learning led by a certified planetarian. The goal was to build local capacity for immersive learning through our new planetarium.

***Focus Areas:** Operational management • Technical proficiency • Innovative program design*

- **Impact:** This professional learning equipped our team with the skills and strategies to expand the planetarium's reach, enhance its educational impact, and ignite curiosity

Looking Ahead to 2025-2026

Grade Level	Topic	Focus
Camp Treehouse	<ul style="list-style-type: none">Max Goes to the Moon	<ul style="list-style-type: none">A children's story about Max the dog taking a trip to the Moon.
Grade 6	<ul style="list-style-type: none">Mayan Archeoastronomy	<ul style="list-style-type: none">How the ancient Mayans viewed the cosmos.
Grades 10, 11 <i>Chemistry</i>	<ul style="list-style-type: none">Cosmic-Origins-Spectrograph	<ul style="list-style-type: none">Using spectroscopy (breaking light into a spectrum) to study the composition and structure of the universe
Grades 11, 12 <i>Marine Biology</i>	<ul style="list-style-type: none">Explore the Blue: Cordell Bank Adventure	<ul style="list-style-type: none">Explore the hidden underwater world of Cordell Bank National Marine Sanctuary
Grade 1	<ul style="list-style-type: none">Sky Stories	<ul style="list-style-type: none">Introduction to constellations

Thank You

A special thank you to Dr. Hady for her leadership and partnership in advancing immersive learning and exemplifying excellence in education.

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: October 21, 2025

Prepared By: Dr. Noha Abdel-Hady

Presented By: Rebecca Zenczak/Stephen Rodonis

Attachments: Planetarium Presentation

Subject: Planetarium Presentation

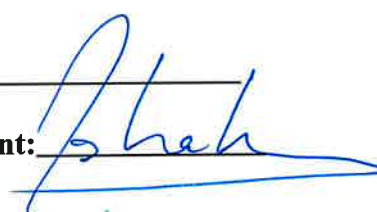
BACKGROUND:

Windsor Public Schools launched Connecticut's first portable, immersive planetarium designed for instructional use in a public school setting. While initially introduced to bring Next Generation Science Standards (NGSS) to life, it has quickly expanded to enhance lessons in history and other subjects, offering students a fully immersive and inclusive educational experience.

RECOMMENDATION:

That the BOE receives this informational presentation.

Recommended by the Superintendent:



Agenda Item #

4.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: October 21, 2025

PREPARED BY: Danielle Batchelder

PRESENTED BY: Danielle Batchelder,
Chief of Operations

ATTACHMENTS: September 30, 2025 Financial Report

SUBJECT: Financial Report

BACKGROUND:

A report of operating expenditures is prepared monthly for the Board of Education. The report details monthly and year-to-date expenditures for each site within Windsor Public Schools.

STATUS:

The attached report is for the month of September 2025

There were no inter-site transfers during the month.

RECOMMENDATION:

No action is necessary. The report is for information only.

The Secretary of the Board of Education should include the following in the minutes of this Board of Education meeting:

Expenditures & Encumbrances through September 30, 2025

\$15,638,821

Reviewed by: NOB

Recommended by the Superintendent: Shah

Agenda Item # 5.a.

Windsor Public Schools
Financial Report
September 30, 2025

	2025-2026 Budget	Expenditures YTD 9/30/25	Encumbrance	Balance 6/30/2026	% Balance
<u>Instructional Services</u>					
Clover Street School	50,170	11,053	2,786	36,331	72%
John F. Kennedy School	71,950	16,839	6,457	48,654	68%
Oliver Ellsworth School	74,230	7,786	17,909	48,535	65%
Poquonock School	56,800	5,841	6,868	44,091	78%
Sage Park Middle School	184,935	18,187	42,218	124,530	67%
Windsor High School	355,145	49,420	55,370	250,355	70%
Windsor High School Interscholastic Sports	260,000	115,689	89,382	54,929	21%
Athletic Coaches	336,000	202,928	0	133,072	40%
WHS Career & Technical Education	59,745	3,055	18,709	37,981	64%
Continuing Education	70,400	48,530	2,388	19,482	28%
Instructional Mgt. & Curriculum Development	469,649	35,626	11,471	422,552	90%
Magnet School Tuition	1,860,600	0	0	1,860,600	100%
Technology	1,677,761	822,559	89,733	765,469	46%
Total Instructional Services	5,527,385	1,337,513	343,291	3,846,581	70%

<u>Education Support Services</u>					
Pupil Personnel Services	316,350	23,255	14,082	279,013	88%
Special Education	83,450	13,789	2,820	66,841	80%
Special Education Tuition	6,779,140	340,940	72,227	6,365,973	94%
Policy & Planning	133,386	48,141	14,427	70,818	53%
Employee Personnel Services	152,000	42,719	5,011	104,270	69%
Financial Management	270,840	44,834	131,680	94,326	35%
Financial Services	38,500	5,021	10,771	22,708	59%
Pupil Transportation & Safety	3,759,399	332	0	3,759,067	100%
Special Education Transportation	2,773,200	0	0	2,773,200	100%
Physical Plant Services	3,150,200	572,262	2,027,788	550,150	17%
Major Maintenance	423,000	163,749	61,285	197,966	47%
L.P. Wilson Center	281,500	45,076	186,939	49,485	18%
Benefits	14,609,975	2,315,673	345,019	11,949,283	82%
Certified Salaries	36,804,366	5,229,920	0	31,574,446	86%
Non-Certified Salaries	12,118,087	2,043,608	0	10,074,479	83%
Regular Ed Tutor Salaries*	668,833	61,330	0	607,503	91%
Special Ed Tutor Salaries	512,940	37,101	0	475,839	93%
Substitute Salaries	816,573	79,604	0	736,969	90%
FRC & SEL	56,000	11,605	7,009	37,386	67%
Total Education Support Services	83,747,739	11,078,959	2,879,058	69,789,722	83%

Total All Sites	\$89,275,124	\$12,416,472	\$3,222,349	\$73,636,303	82%
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WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: October 21, 2025

PREPARED BY: Jen Clarke,
Registration Coordinator

PRESENTED BY: Danielle Batchelder,
Chief of Operations

ATTACHMENTS: Student Enrollment Report & Recap

SUBJECT: Student Enrollment as of October 1, 2025

BACKGROUND:

Attached are the enrollment figures as of October 1, 2025. Mrs. Batchelder will answer any questions.

STATUS:

In prior BOE enrollment reports, the enrollment report grouped all students into one category labeled "Outside Placement/Private Placement (SPED)". Beginning in September 2016, the Out Placement/Private Placement (SPED) line was separated into two categories:

1. *Out of District Placement-Special Education students*
2. *Private Placement Special Education students*

Out of District - Special Education: Those students who are placed at a Connecticut State Department of Education (CSDE) approved private special education program as recommended by a planning and placement team (PPT) as part of a student's individualized education program (IEP). Additionally, this category may include a family who moves into Windsor with a child who has a disability who has already been placed in a private special education program and/or children who are placed in Windsor foster home(s) by the Department of Children and Families (DCF) and are already enrolled in a private special education program.

Private Placement - Special Education: Those students who have been identified special education through the planning and placement team (PPT) process that have been parentally placed at a non-public school located in Windsor (i.e., St. Gabriel, Trinity Christian, Madina Academy, Praise Power & Prayer, etc.).

RECOMMENDATION:

Informational

Reviewed by: 

Recommended by the Superintendent: 

Agenda Item # 5.b.

**Windsor Public Schools
Student Enrollment Report
October 1, 2025**

Enrollment in Windsor Public Schools

Grades PreK - 5	1,358
Grades 6-8	729
Grades 9-12	1,108
Total District Enrollment	3,195

Windsor Students not in District Schools

Out of District Placements (SPED)	26
Private Schools (St.Gabriels, Trinity Christian, Medina Academy; Praise, Power&Prayer)	52
CREC Montessori Hartford	8
CREC Metropolitan Learning Center (MLC)	38
CREC Miscellaneous Magnet Schools	272
Hartford Host Magnet Schools	187
Miscellaneous Magnet Schools (LEARN, Goodwin College & Global Experience)	21
A.I. Prince Technical High School	21
Howard Cheney Technical High School	13
	638
Total Students	3,833

**Windsor Public Schools
Student Enrollment Report
October 1, 2025**

GRADE	Poquonock School	Clover Street School	Oliver Ellsworth School	John F. Kennedy School	Total
PreK	55		0		55
K	89		114		203
1	77		106		183
2	87		131		218
3		107		124	231
4		101		152	253
5		85		130	215
Subtotal K-5					1,303
Total	308	293	351	406	1,358

GRADE	Sage Park Middle School
6	248
7	236
8	245
Total	729

GRADE	Windsor High School
9	280
10	249
11	306
12	273
Total	1,108

District Wide Enrollment	3,195
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ENROLLMENT REPORT 2025-2026
POQUONOCK SCHOOL

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Kindergarten											
	23 B. Brown				14								
	2 R. Brown				14								
	24 Kowalchik				14								
	22 Roche				14								
	3 Scott				14								
	26 Scerra				14								
	ABA Ellis				5								
	Total		70	0	89	0	0	0	0	0	0	0	0
		Grade 1											
	17 Achim				15								
	11 Delsky				14								
	14 Cabral				14								
	16 Parker				15								
	18 Tweeddale				15								
	ABA Ellis				4								
	Total		70	0	77	0	0	0	0	0	0	0	0
		Grade 2											
	18 Alzamora				18								
	12 Kowaleski				18								
	1 McCann				17								
	13 Stole				17								
	15 Velez				17								
	ABA Ellis				0								
	Total		85	0	87	0	0	0	0	0	0	0	0
		Sped & Peer											
	Total		75	0	55	0	0	0	0	0	0	0	0
	Poquonock Totals		300	0	308	0	0	0	0	0	0	0	0

ENROLLMENT REPORT 2025-2026
JF KENNEDY SCHOOL

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Grade 3											
101	Ponzini				20								
102	Nguyen				21								
103	Lamoureux				21								
104	Mendola				20								
105	May				21								
106	Quintanilla				21								
		Total	116	0	124	0	0	0	0	0	0	0	0
		Grade 4											
107	Gilligan				22								
108	Coffey				21								
109	Jones				22								
110	Estelle				21								
112	Kingsley				22								
114	Freitas				22								
116	DaCosta				22								
		Total	138	0	152	0	0	0	0	0	0	0	0
		Grade 5											
119	Johnson				22								
120	Carpenter				21								
124	Lam				23								
125	Mitchell				19								
127	Bell				22								
128	Everett				23								
		Total	134	0	130	0	0	0	0	0	0	0	0
		Totals	388	0	406	0	0	0	0	0	0	0	0

ENROLLMENT REPORT 2025-2026
Windsor High School

	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 9	283		280								
Grade 10	288		249								
Grade 11	270		306								
Grade 12	273		273								
Windsor High Total	1,114	0	1,108	0	0	0	0	0	0	0	0

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: Tuesday, October 21, 2025

Prepared By: Patricia Patton

Presented By: Danielle Batchelder

Attachments: Cafeteria Operations – July, August & September 2025

Subject: Food Service Financial Report

Background: The Windsor School Food Service participates in the National School Lunch Program at each of our school facilities. We also participate in the National School Breakfast Program at our four elementary schools, Sage Park Middle School and Windsor High School. We operated our Summer Food Service Program at John Fitch Park and Sharshon Park during summer break serving lunch. We are complying with the Healthy Food Certification again this year to send a consistent message to our students in keeping with our wellness policies.

Our annual goal is to operate with a small reserve account to offset unanticipated needs and to increase participation from students and staff in all our programs.

A monthly financial report is presented to the Board of Education. This report includes sales and financial information for the current period.

Status: Financial Report for July, August & September

Recommendation: Informational Only

Reviewed by: _____



Recommended by the Superintendent: _____



Agenda Item # _____

5.0.

Food Service Financial Statement
 July, August, September
 2025

REVENUE	Jul, Aug, Sept 25	7/1/25 YTD	Jul, Aug, Sept 24	7/1/24 - YTD
SALES	\$156,197.97	\$156,197.97	\$77,304.43	\$77,304.43
REIMBURSEMENTS - STATE	5,518.37	5,518.37		
REIMBURSEMENTS - FEDERAL	178,627.22	178,627.22	162,784.29	162,784.29
CLOC	59,145.00	59,145.00	62,903.00	62,903.00
MISC. (Rebates)				
9 Cents Certification	4,427.19	4,427.19	4,350.42	4,350.42
Grant			4,753.79	4,753.79
REVENUE TOTALS	\$403,915.75	\$403,915.75	\$312,095.93	\$312,095.93
Refunds				
GROSS PROFIT	\$403,915.75	\$403,915.75	\$312,095.93	\$312,095.93
EXPENSES				
WAGES	\$127,268.91	\$127,268.91	\$116,116.92	\$116,116.92
PAYROLL TAXES	6,540.24	6,540.24	8,882.94	8,882.94
BENEFITS	21,236.38	21,236.38	20,764.31	20,764.31
FOOD/MILK/ICE CREAM	184,850.34	184,850.34	207,019.03	207,019.03
PAPER	3,664.43	3,664.43	0.00	0.00
TRUCK	111.73	111.73	174.56	174.56
SUPPLIES / Uniforms	17,260.89	17,260.89	53,866.52	53,866.52
EQUIPMENT	186,988.84	186,988.84	154,344.60	154,344.60
SERVICES	11,862.32	11,862.32	26,834.69	26,834.69
EXPENSE TOTALS	\$559,784.08	\$559,784.08	\$588,003.57	\$588,003.57
NET INCOME	(\$155,868.33)	(\$155,868.33)	(\$275,907.64)	(\$275,907.64)
INVENTORY	\$13,258.21			\$23,176.18
OPENING BALANCE 7/1	\$1,055,860.38			\$1,836,198.52
COMPUTED OPERATING POSITION	\$913,250.26			\$1,583,467.06

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: October 21, 2025

Prepared By: Katherine Zager,
Human Resources Manager

Presented By: Danielle Batchelder,
Chief of Operations

Attachments:

Subject: Human Resources Report for September 1, 2025 – September 30, 2025

CERTIFIED NEW HIRES

Name	Position	Location	'25-'26 Grade/Step
Elena Kennedy	School Counselor	Windsor High	6th Year - Step 3

NON-CERTIFIED NEW HIRES / REAPPOINTMENTS

Name	Position	Location
David Kennedy	Building Substitute	Clover Street
Tashiba Knowlin	Part-Time Lunchroom Monitor	John F. Kennedy
Colleen Giroux	Part-Time Parent Educator (FRC)	Oliver Ellsworth
DeShane Sims	Paraeducator	Oliver Ellsworth
Huma Qadeer	Building Substitute	Oliver Ellsworth
Destiny Flowers-Bland	Building Substitute	Oliver Ellsworth
Maria Arroyo	Paraeducator	Oliver Ellsworth
Beverley Wright	Building Substitute	Poquonock
Kaya Koistinen	Part-Time Treehouse Group Leader	Poquonock
Sierra Gilmore	Part-Time Treehouse Group Leader	Poquonock
Jayda Maldonado	Paraeducator	Sage Park
Miracle Chaney-Brown	Paraeducator	Sage Park
Donna Wacker	Paraeducator	Windsor High
Coleen Bruscato	Paraeducator	Windsor High
Lindsey Plunge	PSES Support Assistant	LPW
Christine Huestis	Part-Time Adult Ed. Science Teacher	LPW
Caroline Glass	Part-Time SPARK Tutor	LPW
Uliana Gorbunova	Admin. & Comms Coord. for OFCP	LPW

REASSIGNMENTS / TRANSFERS

Name	Position	Location
Jade Cabral	Classroom Teacher	Poquonock
April Moore	Paraeducator	John F. Kennedy
Laurie Goodhue	Custodian II (Evenings)	Windsor High
Michael Domenech	Custodian II (Evenings)	John F. Kennedy
Jerry Woodard	Full-Time Safety Assistant	Windsor High
Doyle Scott	In-School Suspension Coordinator	Sage Park
Deidre Horan	Full-Time Special Ed. Tutor (Reading)	Sage Park
Bruce McCormick	Full-Time Safety Assistant	LPW
Eric Fillmore	Full-Time Safety Assistant	Sage Park

RESIGNATIONS / SEPARATIONS

Name	Position	Location
Gabriella Harrison	Classroom Teacher	Poquonock
Eugenia McGovern	Building Substitute	John F. Kennedy
Tahara Varela	Paraeducator	Oliver Ellsworth
Tamesha Harris	Paraeducator	Oliver Ellsworth
DeShane Sims	Paraeducator	Oliver Ellsworth
Sandra Vega	Part-Time Lunchroom Monitor	Poquonock
Gabrielle Deitrick	Full-Time Special Ed. Tutor (Reading)	Sage Park
Naheedt Ahsan	Paraeducator	Sage Park
Samantha Shemanskis	Assistant Softball Coach	Windsor High
Jayquan Richardson	Full-Time Safety Assistant	LPW

NON-CERTIFIED RETIREMENTS

Elizabeth O'Shea	Paraeducator	Poquonock
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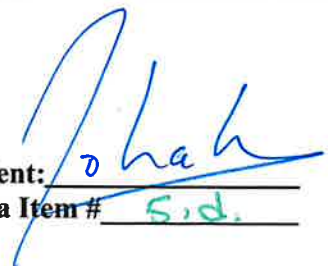
Reviewed by:



Recommended by the Superintendent:

Agenda Item #

S.D.



Windsor Board of Education
Regular Meeting – Hybrid via Zoom and In-Person
Unapproved Minutes

Tuesday, September 16, 2025 7:00 PM
601 Matianuck Avenue
Windsor, CT 06095

The following are the unapproved minutes of the Tuesday, September 16, 2025 Regular Meeting. Any additions or corrections will be made at a future meeting.

Attendance was taken at 7:01 PM

Ms. Jill Canter:	Present
Mr. David Furie:	Present
Mr. Jeremy Halek:	Present
Mr. Leonard Lockhart:	Present
Mr. James Madison:	Present
Mr. Paul Panos:	Present
Ms. Ayana Taylor:	Present
Mr. Nathan Wolliston:	Present
Ms. Tracey Zotter:	Present

All board members were present in the board room.

1. Call to Order, Pledge to the Flag, Moment of Silence

The meeting was called to order at 7:01 PM with the Pledge to the Flag and a Moment of Silence. Also in attendance was Acting Superintendent Dr. Noha Abdel-Hady, Chief of Operations Danielle Batchelder, and Director of Pupil and Special Education Services Mary Cristofaro.

2. Recognitions/Acknowledgements

a. Introduction of New BOE Student Representative, Brooklynn Smart

Dr. Breon Parker, WHS Principal, introduced the Fall semester Student Representative Brooklynn Smart.

b. Introduction of Windsor's Educator of the Year, Eleanor Lloyd

John F. Kennedy Elementary School Principal Dana Gagne introduced Windsor's Educator of the Year, Eleanor Lloyd. Ms. Lloyd thanked her fellow teachers and the district for the recognition.

c. Introduction of Windsor's Paraeducator of the Year, Danielle Franklin

Poquonock Elementary School Principal Jay Mihalko introduced Windsor's Paraeducator of the Year, Danielle Franklin. Ms. Franklin thanked the board and everyone who supported her.

d. Introduction of New Administrators

Ms. Batchelder introduced Ms. Blume as the Assistant Principal of John F. Kennedy Elementary School. She also announced that Mr. Fleeting as the Windsor High School Assistant Principal.

3. Audience to Visitors

There were no speakers.

4. Consent Agenda

a. Human Resources Report

Ms. Canter asked questions regarding coaching hiring and nurse staffing.

Move the Board of Education approve consent agenda item 4.a. Human Resources Report. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.
Yes: 9, No: 0

b. Approval of BOE Regular Meetings for 2026

Move the Board of Education approve consent agenda item 4.b. Approval of BOE Regular Meetings for 2026. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.
Yes: 9, No: 0

5. Approval of Minutes

- a. June 17, 2025 Regular Meeting
- b. July 22, 2025, Special Meeting
- c. August 12, 2025 Special Meeting
- d. September 9, 2025 Long-Range Planning Committee Meeting

Move the Board of Education approve the minutes of the June 16, 2025 Regular Meeting, the July 22, 2025 Special Meeting, the August 12, 2025 Special Meeting, and the September 9, 2025 Long-Range Planning Committee Meeting. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

6. Student Representative Report

Ms. Smart announced that there would be a student recognition of AP scores during the Thursday night football home game. She said that the WHS students are leaning into the 4Cs; Courageous, Caring, Creative, and Committed. There have been improvements to hallway traffic, in part to the security team. The school year is off to a great start and will continue with the Big W Carnival next week.

7. Board of Education

a. President's Report

Mr. Furie detailed his and the board's attendance at numerous start-of-school events. He mentioned the mobile classroom being seen around town, making learning available in many neighborhoods. He said that Mr. Lockhart, speaking as CABE President, had recently been interviewed by Fox 61 and spoke highly of Windsor's initiatives.

Ms. Taylor mentioned that, during the Back to School Block Party, Sage Park Middle School was open for families to familiarize themselves with the building.

b. Set Graduation Date for WHS Class of 2026

Move the Board of Education approve Tuesday, June 9, 2026 as the graduation date for the Class of 2026. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.
Yes: 9, No: 0

c. CABE Level II Distinction Award

Several board members were concerned about this award submission as they stated there have been issues with civility and that the board does not review its goals nor participates in professional development. It was said by other board members that there is always room for improvement and that there have been opportunities for constructive discourse across the aisle.

Move the Board of Education approve its submission of the required criteria for the CABE Level II Distinction Award to be submitted by the superintendent's office. This motion, made by Mr. Leonard Lockhart and seconded by Ms. Ayana Taylor, Passed.

Ms. Jill Canter: Abstain (Without Con, Mr. Paul Panos: Abstain (Without Con, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes, Ms. Tracey Zotter: Yes
Yes: 7, No: 0, Abstain (Without Con: 2

8. Acting Superintendent's Report

Dr. Abdel-Hady began by asking Ms. Batchelder to give a transportation update. Ms. Batchelder explained the staffing situation at DATTCO, as well as how the inbound calls to DATTCO decreased significantly after the first few days of school.

Dr. Abdel-Hady reflected on all the beginning of school activities and thanked town organizations, local businesses, and district departments who made all the events possible. She also thanked community member Mark Fearon for his generous donation of two trumpets to the high school. She commended Mr. Furie on receiving CAFE's Master Board of Education Member designation, showing his commitment to public education. She shared how students and staff in the district have responded so favorably to the 4Cs; Courageous, Caring, Creative, Committed of the Culture Wheel. She advised that the Mobile Classroom would be on the town green on Friday evening for The Longest Table, that the first Coffee Talk of the year would be held at The Bean @226 at 10:00 AM on Tuesday, September 23, and in the hour prior to the October 21 regular meeting, a reception will be held for out-going board members.

a. Staffing Update for Opening of 2025-2026 School Year

Ms. Batchelder stated that the district is fully staffed with great success from advertisements, career fairs, and recruitment.

b. Fiscal Year 2025 Year End Financial Report

Board members asked questions regarding magnet tuition, PSES savings, union contracts, and recruitment efforts.

Move that the Board approves the return of \$6,731 to the Town with the details of the projected budget/category surpluses and deficits as attached. (Final amount subject to completion of the audit.). This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

c. 2024-2025 Assessment Data Overview

Elementary Curriculum Director Michelle Williams began the presentation with data collected from grades K-5 reading and math assessments. Secondary Curriculum Director Dr. Bonnie Fineman presented information collected for grades 6-12, including advanced placement results.

Mr. Wolliston left the board room at 9:10 PM and returned at 9:14 PM.

Board members discussed how data was collected, what the numbers are judged against, and how to measure student vs school achievement.

d. SPMS Overnight Field Trip Request to Quebec City, Canada, 1st Reading

Multiple board members requested a safety plan be presented at the October regular meeting to address concerns about student travel abroad.

Move the Board of Education approve the proposed trip to Quebec City, Canada as a 1st Reading, reserving the right to cancel if it feels that the safety of the students is at risk. This motion, made by Mr. Paul Panos and seconded by Mr. Jeremy Halek, Passed.

Mr. Leonard Lockhart: Abstain (Without Con, Ms. Ayana Taylor: Abstain (Without Con, Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Mr. Nathan Wolliston: Yes, Ms. Tracey Zotter: Yes

Yes: 7, No: 0, Abstain (Without Con: 2

During the roll call vote, several board members took the opportunity to speak.

Ms. Canter said that she supports the motion as long as the threat level remains a 1, which is the lowest threat level.

Mr. Furie requested to view a safety plan.

Mr. Halek agreed with Mr. Furie.

Mr. Lockhart chose to abstain until a safety plan is presented to the board.

Ms. Taylor chose to abstain, saying that she is unsure if Sage Park students are ready for international travel.

Mr. Wolliston requested a spelled out safety plan.

Ms. Zotter agreed that a safety plan was needed.

9. Committee Reports

a. Long-Range Planning Committee Report

Committee Chair Zotter explained the purpose of the most recent meeting, saying that it was meant to discuss the possibility of a cost benefit analysis on the current elementary schools. If done, the analysis would help determine if it is in the town's best interest to build new schools versus the types of maintenance that has been required in recent years. There will be a meeting with the South Windsor Superintendent, Dr. Abdel-Hady, Ms. Batchelder, and Town Manager Peter Souza to discuss what the process was in South Windsor.

Several board members expressed concern over whether new buildings would be as sturdy as old, that maintenance of any building is required, and funding the study.

10. Other Matters/Announcements/BOE Meetings

- a. BOE Curriculum Committee Meeting, Monday, September 22, 2025, 4:30 PM, Virtual
- b. BOE Curriculum Committee Meeting, Monday, October 6, 2025, 4:30 PM, Virtual
- c. Next BOE Regular Meeting is Tuesday, October 21, 2024, 7:00 PM, LPW, Board Room
- d. Farewell Reception for Departing BOE Members, Tuesday, October 21, 2025, 6:00 – 7:00 PM, LPW, Board Room (Public is invited)

Motion to extend the meeting until 11:00 PM. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

Mr. Furie included additional meeting dates that had been confirmed after the posting of this agenda.

BOE Special Meeting, Tuesday, September 23, 2025, 7:00 PM, LPW, Board Room

BOE Policy Committee Meeting, Thursday, October 9, 2025, 4:30 PM, Virtual

11. Audience to Visitors

There were no speakers for audience to visitors.

12. Consideration of a confidential attorney-client communication regarding personnel matters (Executive Session Anticipated)

Move to enter into executive session for consideration of a confidential attorney-client communication regarding a request for Board review of action by the Administration, inviting Acting Superintendent Dr. Noha Abdel-Hady, Chief of Operations Danielle Batchelder, and Shipman and Goodwin Attorney Sarah Westby. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

The board entered into executive session at 10:23 PM. They returned to open session at 11:12 PM and made the motion to suspend the rules as the executive session extended beyond 11:00 PM.

Motion to suspend the rules for the purpose of extending the meeting. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

Move to extend the meeting to 11:30 PM. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

13. Adjournment

Move to adjourn the meeting 11:13 PM. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

Windsor Board of Education
Curriculum Committee Meeting – Virtual
Unapproved Minutes

Monday, September 22, 2025 4:30 PM
Windsor, CT 06095

The following are the unapproved minutes of the Monday, September 22, 2025 Curriculum Committee Meeting. Any additions or corrections will be made at a future meeting.

Ms. Jill Canter: Present
Ms. Ayana Taylor: Present
Mr. Nathan Wolliston: Present

1. Call to Order, Pledge to the Flag and Moment of Silence

The meeting was called to order at 4:33 PM by Committee Chair Taylor, with the Pledge to the Flag and a Moment of Silence. Also in attendance was Acting Superintendent of Schools Dr. Noha Abdel-Hady, Secondary Curriculum Director Dr. Bonnie Fineman, and Board of Education President and Ex Officio David Furie.

2. Audience to Visitors

There were no speakers.

3. Updates to WHS Curriculum

a. Geometry

Secondary Curriculum Director Dr. Fineman, STEM Supervisor Meagan Mains, and teacher Amy Cunningham presented the updated geometry class curriculum.

The committee had the opportunity to pose questions about the updates.

Move to send the revised Geometry curriculum to the full board at the October 21, 2025 regular meeting as a 1st reading. This motion, made by Mr. Nathan Wolliston and seconded by Ms. Jill Canter, Passed.

Yes: 3, No: 0

b. English 12 Seminar

Secondary Curriculum Director Dr. Fineman and Arts & Humanities Supervisor presented the proposed English Seminar (English 12) class curriculum.

The committee had the opportunity to pose questions about the proposed class.

Move to send the proposed English Seminar (English 12) curriculum to the full board at the October 21, 2025 regular meeting as a 1st reading. This motion, made by Mr. Nathan Wolliston and seconded by Ms. Jill Canter, Passed.

Yes: 3, No: 0

c. Human Geography, Global Studies

Secondary Curriculum Director Dr. Fineman and teachers Ryan Bennett and Kiers Kailas presented the proposed Human Geography and Global Studies curriculum.

The committee had the opportunity to pose questions about the proposed classes.

Move to send the proposed Human Geography and Global Studies curriculum to the full board at the October 21, 2025 regular meeting as a 1st reading. This motion, made by Ms. Jill Canter and seconded by Mr. Nathan Wolliston, Passed.

Yes: 3, No: 0

4. Adjournment

Move to adjourn at 5:58 PM.

This motion, made by Mr. Nathan Wolliston and seconded by Ms. Jill Canter, Passed.

Yes: 3, No: 0

Windsor Board of Education
Special Meeting – Hybrid via Zoom and In-Person
Unapproved Minutes

Tuesday, September 23, 2025 7:00 PM
601 Matianuck Avenue
Windsor, CT 06095

The following are the unapproved minutes of the Tuesday, September 23, 2025 Special Meeting. Any additions or corrections will be made at a future meeting.

Attendance was taken at 7:00 PM.

Ms. Jill Canter: Present
Mr. David Furie: Present
Mr. Jeremy Halek: Present
Mr. Leonard Lockhart: Present
Mr. James Madison: Present
Mr. Paul Panos: Present
Ms. Ayana Taylor: Present
Mr. Nathan Wolliston: Present
Ms. Tracey Zotter: Present

All board members were present in the board room.

1. Call to Order, Pledge to the Flag, Moment of Silence

The meeting was called to order at 7:01 PM with the Pledge to the Flag and a Moment of Silence. Also in attendance was Chief of Operations Danielle Batchelder.

2. Audience to Visitors

There were no speakers.

Discussion of a confidential attorney client communication involving a personnel contract matter (Possible Executive Session)

Move that the Board enter into executive session with the purpose of discussing a confidential attorney client communication involving a personnel contract matter inviting Chief of Operations Danielle Batchelder and Shipman and Goodwin Attorney Tom Mooney. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.
Yes: 9, No: 0

The board entered into executive session at 7:03 PM.

Ms. Batchelder was invited into the executive session officially at 7:59 PM and exited the executive session at 8:30 PM.

The board returned to open session at 9:01 PM.

5. Announcements

There were no announcements.

6. Adjournment

Move to adjourn at 9:02 PM. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.
Yes: 9, No: 0

Leonard O. Lockhart, Secretary
Windsor Board of Education

Windsor Board of Education
Curriculum Committee Meeting – Virtual
Unapproved Minutes
Monday, October 6, 2025 4:30 PM
Windsor, CT 06095

The following are the unapproved minutes of the Monday, October 6, 2025 Curriculum Committee Meeting. Any additions or corrections will be made at a future meeting.

Attendance was taken at 4:37 PM.

Ms. Jill Canter: Present
Ms. Ayana Taylor: Present
Mr. Nathan Wolliston: Present

1. Call to Order, Pledge to the Flag and Moment of Silence

The meeting was called to order at 4:37 PM by Committee Chair Taylor, with the Pledge to the Flag and a Moment of Silence. Also in attendance was Secondary Curriculum Director Dr. Bonnie Fineman, and Board of Education President and Ex Officio David Furie.

2. Audience to Visitors

There were no speakers.

3. Updates to WHS Curriculum

- a. Film to Literature
- b. Leaving your Legacy
- c. Sports and Society
- d. African American Literature
- e. Banned Books

Secondary Curriculum Director Dr. Fineman, along with teachers Jasmine Kehrhahn, Felicia Hamilton, and Andrea Chudzik, presented the curriculum.

The committee had the opportunity to ask questions regarding the updates and proposed courses.

Move to send the presented curriculum to the full board at the October 21, 2025 regular meeting as a 1st reading. This motion, made by Mr. Nathan Wolliston and seconded by Ms. Jill Canter, Passed.

Yes: 3, No: 0

4. Adjournment

Move to adjourn at 5:59 PM. This motion, made by Mr. Nathan Wolliston and seconded by Ms. Jill Canter, Passed.

Yes: 3, No: 0

Windsor Board of Education
Policy Committee Meeting – Virtual
Unapproved
Thursday, October 9, 2025 4:30 PM
Windsor, CT 06095

The following are the unapproved minutes of the Thursday, October 9, 2025 Policy Committee Meeting. Any additions or corrections will be made at a future meeting.

Mr. Leonard Lockhart: Present
Mr. James Madison: Present
Mr. Nathan Wolliston: Present
Attendance was taken at 4:33 PM.

Call to Order, Pledge to the Flag, Moment of Silence

The meeting was called to order by committee chair Nathan Wolliston at 4:33 PM with the Pledge to the Flag and a Moment of Silence. Also in attendance was Acting Superintendent Dr. Noha Abdel-Hady, Chief of Operations Danielle Batchelder, Director of Pupil and Special Education Services Mary Cristofaro, and Board President David Furie as Ex Officio.

Audience to Visitors

There were no speakers.

Revised P 3542.43 Meal Charging

This policy revision is being recommended to align with the other district policies regarding the collection of unpaid charges due to the district by students due to the excessive cost to the district to repay meal fees at the end of the fiscal year. Concerns were discussed regarding equity, disciplinary action against students, and the amount of unpaid debt incurred by the district in the prior school year.

This recommendation is presented by Chief of Operations Danielle Batchelder and is not a requirement by the State of Connecticut.

Move to the full board. This motion, made by Mr. James Madison and seconded by Mr. Leonard Lockhart, Passed.
Mr. Nathan Wolliston: No, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes
Yes: 2, No: 1

Revised P/AR 4311.2 Family and Medical Leave

Ms. Batchelder reviewed the reasons for the revision based on state requirements.

Move to full board. This motion, made by Mr. Leonard Lockhart and seconded by Mr. James Madison, Passed.
Yes: 3, No: 0

Revised P/AR 5118.1 Homeless Children and Youth

Ms. Cristofaro introduced Senior Administrative Assistant to PSES Director Marina Cusano who explained the legislative changes regarding this policy and administrative regulation.

Move to the full board. This motion, made by Mr. Leonard Lockhart and seconded by Mr. James Madison, Passed.
Yes: 3, No: 0

Revised P/AR 5131.911 Bullying Prevention and Intervention

Ms. Batchelder introduced the new state policy taking the place of the current Bullying Prevention and Intervention policy. Connecticut School Climate is required to replace every district's current P/AR 5131.911.

Move to the full board. This motion, made by Mr. Leonard Lockhart and seconded by Mr. James Madison, Passed.
Yes: 3, No: 0

Revised P 5141.21 Administering Medications

Ms. Cusano reviewed the changes to the Administering Medications policy as required by the state.

Move to the full board. This motion, made by Mr. Leonard Lockhart and seconded by Mr. James Madison, Passed.
Yes: 3, No: 0

Revised P/AR 5145 Policy Regarding Students and Section 501 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990

Ms. Cusano reviewed the revisions to the policy and administrative regulation.

Move to the full board. This motion, made by Mr. Leonard Lockhart and seconded by Mr. James Madison, Passed.
Yes: 3, No: 0

Revised P/AR 6172.2 Policy Addressing Enrollment in an Advanced Course or Program and Challenging Curriculum

Dr. Abdel-Hady addressed the changes to this policy and administrative regulation.

Move to the full board. This motion, made by Mr. Leonard Lockhart and seconded by Mr. James Madison, Passed.
Yes: 3, No: 0

Adjournment

Prior to adjournment, Mr. Furie asked if waiving the 2nd reading of the policies be recommended for the regular meeting. He was told that the policies that are based on government changes may be waived as they are required. Meal charging policy changes are the prerogative of the district and may require further discussion.

Move to adjourn at 5:31 PM. This motion, made by Mr. Leonard Lockhart and seconded by Mr. James Madison, Passed.
Yes: 3, No: 0

Leonard O. Lockhart, Secretary
Windsor Board of Education

Windsor Board of Education
Special Meeting – Hybrid via Zoom and In-Person
Unapproved Minutes

Tuesday, October 14, 2025 7:30 PM
601 Matianuck Avenue
Windsor, CT 06095

The following are the unapproved minutes of the Tuesday, October 14, 2025 Special Meeting. Any additions or corrections will be made at a future meeting.

Ms. Jill Canter: Present
Mr. David Furie: Present
Mr. Jeremy Halek: Present
Mr. Leonard Lockhart: Present
Mr. James Madison: Present
Mr. Paul Panos: Present
Ms. Ayana Taylor: Present
Mr. Nathan Wolliston: Present
Ms. Tracey Zotter: Present

Attendance was taken at 7:33 PM with all board members present in the board room.

1. Call to Order, Pledge to the Flag, Moment of Silence

The meeting was called to order at 7:33 PM with the Pledge to the Flag and a Moment of Silence. Also in attendance was Acting Superintendent Dr. Noha Abdel-Hady and Chief of Operations Danielle Batchelder.

2. Audience to Visitors

There were no speakers.

3. Discussion and possible action regarding the Board/Superintendent contract (Executive Session Anticipated)

Move that the Board enter into executive session with the purpose of discussing the Board/Superintendent contract inviting Shipman and Goodwin Attorney Tom Mooney. Acting Superintendent Dr. Noha Abdel-Hady and Chief of Operations Danielle Batchelder may be invited if needed. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

The board entered into executive session at 7:37 PM and returned to open session at 8:50 PM.

4. Announcements

There were no announcements.

5. Adjournment

Move to adjourn at 8:50 PM. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

Leonard O. Lockhart, Secretary
Windsor Board of Education

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: October 21, 2025

PREPARED BY: Danielle Batchelder

PRESENTED BY: Danielle Batchelder,
Chief of Operations

ATTACHMENTS: N/A

SUBJECT: Revision to the 2025/2026 District Calendar

BACKGROUND:

Past practice has dictated that December 23rd has been an early release day. When developing the current 2025-2026 District Calendar, this was overlooked.

December 23, 2025 falls on a Tuesday this school year.

In order to keep with past practice, Tuesday December 23, 2025 will be an early release day for students.

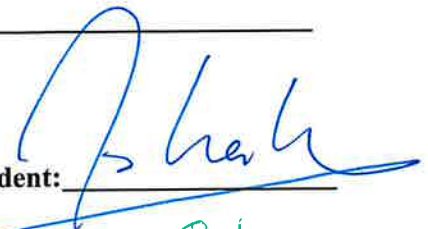
RECOMMENDATION:

Move the Board of Education to approve changes to their approved 2025-2026 District Calendar changing December 23, 2025 to an Early Release Day.

Reviewed by: _____



Recommended by the Superintendent: _____



**Windsor High School
Program of Studies Changes
2026-2027**

ADDITIONS

➤ **AFJROTC**

N/A

➤ **ART**

Art: Ceramics 3

ECE

1.0 credit. Prerequisite: Ceramics 2. This course picks up where Ceramics 2 leaves off. Students will be challenged to grow technically as they expand their critical and creative thinking skills through opportunities to create functional and non-functional forms that engage students in a deeper exploration of the pottery wheel, surface decoration, and advanced handbuilding. With a continued focus on technique, this course provides a college level experience in Ceramics. This course is highly recommended for students interested in developing a portfolio for college admissions for pursuing a career in any major field of art. This course may earn Fine Art Credit and completes the requirements for the CCSU Art 260: Ceramics 1.

Intro to Making

ECE

0.5 credit. This course is only open to students enrolled in/attending the SPARK program at LPW. The purpose of this course is to become familiar with the basic tools, techniques, processes and mindset of the Maker Movement, and to identify and begin developing a solution to a real, personally relevant problem in an area of interest. Students will apply strategies and knowledge from the field of creativity research to idea development. Students will develop confidence in their maker skills through technical fluency in a variety of materials and techniques which may include: hand tools, basic CAD modeling, Laser Cutting, Vinyl Cutting and 3D Printing techniques. Students who successfully complete this course are eligible for UCONN ECE credit.

➤ **CAREER & TECH ED**

N/A

➤ **ENGLISH**

N/A

➤ **MATH**

Introduction to Statistics

College

0.5 credit. Prerequisite: Algebra 1. This course will also take an introductory look at the theory and use of statistics. Emphasis will be on the collection and analysis of data, elementary probability and experimental design.

Introduction to Data Science

College

0.5 credit. Prerequisite: Algebra 2. This course introduces students to the main ideas in data science through tools such as Google Sheets, Python, Data Commons and Tableau. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, and the power of data in society.

➤ **MUSIC**

N/A

➤ **PHYSICAL EDUCATION/HEALTH**

N/A

➤ **SCIENCE**

N/A

➤ **SOCIAL STUDIES AND HISTORY**

Western Transitions Before 1500

ECE

0.5 credit. This course is open to 11th and 12th grade students. The course explores the major developments of the Western world from the earliest Mesopotamian civilizations through the Later Middle Ages. Students will study the political, cultural, economic, and social institutions of these eras, engaging directly with both primary and secondary sources to interpret, analyze, and critique the past. The study of Antiquity and the Middle Ages provides a unique opportunity to investigate historical periods often overshadowed by modern history. Through this work, students will cultivate the habits of being “historically minded”: developing an awareness of the complexity of studying the past, evaluating historians’ interpretations, and forming their own understandings. By the end of the course, students will gain both a stronger appreciation for these eras and the analytical skills necessary to make meaningful connections between the past and the present. This University of Connecticut Early College Experience course offers high school students the opportunity to earn college credit while engaging in the academic rigor of a university-level class within the familiarity of their high school setting.

Psychology of Human Development

ECE

0.5 credit. This course is open to 11th and 12th grade students. This course explores human growth and development from conception through old age. Students will examine the physical, emotional, social, and intellectual changes that occur across the lifespan. Emphasis is placed on the interaction of nature and nurture in shaping development, major theories and contributors in the field, and the challenges that can impact individuals at different life stages. This Central Connecticut State University ECE course offers high school students the opportunity to earn college credit.

➤ **SPECIAL EDUCATION**

N/A

➤ **WORLD LANGUAGE**

N/A

Add Statement under Reporting Academic Progress:

Academic Honor Cords

Seniors will earn an academic honor cord with the following unweighted **GPA: 3.3 - 3.5 honor cord, 3.6 - 3.7 high honor cord, and 3.8+ highest honor cord.** Each cord will be designated by a different color to represent each level. Seniors will receive their cord at a special recognition program.

Add Statement under Programs for Accelerated Students:

AP students must take the exam in May and ECE students must register with the affiliated university. If there is financial hardship this will be taken into account and financial assistance will be available.

Add Statement under Reporting Academic Progress:

Courses taken for PASS/Fail: **Do not count towards GPA and Class Rank**

CHANGES

➤ AFJROTC

Course description change - JROTC 1: A Journey into Aviation History/Citizenship Character and Air Force Tradition. **Add “Not Offered 2026-2027.”**

Course description change - JROTC 2: The Science of Flight/Communication, Awareness and Leadership. **Add “Not Offered 2026-2027.”**

Course description change - JROTC 3: Exploring Space/Life Skills and Career Opportunities. **Remove “Not Offered 2025-2026.”**

➤ ART

Update course descriptions (*slight revision in descriptions*):

Art and Design, AP **1735 AP**

1.0 credit. Prerequisite: Must be recommended by a WHS Art Teacher and have taken at least 1 Art Class. Open to grade 12. This college level foundations course develops a concentration portfolio that follows requirements for the AP Exam. Each student pursues their own thematic and artistic investigation over the span of the year that culminates into the presentation of a body of artwork that is viewed as a visual essay. Students design their own artistic problems to solve and essential questions to examine under the guidance of the instructor. This course is recommended for those who plan to pursue a career in the Arts & Media Cluster. Students are required to submit an AP Art Portfolio to the AP Studio Art Exam. Successfully passing the AP Studio Art Exam can result in college credits. This course may earn Fine Art credit.

Art: Ceramics 2 **1736 Honors**

0.5 credit. Prerequisite: Ceramics 1. This Advanced level course picks up where Ceramics 1 leaves off. The expressive qualities and sculptural potential of the clay medium are explored. Low-fire Earthenware Clay is the dominant media with an emphasis on advanced hand-building techniques, sophisticated surface treatments, and an introduction to the pottery wheel. Three-dimensional ceramic forms will focus primarily on sculptural concepts. This course uses materials and tools that require mature and responsible handling. Each unit consists of Research, Design Development, Problem Solving/Construction and Critical Analysis/Reflection. Successful completion of this course qualifies students to take APStudio Art in order to develop a ceramic portfolio along with Ceramics 3 ECE. This course may earn Fine Art or STEM Art credit.

Art: Painting 1 **1731 Honors**

0.5 credit. Prerequisite: None. This Accomplished level course addresses color theory and advanced composition through painting techniques. Traditional and contemporary painting techniques for tempera, watercolor and acrylic painting media are explored. Each unit consists of Research, Design Development, Problem Solving/Creating and Critical Analysis/Reflection. Successful completion of this course qualifies students to take AP Studio Art in order to eventually develop a painting portfolio. This course is highly recommended for students interested in developing a portfolio for college admissions in order to pursue a career in any major field of art or design. This course may earn Fine Art credit.

Art: Sculpture 2 **1714 Honors**

0.5. credit. Prerequisite: Sculpture. This Accomplished Level course picks up where Sculpture 1 leaves off. Students will examine their own relationship to three-dimensional space and how we identify with materials. This course will take the basic understanding of 3D Design principles and techniques students learned in the pre-requisite and challenge them to apply these on a more conceptual level as they are asked to now convey messages and stories with their work. Each unit consists of Research, Design Development, Construction and Reflection. This course is highly recommended for students interested in developing a portfolio for AP Studio Art or pursuing a career in Architecture, Design, or Engineering. This course may earn Fine Art or STEM Art credit.

➤ CAREER & TECH ED

Course description change: Fashion Merchandising. 1679 Honors. 1.0 credit. **Remove “Not Offered 2025-2026.”**

Update course descriptions to remove the following ending statement from courses: Students enrolled in this course have the opportunity to earn DUAL CREDIT at Capital Community College. <https://www.capitalcc.edu/support-services/college-career-pathways-ccp/>

Accounting 2	1538 Honors
Personal Finance 2	1560 Honors
Marketing 2	1588 Honors
Introduction to Health Careers and Health Care Services	1599 Honors
Entrepreneurship	1534 College

Update course descriptions for the following courses:

Architecture & Interior Design 3 **1655 Honors**

1.0 credit. Prerequisite: Architecture & Interior Design 1 & 2. Students electing this course will be asked to select an area of interest either residential or commercial architectural. Students

electing the mechanical drawing emphasis will prepare higher-level mechanical drawings to include assembly drawings. Those students electing architectural design will produce a complete set of floor plans, two-point perspective and may also build a 1/4" scale model of their home design that may be submitted into the CT Home Show Competition. All students in this course will work on Chief Architect.

Entrepreneurship

1534 College

0.5 credit. Open to grades 10-12. Introduces high school students to the basics of starting a business, including developing entrepreneurial abilities, identifying business opportunities, creating a business plan, understanding economics, and identifying the stages of business growth.

Personal Finance 1

1565 College

0.5 credit. Equips high school students with foundational personal finance skills. These skills include how to earn and save money; manage money by being a wise consumer and creating and using a budget; manage bank accounts, investments, and credit; assess risks and use insurance; and address financial problems like identity theft and debt.

Update course description title and course descriptions for the following courses:

Fire 1- fundamentals of firefighting

1644 College

0.5 credits. This course serves as an introduction to the fire service and provides an overview of the skills and knowledge required of an entry-level firefighter. Students will participate in training exercises with issued protective equipment and real tools. They will have the opportunity to learn from professionals in the fire service through an apprenticeship model. In an authentic, hands-on environment, students will cover topics such as incident command, fire suppression, forcible entry, extrication, access strategies, search and rescue, and many more. While conducting job performance requirement evaluations, students will engage in active simulated exercises that offer a true reflection of authentic firefighter training programs.

Fire 2- technical rescue

1645 College

(Pre-requisite: Fire 1)

0.5 credits This course serves as an extension of Fire 1 and provides an in-depth look into the specialized tasks involved in technical rescue. As the fire service encompasses many different roles and services, this course highlights the skills required during a variety of rescue operations. Students will participate in training exercises with issued protective equipment and real tools. They will have the opportunity to learn from professionals in the fire service through an apprenticeship model. In an authentic, hands-on environment, students will cover topics such as vehicle and machinery search and rescue, confined space search and rescue, rescue incident

management, technical rope rescue, water search and rescue, wilderness search and rescue, and more. These special circumstances require expert knowledge and critical thinking to achieve success. Students will engage in active simulated exercises that offer a true reflection of authentic rescue training programs.

Family services and behavioral health (formerly Family Sociology) 1677 College

0.5 credit. This course serves as an introduction to a variety of careers in family services and behavioral health, including social work, mental health services, clinical psychology/psychiatry, child and family services, behavioral interventionists, and many more. Students will establish a sense of self, explore developmental norms, evaluate the cause for deviation from those norms, and begin to understand the interventions used to treat, rehabilitate, and manage symptoms. Students will participate in clinical case studies, immersive simulated mock scenarios, and simulated evaluations. They will explore therapeutic, interventional, and rehabilitative strategies and apply those to their scenarios from the perspective of many scopes of practice. As this field addresses many sensitive topics common to the field, there will be an early emphasis on establishing a sense of self, as well as provider wellness and wellbeing.

➤ **ENGLISH**

Update course description title:

From **Sports and Society to Sports Literature** **1067 NL**

0.5 credit. Open to Grade 12. Satisfies 12th grade English requirement.

➤ **MATH**

Changes

- *Title because we are adding an intro to data science course.*
- *Level from college to honors as this course is more advanced than intro to data science*
- *Pre-requisite because the course requires some computer knowledge*

Update course description title and level change:

From **CS Data Science to CS Data Computation** **1256 Honors**

0.5 Credit. Prerequisite: Algebra 2 and CS 1 Introduction to Programming.

Changes

The following changes are being made to provide students with more choice in alignment with the Joint Position Statement for Connecticut on Equity in Mathematics Education. One of the three commitments is to modernize mathematics programming but modernizing the content for 21st century demands, enhance relevance for students and diversify offerings including pathways.

- *AMDM being made into a semester course (removing stats units) and focusing on We are changing the name to Advanced Math Applications to better fit the course description.*

Pre-Calculus*

1241 High Honors

1245 Honors

1.0 credit. Prerequisite: Algebra 2. It is recommended that students receive a C average or higher in Algebra 2. This course begins with defining and analyzing circular and trigonometric functions. Additional topics include conic sections, polar and parametric equations, sequences and series, and an introduction to the concept of limit. Emphasis is also placed on modeling problems using graphing calculators as a tool for analysis. This course is designed to prepare students for Calculus and other advanced math courses.

Changes to front page of math section

Courses in mathematics are linked to the Windsor Career Clusters.

In today's rapidly changing world, the ability to understand and apply mathematics is more important than ever—and this need will only continue to grow. Mathematical competence not only empowers individuals to navigate everyday life and the modern workplace, but also opens doors to a wide range of educational and career opportunities. Those who are confident in their math skills will have significantly more options and greater potential to shape their futures.

While only three years of mathematics are required for graduation, it is strongly recommended that students complete four years of math to be well-prepared for postsecondary education and career opportunities. After completing Geometry, students may choose from a variety of elective math courses designed to align with their academic interests and future goals.

Required: Algebra 1

Required: Algebra 2 or Algebra 2 Part 1

Required: Geometry

Full-Year & Semester Electives (*see course description for pre-requisites*):

*Precalculus, *Calculus courses, Algebra 2 Part 2, Advanced Math Applications, Intro to Statistics, *AP Statistics, ECE Math for Business and Engineers, Intro to Data Science, Computer Science courses

The use of graphing calculators is integrated throughout the curriculum to prepare students for Calculus and other advanced mathematics courses. **The courses with asterisk * require students to purchase a TI-83/84 graphing calculator.**

Career Directions in Mathematics

Strong math skills can open the door to a wide variety of career paths. Many high-demand professions rely on mathematical knowledge and problem-solving abilities. Careers that require a solid foundation in mathematics include computer programmer, computer scientist, engineer, actuary, financial planner, auditor, accountant, statistician, technical sales specialist, and mathematics educator. If you are interested in exploring math-related careers, please consult with your school counselor for more information and guidance tailored to your interests and goals.

➤ **MUSIC**

Update course descriptions (*move from full year to semester and open to 9th grade*):

Recording Techniques 1 **1846 Honors**

0.5 credit. Prerequisite: Music Fundamentals 1 or approval of instructor needed. **Open to grades 9-12.**

Update course description title:

From **Music Fundamentals to Music Fundamentals 1** 1830 College

0.5 credit. Open to grades 9-12.

Update course credit earned for the following courses (*move from 1.4 credit to 1.0 credit*) **and remove ending statement:**

Jazz Ensemble 1805 Honors

1.4 credits.

Symphonic Band 1807 Honors

1.4 credits.

Remove: Attendance at performances and rehearsals outside of regular school hours is mandatory in order to meet the 1.4 credit load.

Course description change- Concert Choir. **Add "Not Offered 2026-2027."**

➤ **PHYSICAL EDUCATION/HEALTH**

N/A

➤ **SCIENCE**

Level change to honors - this full year elective is rigorous and challenging (only full year elective)

Update course description and level change:

Anatomy and Physiology **1345 Honors**

1.0 credit. Open to grades 11-12. Prerequisite: Successful completion of Biology. This course examines the human body systems, the form in which they exist, and how they function and interact with one another. Topics include an in-depth exploration of the structures and functions of each body system. This includes protection and defense; thermoregulation; support and movement; communication, control, and integration; environmental exchange; and reproduction. **Dissections are an integral part of the course.**

Update course description:

Microbiology and Disease **1372 College**

0.5 credit. Prerequisite: Successful completion of Biology This course explores the world of microbes and their role in human disease. Students will examine the transmission, prevention, and diagnosis of infectious diseases, with an emphasis on current bacterial and viral health concerns. Laboratory experiences will include microscopy and basic bacteriological techniques, providing hands-on opportunities to apply scientific concepts.

➤ **SOCIAL STUDIES AND HISTORY**

N/A

➤ **SPECIAL EDUCATION**

Update course descriptions:

Consumer Math **1753**

Prerequisite: Recommendation of PPT. This course is designed for students in grades 9-12 who require individualized mathematics instruction. The course emphasizes the application of basic math skills and concepts to daily living and real-world situations. Course concepts include specialized instruction on IEP goals and objectives, place value, rounding, fractions, decimals, money management, budgeting, and measurement. Individual and small group instruction is provided. This course may be repeated for credit.

Pre-Algebra

1754

1.0 Credit. Prerequisite: Recommendation of PPT or Teacher Recommendation. This course is designed for students who require instruction in pre-Algebra skills prior to enrolling in Algebra 1. Topics include the following: review of place value, fractions, decimals; algebraic expressions and integers; word problems; solving equations; graphing; ratios, proportions and percents; and probability. Individualized and small group instruction is provided. This course may be repeated for credit by the PPT process.

Update program descriptions:

SPARK

SPARK Program is an alternative education program for students who require a smaller, more structured program to find academic, behavioral and social success. The program is designed to provide more specialized support to students, giving each student the opportunity to succeed. SPARK provides a positive learning environment that helps students continue their education while working to acquire the skills necessary to participate in a larger school community. The ratio of staff to students in the program allows for small-group and individualized instruction. Counseling support is provided. The program is housed at LP Wilson. Eligible students may also attend selected classes at Windsor High School based on PPT decision. Student placement in the SPARK program may only be recommended by the PPT process.

PEAK

The PEAK program is a flexible alternative support option for high school students with IEPs or 504 plans who face social, emotional, or mental health challenges that make it difficult to fully engage in the traditional school setting. PEAK provides a continuum of services, ranging from full-time placement with online coursework through Edgenuity to part-time, block-based, or drop-in support. Students may also access PEAK for a quieter lunch setting or as part of a gradual re-entry plan. Placement and services are individualized and determined through a student's PPT or 504 team, with the goal of supporting academic progress, building coping strategies, and increasing opportunities to participate successfully with peers in the broader school community.

➤ WORLD LANGUAGE

Update course description:

Spanish 2

1459 College

1461 Honors

1.0 credit. Prerequisite: Spanish 1. This course is conducted in Spanish as much as possible and will emphasize greater use of Spanish by the students. Knowledge of verb tenses is extended to include the present and past tenses. Students continue refining the four basic skills of listening, reading, writing and speaking in the target language through a comprehension-based proficiency oriented curriculum.

PROMOTION / RETENTION

Windsor High School Graduation Requirements

Update:

Beginning with Class of 2028 and beyond all students must meet the following graduation requirements. Although some students in the Class of 2028 took Early Global instead of Human Geography.

II. Credit Distribution Requirement:

10 Credits in Humanities including:		
English	4 credits	
Social Studies	3.5 credits	1 credit of U.S. History, 1/2 credit of Civics, 1 credit of Global Studies, and 1 credit Human Geography or African American Latino Studies
Fine Arts	1 credit	Includes Art and Music
World Language	1 credit	
Humanities Elective	.5 credits	Electives include English, Social Studies, Fine Arts and World Language
9 Credits in Science, Technology, Engineering and Mathematics Including:		
Math	3 credits	
Science	3 credits	1 credit of Integrated Science and 1 credit of Biology
Science, Technology, Engineering and Mathematics Electives	3 credits	Electives include Career & Technical Education (CTE) and JROTC
6 credits in College, Career, and Life Skills including:		
Physical Education & Wellness	1 credit	
Health & Safety	1 credit	
Financial Literacy	.5 credit	Electives include Personal Finance, Math for Business and Economics (ECE), Economics (Honors, AP or ECE)
Any Elective	3.5 credits	
Total Credits	25 credits	
Citizenship		
Community Service	20 hours	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.
Completion of the Free Application for Federal Student Aid (FAFSA)		Starting with the Class of 2025, all students in Connecticut must complete the Free Application for Federal Student Aid (FAFSA) as a graduation requirement. However, if a student does not plan to attend college or institution requiring financial aid, they may submit a waiver to opt out of

		completing the FAFSA. For further details on how to submit a waiver, or for assistance with the FAFSA process, please contact the school counseling office.
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Add Chart: Class of 2026-2027 all students must meet the following graduation requirements.

II. Credit Distribution Requirement:

10 Credits in Humanities including:		
English	4 credits	
Social Studies	3.5 credits	1 credit of U.S. History, 1/2 credit of Civics and 1 credit of Modern Global Studies, 1 credit Early Global Studies or African American/Latino Studies
Fine Arts	1 credit	
World Language	1 credit	
Humanities Elective	.5 credits	Electives include English and Social Studies
9 Credits in Science, Technology, Engineering and Mathematics Including:		
Math	3 credits	
Science	3 credits	1 credit of Integrated Science required for Grade 9 students 1 credit of Biology required
Science, Technology, Engineering and Mathematics Electives	3 credits	Electives include Career & Technical Education (CTE) and JROTC
6 credits in College, Career, and Life Skills including:		
Physical Education & Wellness	1 credit	
Health & Safety	1 credit	
Personal Finance	.5 credit	
Any Elective	3.5 credits	
Total Credits	25 credits	
Citizenship		
Community Service	20 hours	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.

Update Statement after Graduation Charts to add JROTC:

High school graduation credit will be granted to students for Algebra I, Geometry, World Language and JROTC courses successfully completed in Grades 6, 7 or 8. Class grades in 6, 7 and 8 do not count towards high school GPA. Students must attend Windsor High School to be awarded the credit from middle school. 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 3-credit semester course, or its equivalent, at such an institution shall equal 1 credit for purposes of this policy. Some ECE courses may equal more than 1 credit. Please see the Program of Studies for more information.

Update description under Reporting Academic Progress:

Honor Roll Requirements:

- A. High Honor - A student must receive all "A"s (90%-100%) and a "Pass" in any Pass/Fail class.
- B. Honor - A student must receive no grade lower than a "B" (80%-89%) or a "Pass" in a Pass/Fail class.

DPA District Performance Assessment:

Update statement- Notification: Students and parents/guardians will be notified senior year if they have not yet met the reading/writing, mathematics or science graduation requirement.

Update Special Programs: From Glastonbury High School Regional Program in Agriscience and Technology Education to Harris Agriscience Center at Bloomfield High School

Grade 9-12 students from Windsor attend the Bloomfield program on a part-time basis. Students take academic courses and elective courses at Bloomfield High School. The Agriscience Technology Program is designed to prepare students for entrance into two- or four-year colleges and/or to provide instruction leading to a career in Agriscience/Agribusiness. The program offers courses in the following areas: Animal Systems, Natural Resource Systems, Plant Systems, Power/Structural/Technical Systems, and Aquaculture. Students are admitted to the school through an application process. Transportation is provided.

Update: Counselor Caseload for Classes 2026-2029

Grade 9 (2029)

- A-DAV Elena Kennedy
- DAW-KAN Amanda Plachta
- KAS-ROB Roxanne Atterbury-Whyne
- ROD-Z Carol Normoyle

Grade 10 (2028)

A-CH Elena Kennedy
CI-HA Michael Broxterman
HE-M Amanda Plachta
N-SL Roxanne Atterbury-Whyne
SM-Z Carol Normoyle

Grade 11 (2027)

A-CO Elena Kennedy
CR-HI Michael Broxterman
HO-ME Amanda Plachta
MI-R Roxanne Atterbury-Whyne
S-Z Carol Normoyle

Grade 12 (2026)

A-D Elena Kennedy
E-I Michael Broxterman
J-N Amanda Plachta
O-R Roxanne Atterbury-Whyne
S-Z Carol Normoyle

Life Skills, MLL, LPW (SPARK/EXPULSION)
A-Z (All Grades) Michael Broxterman

Peak (WHS)
A-Z (All Grades) Amanda Plachta

DELETIONS

Following courses are no longer being offered: Have not run in 3+ years

Art Foundations

1709 College

0.5 credit. Prerequisite None. Open to all students. This course introduces students to the elements and principles of art through the exploration of various media such as collage, sculpture, and printmaking. Composition, skillful handling of tools, and creative interpretation of assignments are emphasized. Historical and contemporary applications of design are references in this Fine Arts course. This course may earn Fine Art credit.

Art, Pre-AP

1733 Honors

1.0 credit. Prerequisite: None. Open to grades 11. Students who have demonstrated high achievement in previous art or photography courses and a mature response to challenging assignments may take this course. Students will select a portfolio area of either Photography, 2D or 3D Art (based on previous course experience). A wide breadth of forms of visual expression will be explored through assignments developed around contemporary issues and themes. All activities focus on critical and creative thinking with the goal of developing each student's individual artistic voice. This course completes the first half of the AP Art curriculum and exam requirements. This course is recommended for students considering a career in any field of Arts & Media. This course may earn Fine Art or STEM Art credit.

Yearbook

1568 College

1.0 credit. One of the Following Prerequisites from: Art (2D or 3D Foundations), Business (Computer Applications 1 or 2, Marketing 1 or 2, Entrepreneurship), English (Creative Writing, Journalism), Technology (Graphic Design 1 & 2, Digital Photography 1, Television Production & Digital Media 1). This course would be designed to provide students with experience publishing an authentic school publication. Students develop the book's organization, layout, and content using web based professional graphic design software. Units of study would include teamwork, responsibility, brainstorming, content, coverage, concept, reporting, writing, headlines, captions, editing, photography, typography, design, finances, yearbook campaigns, advertising, and distribution. Only open to grades 11 & 12.

Child Development 1

1681 College

0.5 credit. Open to grades 9-12. This course provides an introduction to the responsibilities of students and they will explore basic principles of child development. The focus will be on the understanding of development during the prenatal stage through age six. Students will identify practices that maximize growth and development during these early years across all of the primary domains: physical, social-emotional, and cognitive.

Child Development 2**1665 Honors**

0.5 credit. Open to grades 9-12. Prerequisite: Child Development 1. This course explores theoretical perspectives that shape the early childhood practices of today. Students will develop a strong understanding of developmentally appropriate practices as they relate to providing a safe positive learning environment, supporting essential physical, social, creative, cognitive, and literacy skills in young children (birth through age six). The course will also examine methods and strategies to meet the needs of children including those with identified special needs.

Early Childhood Education**1694 Honors**

1.0 credit. Open to grades 10-12 Prerequisite: Child Development 2. This college career path is childhood education. Students will explore, examine, discuss and analyze the history and philosophy of early childhood education, learning theory, child development, pedagogy, criteria for establishing and evaluating developmentally appropriate practices in early childhood education. Topics include: theory, evaluation of early childhood programs and curriculum planning and assessment. Students enrolled in this course are required to complete observation hours.

Individual Development and Family Studies, ECE **1686 High Honors**

1.0 credit. Open to grades 11-12. The course is designed as an introduction to the field of Human Development and Family Studies. The course will provide students with an understanding of individual and family development over the lifespan. In particular, the course will focus on the developing individual within the context of the family system and the changes that occur in family systems over time. Students enrolled in this course are required to complete job shadowing and internship hours. Eligible for dual credit through the University of Connecticut's Early College Experience. A nominal UCONN fee will be required for students applying for UCONN college credit.

Baking & Pastry Arts**1689 College**

0.5 credit. Open to grades 9-12. The course focuses on the basics of baking including proper sanitation, precise measurement, following baking formulas, and the role of ingredients. Students will build baking experience and develop technique by participating in food labs designed to explore baking methods and processes relating to cookies, quick breads, yeast dough and cakes.

Transportation Technology 1**1629 College**

0.5 credit. Open to grades 9-10. The history and development of power and various forms of transportation are introduced and developed. After a review of the past and current forms of

power, students will explore the five major forms of transportation; land, water, air, rail, and pipeline for their basic theories, economic and societal impact. Students will develop and use mathematical solutions and research methods, work in small groups and demonstrate their knowledge in short writings.

Foundations of Technology

1578 College

1.0 credit. Grades 9-10. This course is aimed at providing students with skills to understand and apply technological concepts and processes in a real-world environment. Through group and individual activities, students will create ideas, develop innovations and engineer practical solutions. Students interested in pursuing careers related to Science, Technology, Engineering or Mathematics are encouraged to take this course.

ECE Intro to Academic Writing

1062 High Honors

1.0 credit. Open to 12th. In this full-year course, students will refine their writing skills in preparation for collegiate and professional writing by engaging in a number of composition practices that include the analysis of written, textual, and visual/audio mediums. Critical thinking and discourse are important aspects to the course. Students will learn strategies that will help them in the development of ideas, rhetoric, and through the writing process. This UConn/ECE course aligns with ENGL 1004.

British Literature

1043 Honors

0.5 credit. The literature studied in this course will reflect the diversity of styles and ideas in the works of several British writers: Shakespeare, Chaucer, Dickens, Woolf, Austen and Bronte.

If You Love It, Teach It, ECE

1065 High Honors

0.5 credit. Open to Grades 11-12. This is a course for those who are interested in learning more about the landscape of K-12 education and how to connect their passions to it. If You Love It, Teach It engages students interested in working in K-12 settings in studies about teaching, learning, and schooling in the United States. It explores teaching and learning as processes that can relate to personal passions as well as how those passions are shaped, cultivated, or denied in different educational contexts. Course topics will include introductions to historical, philosophical, and social foundations of education, as well as how those foundations and personal passions relate to teaching as a profession, school organization, education reform, and the reimagining of educational futures. This course qualifies for University of Connecticut Early College Experience credit.

Drama**1072 Honors**

0.5 credit. This one-semester course is designed as an intensive workshop for the serious theater student. Students will analyze text selections to determine character motivation and development. Advanced acting technique and basic directing will be emphasized. Performance in the school and community will be a priority.

Science Fiction Fantasy**1054 Honors**

0.5 credit. Students will read various pieces of literature that explore the realm of science fiction and fantasy; these will include “classics” and modern works. Students will consider how these texts help define human experience and human potential. Students will question the characteristics of the genre and address concerns, themes, and motifs that arise from reading the texts. The class will ultimately answer the question, “How is science fiction and fantasy writing distinctive?” Students will also begin to understand how this type of writing encourages the reader to see familiar things in a new way. The literature will allow students to understand the appeal of this genre and to become better problem solvers by stretching the mind to new possibilities. By the end of the course, students will be encouraged to create a publishable work of science fiction or fantasy.

SAT Prep**1089 College**

0.5 Credit. Open to 11th graders only. This course will provide students with strategies and skills for taking the College Board SAT. Students will study math and English concepts necessary in understanding the questions that they will face on SAT. Students will be applying the test taking strategies that they learn in this course on practice tests embedded in the course curriculum. English and math teachers trained in the Princeton Review SAT preparation model will be teaching the course. Upon successful completion of the course, students will receive .5 elective credit that will not count towards the math and English graduation requirements.

Educ. Psych: Intro to Special Education ECE 1132 High Honors

0.5 credit. Open to Grades 11-12. This semester course will offer students a chance to become familiar with the history, laws, regulations and concepts related to exceptional students and special education in American schools. They will gain an understanding of the characteristics of certain exceptionalities and how these characteristics might impact student learning and explore their own attitudes regarding exceptional students and people with disabilities. Students will also be able to gain an understanding of the roles of various professionals in working with exceptional students in American schools. This course qualifies for University of Connecticut Early College Experience credit.

U.S. Military History **1167 Honors**

0.5 credit. Grades 11 or 12. The course will examine the military heritage of the United States from the onset of the American's Imperial expansion to the present time. Through an in-depth analysis of literature, primary and secondary sources, maps, data, biographies, and documentaries students will assess key individuals, military policies, organizations, strategies, campaigns, tactics and battles that have defined the military experience. Students will also investigate connections between America's military infrastructures and the country's social and cultural framework.

Russian Studies **1179 Honors**

0.5 credit. Grade 11 or 12. This course will provide students with an overview of Russian culture and history from Kievan Russia to modern times. Using a combination of primary and secondary historical texts and film, students will examine the major issues and events of Russian history including its relationship with the United States. Students will learn basic Russian vocabulary and social expressions as they explore the country's history, geography, social customs, literature, art and music.

CS AP Computer Science Principles **1266 AP**

1.0 credit. Prerequisite: Computer Science 1 or instructor approval. This course is designed to give students foundational computing skills, an understanding of real-world impact of computing applications and programming literacy. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the internet, cybersecurity concerns, and computing impacts. This course follows the goals and topics of the AP Computer Principles curriculum. Students are required to take the AP exam. This course counts as a STEM elective or any elective credit for graduation requirements.

Music Theory, AP **1800 AP**

1.0 credit. Prerequisites: None. Open to grades 11-12. This course offers in-depth study of the elements of music: melody, harmony, texture, rhythm, form, history, style, and improvisation. Students develop their ability to recognize, understand, describe, perform and compose music to a collegiate level. Students are expected to read and write musical notation and to have basic vocal and instrumental skills. (Students are required to take the Spring AP exam.)

Creative Movement **1740 College**

0.5 Credit. This course is designed to provide all levels of participants with proper training, knowledge, and application in various dance styles. Students will explore dance and movement to enhance their individual physical fitness levels. This is a high-energy class that infuses the latest varieties of Zumba, Hip Hop, Line Dancing, Step Dance, and Improvisational Dancing.

Access 12**1001 College**

0.5 credit. This course is intended only for students who have not met the district performance standard in reading and writing. Students who are required to participate in this course will demonstrate proficiency in the analysis of both fiction and nonfiction texts, and creating argumentation, expository, and narrative writing.

Remove from the Program of Study: (No Partnership at this time)**College Career Pathways**

College Career Pathways is a cooperative program involving Windsor High School and Capital Community College. It offers an applied curriculum program that allows students to develop the academic and technical skills required for success in a changing technological workplace. Students at Windsor High School will have the opportunity to earn college credits in four pathways: Architecture & Construction, Manufacturing, Marketing/Sales/Service and Technology & Communications.

Windsor High School College Career Pathways is open to grade 10, 11 and 12 students. Students are encouraged to enroll in a sequence of courses that will develop their competency.

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: October 21, 2025

PREPARED BY: Dana Fudge

PRESENTED BY: Dana Fudge
Dr. Noha Abdel-Hady

ATTACHMENTS: Program of Studies Changes (2026-2027)

SUBJECT: WHS Program of Studies 2026-2027

BACKGROUND:

The Windsor High School Program of Studies 2026-2027 is being presented at the BOE meeting on October 21, 2025. The draft Program of Studies includes the new/revised course(s) presented this evening to the Board of Education. The changes are attached.

RECOMMENDATION:

That the Board of Education approve the proposed changes to the WHS 2026-2027 Program of Studies for a 1st Reading.

Recommended by the Superintendent: _____

Agenda Item # _____

J. Shah
9.9.25

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: October 21, 2025

Prepared By: Dr. Noha Abdel-Hady

Presented By: A. Taylor/N. Abdel-Hady

Attachments: See electronic documents attached to agenda from September 22, 2025 and October 6, 2025

Subject: Curriculum Development, 1st Reading

Background:

The following curriculum was presented at the BOE Curriculum Meeting on September 22, 2025 and October 6, 2025.

The Curriculum Committee is bringing this curriculum to the full board for a 1st Reading.

- Geometry
- English Seminar (English 12)
- Human Geography, Global Studies
- Sports & Society
- Film to Literature
- Voices Under Fire: Literature, Censorship, and Advocacy
- African American Literature
- Leaving your Legacy

Recommendation:

Move the Board approve the Geometry, English Seminar (English 12), Human Geography, Global Studies, Sports & Society, Film to Literature, Voices Under Fire: Literature, Censorship, and Advocacy, African American Literature, and Leaving your Legacy curriculum as a 1st Reading.

Recommended by the Superintendent: 

Agenda Item # 9.b.

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: October 21, 2025

Prepared By: Dr. Noha Abdel-Hady

Presented By: N. Wolliston/N. Abdel-Hady

Attachments: See electronic documents attached to the October 21, 2025 agenda

Subject: Policy Adoption, 1st Reading

BACKGROUND:

The Board of Education Policy Committee reviewed the following policies at their meeting on October 9, 2025. The committee is bringing the policies to the full Board as a 1st reading.

1. Revised Policy 3542.43 Meal Charging
2. Revised P/AR 4311.2 Family and Medical Leave
3. Revised P/AR 5118.1 Homeless Children and Youth
4. Revised P/AR 5131.911 (renamed Connecticut School Climate)
5. Revised Policy 5141.21 Administering Medications
6. Revised P/AR 5145 Policy Regarding Students and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990
7. Revised P/AR 6172.2 Policy Addressing Enrollment in an Advanced Course or Program and Challenging Curriculum

Administrative Regulations are informational only.

RECOMMENDATION:

Move the Board of Education approve the Revised Policy 3542.43 Meal Charging, Policy 4311.2 Family and Medical Leave, Policy 5118.1 Homeless Children and Youth, Policy 5131.911 (renamed Connecticut School Climate), Policy 5141.21 Administering Medications, Policy 5145 Policy Regarding Students and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, and Policy 6172.2 Policy Addressing Enrollment in an Advanced Course or Program and Challenging Curriculum as a 1st reading, waiving the 2nd reading, and approving the policies for immediate use and distribution.

Recommended by the Superintendent: 

Agenda Item # 9.C.



SHIPMAN & GOODWIN LLP
COUNSELORS AT LAW

Rational for Revised Policy

P 3542.43 Meal Charging

State law requires schools to include in any policy or procedure concerning the collection of unpaid charges for school lunches, breakfasts or other such meal, certain statutory elements. This new policy addresses the state statutory requirements and includes the requirements of the U.S. Department of Agriculture's Food and Nutrition Services Child Nutrition Programs. We encourage schools to review any existing policies or procedures on this topic, even those not formally adopted by the school's board, before adopting this new policy to ensure internal consistency and compliance with state and federal requirements.

Business**MEAL CHARGING POLICY**

The Windsor Board of Education (the "Board") recognizes the importance of providing nutritious food to students in the Windsor Public Schools (the "District").

The Board is a sponsor of the United States Department of Agriculture (USDA) Food and Nutrition Services' Child Nutrition Programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), and the District shall adhere to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. In accordance with federal law, the Board will make a public announcement and notify parents and guardians of the eligibility criteria for free and reduced price meals and provide information regarding how a household may make an application for these benefits. Such notice and application will generally be distributed at the beginning of each school year.

Charging Meals

The District uses an automated prepayment system for student meal accounts. Students whose accounts have insufficient funds, and who do not bring a meal or other funds to school to pay for meals, may charge meals to their meal accounts. Students will be informed of their right to purchase a meal, which excludes a la carte items, for any school breakfast, lunch or other meal offered by the District, even if the student's account has insufficient funds.

The Board prohibits publicly identifying or shaming a student for any unpaid meal charges, including, but not limited to, the following:

- Delaying or refusing to serve a meal to such student;
- Designating a specific meal option for the student; or
- Otherwise taking any disciplinary action against the student.

Collection of Unpaid Meal Charges

The District's efforts to recover from households money owed due to the charging of meals must not have a negative impact on the children involved and shall focus primarily on the adults in the household responsible for providing funds for meal purchases. The District shall consider whether the benefits of potential collections outweigh the costs that would be incurred to achieve those collections.

For purposes of this policy, "delinquent debt" means unpaid meal charges.

The District will contact the parents/guardians of students who charge meals to their meal accounts in order for the District to collect the delinquent debt. The first such communication will be a written communication, by mail or e-mail, after three meals have been charged. Subsequent written and verbal communications with parents/guardians concerning delinquent debt will be made by the building administrator or designee, as may be necessary and appropriate. All communications regarding unpaid meal charges shall be made directly and discreetly to parents/guardians. Written communications with parents/guardians regarding collection of a student's unpaid meal charges shall direct the family to the district website for the free and reduced lunch application and will include information on local food pantries and the Connecticut Department of Social Services' supplemental nutrition assistance program, and a link to the District's or Town's website that lists any community services available to Town residents.

In the event a student's unpaid meal charges are equal to or more than the cost of thirty (30) meals, the parents/guardians of such student will be referred to the District's homeless education liaison.

The Board shall comply with applicable federal and state laws and other federal or state requirements concerning the collection of unpaid meal charges including, but not limited to, requirements relating to delinquent debt and "bad debt," as defined by federal law, and record-keeping relating thereto. The Board may accept gifts, donations, or grants from any public or private sources for the purpose of paying off any unpaid charges for school lunches, breakfasts or other such feeding.

Dissemination of Policy

This policy shall be provided in writing to all households at the start of each school year and to households transferring to the District during the school year. This policy shall be provided to all District staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges shall be informed of this policy.

The District shall maintain, to the extent required by law, documentation of the methods used to communicate this policy to households and District staff responsible for policy enforcement.

The District shall provide this policy to the Connecticut State Department of Education during Administrative Reviews.

The Superintendent or designee may, if necessary and appropriate, develop administrative regulations in furtherance of this policy.

Legal References:

State law:

Connecticut General Statutes

§ 10-215 Lunches, breakfasts and other feeding programs for public school children and employees.

State of Connecticut, Department of Education, School Health, Nutrition and Family Services Operational Memorandum No. 11-22, "Connecticut Statutory Requirements for Unpaid Meal Charges in Public Schools," June 15, 2022.

State of Connecticut, Department of Education, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016.

Federal law:

7 C.F.R. Part 210 National School Lunch Program.

7 C.F.R. Part 220 School Breakfast Program.

7 C.F.R. Part 245 Determining Eligibility for Free and Reduced Price Meals and Free Milk in Schools.

U.S. Department of Agriculture, Food and Nutrition Service, Policy Memo SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policy," July 8, 2016.

U.S. Department of Agriculture, Food and Nutrition Service, Policy Memo SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments," July 8, 2016.

U.S. Department of Agriculture, Food and Nutrition Service, Policy Memo SP 57-2016, "Unpaid Meal Charges: Guidance and Q&A," Sept. 16, 2016

Policy Adopted: December 20, 2022

Windsor Public Schools
Windsor, CT

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Business

MEAL CHARGING POLICY

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Charging Meals

The District uses an automated prepayment system for student meal accounts. Students whose accounts have insufficient funds, and who do not bring a meal or other funds to school to pay for meals, may charge meals to their meal accounts. Students will be informed of their right to purchase a meal, which excludes a la carte items, for any school breakfast, lunch or other meal offered by the District, even if the student’s account has insufficient funds.

The Board prohibits publicly identifying or shaming a student for any unpaid meal charges, including, but not limited to, the following:

- Delaying or refusing to serve a meal to such student;
- Designating a specific meal option for the student; or
- Otherwise taking any disciplinary action against the student.

Collection of Unpaid Meal Charges

The District’s efforts to recover from households money owed due to the charging of meals must not have a negative impact on the children involved and shall focus primarily on the adults in the household responsible for providing funds for meal purchases. The District shall consider whether the benefits of potential collections outweigh the costs that would be incurred to achieve those collections.

For purposes of this policy, “delinquent debt” means unpaid meal charges.

The District will contact the parents/guardians of students who charge meals to their meal accounts in order for the District to collect the delinquent debt. The first such communication will be a written communication, by mail or e-mail, after three meals have been charged.

Subsequent written and verbal communications with parents/guardians concerning delinquent debt will be made by the building administrator or designee, as may be necessary and appropriate. All communications regarding unpaid meal charges shall be made directly and discreetly to parents/guardians. Written communications with parents/guardians regarding collection of a student's unpaid meal charges shall direct the family to the district website for the free and reduced lunch application and will include information on local food pantries and the Connecticut Department of Social Services' supplemental nutrition assistance program, and a link to the District's or Town's website that lists any community services available to Town residents.

In the event a student's unpaid meal charges are equal to or more than the cost of thirty (30) meals, the parents/guardians of such student will be referred to the District's homeless education liaison.

In addition, while students will continue to have access to school meals consistent with federal and state law, participation in optional, non-instructional, fee-based school activities and events (e.g., field trips requiring payment, school dances, proms, or other extracurricular activities that carry an admission cost) may be restricted until the student's unpaid meal charges are resolved. This restriction shall not apply to any curricular or instructional activity that is a required component of the school program.

The District will ensure that families are given reasonable notice of any unpaid meal charges and opportunities to resolve them prior to restricting participation in such events. Families will be encouraged to apply for free or reduced-price meal benefits if eligible, and the District will work collaboratively with families to establish payment plans or identify resources to address meal debt where needed.

The Board shall comply with applicable federal and state laws and other federal or state requirements concerning the collection of unpaid meal charges including, but not limited to, requirements relating to delinquent debt and "bad debt," as defined by federal law, and record-keeping relating thereto. The Board may accept gifts, donations, or grants from any public or private sources for the purpose of paying off any unpaid charges for school lunches, breakfasts or other such feeding.

Dissemination of Policy

This policy shall be provided in writing to all households at the start of each school year and to households transferring to the District during the school year. This policy shall be provided to all District staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges shall be informed of this policy.

The District shall maintain, to the extent required by law, documentation of the methods used to communicate this policy to households and District staff responsible for policy enforcement.

The District shall provide this policy to the Connecticut State Department of Education during Administrative Reviews.

The Superintendent or designee may, if necessary and appropriate, develop administrative regulations in furtherance of this policy.

Legal References:

State law:

Connecticut General Statutes

§ [10-215](#) Lunches, breakfasts and other feeding programs for public school children and employees.

State of Connecticut, Department of Education, School Health, Nutrition and Family Services Operational Memorandum No. [11-22](#), “Connecticut Statutory Requirements for Unpaid Meal Charges in Public Schools,” June 15, 2022.

State of Connecticut, Department of Education, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. [4-17](#), “Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments,” Nov. 2, 2016.

Federal law:

7 C.F.R. Part 210 National School Lunch Program.

7 C.F.R. Part 220 School Breakfast Program.

7 C.F.R. Part 245 Determining Eligibility for Free and Reduced Price Meals and Free Milk in Schools.

U.S. Department of Agriculture, Food and Nutrition Service, Policy Memo SP 46-2016, “Unpaid Meal Charges: Local Meal Charge Policy,” July 8, 2016.

U.S. Department of Agriculture, Food and Nutrition Service, Policy Memo SP 47-2016, “Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments,” July 8, 2016.

U.S. Department of Agriculture, Food and Nutrition Service, Policy Memo SP 57-2016, “Unpaid Meal Charges: Guidance and Q&A,” Sept. 16, 2016

Policy Adopted: December 20, 2022

Windsor Public Schools
Windsor, CT



Rational for Revised Policy/Administrative Regulation

P/AR 4311.2 FAMILY AND MEDICAL LEAVE

Effective October 1, 2025, employees working for boards of education in positions that do not require professional certification under Chapter 166 of the Connecticut General Statutes will be eligible for leave in accordance with the Connecticut Family and Medical Leave Act. This policy has been developed for implementation on and after October 1, 2025.

Personnel

FAMILY AND MEDICAL LEAVE

1. The Windsor Board of Education recognizes its responsibility to provide leave to employees in situations of personal and family illness and in certain circumstances for child care. It provides for this need in its negotiated agreements with the various unions representing employees and in its policies relating to unaffiliated employees conditions of employment.
2. The Family and Medical Leave Act of 1993 (FMLA) addresses these concerns. It is the Board of Education policy to comply with the letter and spirit of Federal and State statutes.
3. The Board directs the Superintendent to develop an Administrative Regulation in order to implement appropriate family and medical leave provisions for all employees.

Legal Reference:

Connecticut General Statutes:

Conn. Gen. Stat. §[31-51rr](#)

Regs. Conn. State Agencies [31-51rr-1](#), et seq.

Public Act 07-245 An Act Concerning Family and Medical Leave for Municipal Employees and the Applicability of Certain Statutory Provisions to Civil Union Status.

United States Code:

Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended

29 CFR Part 825.100 et seq.

Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110 233, 42 USC 2000ff; 34 CFR 1635

Policy Revised: March 17, 2015

Policy Adopted: January 18, 2006

Windsor Public Schools

Windsor, CT

AR4311.2

Personnel

FAMILY AND MEDICAL LEAVE

PURPOSE

The purpose of these regulations is to establish guidelines⁸⁵ for leaves taken by employees of the Board under the Federal Family and Medical Leave Act of 1993 ("FMLA").

ELIGIBILITY

Employees who have worked for the Board for at least fifty-two (52) weeks during the seven years preceding the start of a leave, and who have worked at least 1,250 actual work hours, or, in the case of school paraprofessionals in an educational setting, who have worked at least 950 actual hours of work, during the twelve (12) months immediately preceding the start of a leave, are eligible for unpaid leave under the FMLA.

Full-time teachers are deemed to meet the 1,250 service hour requirement. Teacher (or employee employed in an instructional capacity, or instructional employee) means an employee employed principally in an instructional capacity by an educational agency or school whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily non-instructional employees.

REASONS FOR LEAVE

Leaves under the FMLA may be taken for the following reasons:

- For incapacity due to pregnancy, prenatal care, or child birth;
- To care for the employee's child after birth, or placement of a child with the employee by adoption or foster care (leave must be taken within 12 months after birth or placement);
- To care for the employee's spouse, child or parent, who has a serious health condition;
- For the employee's own serious health condition that makes the employee unable to perform one or more essential functions of his or her current position.
- Because of a qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is on (or has been notified of an impending call to) covered active duty in the Armed Forces (including a member of the National Guard or Reserves). Qualifying exigencies may include:
 - (a) Short-notice deployment activities (if a member receives seven or fewer calendar days notice prior to the date of deployment);
 - (b) Military events and related activities;
 - (c) Childcare and school activities;
 - (d) Financial and legal arrangements;
 - (e) Counseling activities;
 - (f) Rest and recuperation activities;
 - (g) Post-deployment activities; and/or
 - (h) Parental care leave for military member's parent who is incapable of self-care and care is necessitated by the member's covered active duty;
 - (i) Additional activities that arise out of the active duty or call to active duty status of a covered military member, provided that the Board and the employee agree that such leave qualifies as an exigency, and agree to both the timing and duration of such leave.

- To care for the employee's spouse, parent, son or daughter, or next of kin who is a covered service member with a serious injury or illness incurred in the line of duty on active duty that may render the service member medically unfit to perform the duties of his or her office, grade, rank or rating. A covered service member includes (1) a member of the Armed Forces (including a member of the National Guard or Reserves) (a) who is undergoing medical treatment, recuperation, or therapy; (b) is in outpatient status; or (c) is on the temporary disability retired list for a serious injury or illness, and (2) a veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness who was a member of the Armed Forces at any time during the five years preceding the date on which the veteran undergoes medical treatment, recuperation, or therapy.

LENGTH OF LEAVE

General Entitlement

Except in the case of leave to care for a covered service member with a serious injury or illness, an eligible employee is entitled to take up to a maximum of twelve (12) workweeks of FMLA leave during any 12-month entitlement period. The 12-month entitlement period for family or medical leave is July 1 through June 30 of year.

An eligible employee is entitled to up to 26 workweeks of leave to care for a covered service member with a serious injury or illness during a single 12-month period. Leave for that purpose is measured forward from the date an employee begins leave to care for the covered service member.

More Than One Qualifying Reason

If leave is taken for more than one of the qualifying reasons listed above, the employee is entitled to a combined total of 12 workweeks of leave during any 12-month entitlement period unless one of the reasons is to care for a covered service member with a serious injury or illness. If one of the reasons is to care for a covered service member with a serious injury or illness, then the employee is entitled to a combined total of 26 workweeks of leave during the single 12-month period, but is still limited to a combined maximum of 12 workweeks for leave taken for any reason other than to care for a covered service member with a serious injury or illness.

Both Spouses Working for the School District

If both spouses are employees of the Board and request leave for the birth, placement of a child by adoption or for foster care, or to care for a seriously ill parent, they only will be entitled to a maximum combined total leave equal to twelve (12) weeks in any 12-month entitlement period. If either spouse (or both) uses a portion of the total 12-week entitlement for one of the purposes in the preceding sentence, each is entitled to the difference between the amount he or she has taken individually and the 12 weeks for FMLA leave for their own or their spouse's serious health condition in the 12-month entitlement periods.

TYPES OF LEAVE AND CONDITIONS

Block of Time, Intermittent And Reduced Schedule Leave

An employee may take FMLA leave in a block of time, on an intermittent basis, or on a reduced schedule basis, as explained below.

1. "Block" FMLA leave is leave for a continuous period of time. Such leave may be taken for any of the reasons permitted by the FMLA.
2. "Intermittent" leave means leave taken in separate periods of time rather than for one continuous period of time. Examples of intermittent leave include leave taken one day per week over a period of a few months or leave taken on an occasional/as needed basis for other than routine medical appointments. Non-exempt employees may take intermittent leave in increments of one-quarter hour.

3. "Reduced Schedule" leave is leave that reduces the employee's usual number of work hours per day for some period of time. For example, an employee may request to work part-time for a number of weeks so the employee can assist in the care of a parent with a serious health condition.

Intermittent or reduced schedule leave can only be taken when medically necessary for an employee's or covered family member's serious health condition, or because of a covered service member's serious illness or injury, and the medical need can best be accommodated through an intermittent or reduced schedule leave. Such leave may be taken:

1. When necessary for planned or unanticipated medical treatment, or for treatment that is required by a health care provider periodically (e.g., leave taken for chemotherapy or for prenatal examinations);
2. For recovery from a serious health condition or a covered service member's serious injury or illness;
3. To provide care or psychological comfort to a covered family member or a covered service member;
4. Where the employee or covered family member is incapacitated from performing the essential functions of the position because of a chronic serious health condition, or because of a serious injury or illness of a covered service member; or
5. Due to a qualifying exigency.

Temporary Transfer

If foreseeable intermittent or reduced schedule leave is medically required based upon planned medical treatment of the employee or a family member, including during a period of recovery from a serious health condition, or if the School District agrees to permit intermittent or reduced schedule leave for the birth of a child or for placement of a child for adoption or foster care, the School District may temporarily transfer the employee to another job with equivalent pay and benefits that better accommodates the type of leave requested.

Also, special arrangements may be required of any instructional employee who needs to take intermittent or reduced-schedule leave which will involve absence for more than twenty (20) percent of the work days in the period over which the leave will extend (for example, more than five days over a five-week period).

Scheduling Planned Medical Treatment

When planning medical treatment for foreseeable FMLA leave, an employee must consult with his or her supervisor and make a reasonable effort to schedule the treatment so as not to disrupt unduly the School District's operations, subject to the approval of the health care provider. Ordinarily, the employee should consult with the supervisor prior to scheduling the treatment in order to work out treatment schedule which best suits the needs of the School District and the employee. The School District may, for justifiable cause, require an employee to attempt to reschedule treatment, subject to the approval of the health care provider as to any modification of the treatment schedule.

Leave Taken by Instructional Employees Near the End of an Academic Term

1. If a leave taken by an instructional employee for any reason begins more than five (5) weeks before the end of an academic term, the Board may require that employee to continue the leave until the end of the term if the leave will last at least three (3) weeks and the employee would return to work during the three-week period before the end of the term.
2. If the employee begins a leave during the five-week period preceding the end of an academic term for a reason other than the employee's own serious health condition, the Board may require the employee to continue taking leave until the end of the term if the leave will last more than two (2) weeks and the employee would return to work during the two-week period before the end of the term.

3. If the employee begins a leave during the three-week period preceding the end of an academic term for a reason other than the employee's own serious health condition, the Board may require the employee to continue taking leave until the end of the term if the leave will last more than five (5) working days.

REQUESTS FOR LEAVE

Initial Request

An employee must inform his or her supervisor of the need for a family or medical leave at least thirty (30) days before the leave is to begin if the need for the leave is foreseeable based upon an expected birth, placement for adoption for foster care, planned medical treatment for the employee's or family member's serious health condition, or the planned medical treatment for a serious injury or illness of a covered service member. If 30 days notice is not practicable, then the employee must provide notice as soon as practicable under the circumstances, usually the same day or the next business day after the employee becomes aware of the need for FMLA leave. An employee must provide notice as soon as practicable if the foreseeable leave is for a qualifying exigency. When the approximate timing of the need for leave is not foreseeable, an employee must inform his or her supervisor as soon as practicable under the circumstances.

The employee should follow the School District's normal procedures for providing notice of the need for leave. The employee must provide sufficient information to make his or her supervisor aware that the employee needs FMLA-qualifying leave, and must inform the supervisor of the anticipated timing and duration of the leave.

Subsequent Requests

If the requested leave is for a reason for which leave was previously designated as FMLA leave by the School District, the employee must specifically reference the reason for the leave or the need for "FMLA" leave. In addition, an employee must inform his or her supervisor as soon as practicable if date(s) of scheduled leave change or are extended, or if the date(s) were initially unknown.

Supervisor Notice Obligations

The supervisor must promptly (the same day) notify the School District's Human Resources Department/FMLA Administrator that an employee has requested leave that may qualify under FMLA. Human Resources will coordinate the processing of all FMLA leave paperwork.

CERTIFICATIONS REQUIRED

For leaves taken for any FMLA-qualifying reason, an employee may be required to submit a completed certification form supporting the need for leave. The appropriate form will be provided to the employee within five business days after the employee gives notice of the need for leave. The employee must submit the completed form within fifteen (15) calendar days of receiving the request for the completed certification. If it is not practicable for the employee to provide the completed form within 15 calendar days despite the employee's diligent, good faith efforts, the employee must inform Human Resources/the FMLA Administrator of the reason for delay. FMLA-protected leave may be delayed or denied if the employee does not provide a complete and sufficient certification as required.

USE OF PAID LEAVE

Accrued paid personal leave and accrued paid vacation will be substituted (in that order) for any unpaid portions of family or medical leave taken for any reason. However, where the leave is for the employee's own serious health condition, accrued paid sick leave shall be substituted for unpaid portions of family or medical leave prior to the substitution of accrued paid personal and accrued paid vacation leave. The amount of unpaid family or medical leave entitlement is reduced by the amount of paid leave that is substituted.

MEDICAL INSURANCE AND OTHER BENEFITS

During approved family or medical leaves of absence, the Board will continue to pay its portion of medical insurance premiums for the period of unpaid family or medical leave. The employee must continue to pay his/her share of the premium, and failure to do so may result in loss of coverage. If the employee does not return to work after expiration of the leave, the employee will be required to reimburse the Board for payment of medical insurance premiums during the family or medical leave, unless the employee does not return because of a serious health condition or circumstances beyond the employee's control.

During an FMLA leave, an employee will continue to accrue benefits such as seniority and paid leave. Unused employment benefits accrued by the employee up to the day on which the leave begins will not be lost upon return to work. Leave taken under this policy does not constitute an absence under Board's attendance guidelines.

RETURN TO WORK/REINSTATEMENT

Except for circumstances unrelated to the taking of a family or medical leave, an employee who returns to work following the expiration of a family or medical leave is entitled to return to the job held prior to the leave or to an equivalent position with equivalent pay and benefits. If an employee takes leave to care for his or her own serious health condition, prior to returning to work, the employee must provide medical certification that the health condition which created the need for the leave no longer renders the employee unable to perform the functions of the job. This certification must be submitted to the Human Resources Department.

ADDITIONAL INFORMATION

Questions regarding family or medical leave may be directed to Human Resources.

Legal References:

Connecticut General Statutes:

Conn. Gen. Stat. §[31-51rr](#)

Regs. Conn. State Agencies [31-51rr-1](#), et seq.

United States Code:

Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended

29 CFR Part 825.100 et seq.

Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110 233, 42 USC 2000ff; 29 CFR 1635.1 et seq.

Administrative Regulation revised: December 5, 2016

Administrative Regulation revised: March 17, 2015

Administrative Regulation approved: January 6, 2014

Craig Cooke, Ph.D.

Superintendent of Schools

Windsor Public Schools

Windsor, CT 06095

Personnel

FAMILY AND MEDICAL LEAVE

1. The Windsor Board of Education recognizes its responsibility to provide leave to employees in situations of personal and family illness and in certain circumstances for child care. It provides for this need in its negotiated agreements with the various unions representing employees and in its policies relating to unaffiliated employees conditions of employment.

2. The Family and Medical Leave Act of 1993 (FMLA) and/or the Connecticut Family and Medical Leave Act ("CT FMLA") addresses these concerns.

3. The Board directs the Superintendent to develop an Administrative Regulation in order to implement appropriate family and medical leave provisions for all employees.

Legal Reference:

Connecticut ~~General Statutes:~~

Conn. Gen. Stat. ~~§31-51rr~~ 31-51kk et seq.

Regs. Conn. State Agencies 31-51rr-1, et seq.

Public Act ~~07-245~~ 25-174 An Act Concerning Family and Medical Leave for Municipal Employees and the Applicability of Certain Statutory Provisions to Civil Union Status. Authorizing and Adjusting Bonds of the State and Concerning Grant Programs, State Grant Commitments for School Building Projects, Revisions to the School Building Projects Statutes and Various Provisions Revising and Implementing the Budget for the Biennium Ending June 30, 2027"

United States Code Federal:

Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended

29 CFR Part 825.100 et seq.

Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110 233, 42 USC 2000ff; 34 CFR 1635

Policy Revised: March 17, 2015

Policy Adopted: January 18, 2006

ADOPTED: _____

REVISED: _____

Personnel**FAMILY AND MEDICAL LEAVE****PURPOSE**

The purpose of these regulations is to establish guidelines for leaves taken by employees of the Board under the Federal Family and Medical Leave Act of 1993 ("FMLA").

ELIGIBILITY

Employees who have worked for the Board for at least fifty two (52) weeks during the seven years preceding the start of a leave, and who have worked at least 1,250 actual work hours, or, in the case of school paraprofessionals in an educational setting, who have worked at least 950 actual hours of or work, during the twelve (12) months immediately preceding the start of a leave, are eligible for unpaid leave under the FMLA.

Full-time teachers are deemed to meet the 1,250 service hour requirement. Teacher (or employee employed in an instructional capacity, or instructional employee) means an employee employed principally in an instructional capacity by an educational agency or school whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily non-instructional employees.

REASONS FOR LEAVE

Leaves under the FMLA may be taken for the following reasons:

- For incapacity due to pregnancy, prenatal care, or child birth;
- To care for the employee's child after birth, or placement of a child with the employee by adoption or foster care (leave must be taken within 12 months after birth or placement);
- To care for the employee's spouse, child or parent, who has a serious health condition;
- For the employee's own serious health condition that makes the employee unable to perform one or more essential functions of his or her current position.
- Because of a qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is on (or has been notified of an impending call to) covered active duty in the Armed Forces (including a member of the National Guard or Reserves). Qualifying exigencies may include:
 - (a) Short notice deployment activities (if a member receives seven or fewer calendar days notice prior to the date of deployment);

- ~~(b) Military events and related activities;~~
- ~~(c) Childcare and school activities;~~
- ~~(d) Financial and legal arrangements;~~
- ~~(e) Counseling activities;~~
- ~~(f) Rest and recuperation activities;~~
- ~~(g) Post deployment activities; and/or~~
- ~~(h) Parental care leave for military member's parent who is incapable of self care and care is necessitated by the member's covered active duty;~~
- ~~(i) Additional activities that arise out of the active duty or call to active duty status of a covered military member, provided that the Board and the employee agree that such leave qualifies as an exigency, and agree to both the timing and duration of such leave.~~

~~* To care for the employee's spouse, parent, son or daughter, or next of kin who is a covered service member with a serious injury or illness incurred in the line of duty on active duty that may render the service member medically unfit to perform the duties of his or her office, grade, rank or rating. A covered service member includes (1) a member of the Armed Forces (including a member of the National Guard or Reserves) (a) who is undergoing medical treatment, recuperation, or therapy; (b) is in outpatient status; or (c) is on the temporary disability retired list for a serious injury or illness, and (2) a veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness who was a member of the Armed Forces at any time during the five years preceding the date on which the veteran undergoes medical treatment, recuperation, or therapy.~~

LENGTH OF LEAVE

General Entitlement

~~Except in the case of leave to care for a covered service member with a serious injury or illness, an eligible employee is entitled to take up to a maximum of twelve (12) workweeks of FMLA leave during any 12-month entitlement period. The 12-month entitlement period for family or medical leave is July 1 through June 30 of year.~~

~~An eligible employee is entitled to up to 26 workweeks of leave to care for a covered service member with a serious injury or illness during a single 12-month period. Leave for that purpose is measured forward from the date an employee begins leave to care for the covered service member.~~

More Than One Qualifying Reason

~~If leave is taken for more than one of the qualifying reasons listed above, the employee is entitled to a combined total of 12 workweeks of leave during any 12-month entitlement period unless one of the reasons is to care for a covered service member with a serious injury or illness. If one of the reasons is to care for a covered service member with a serious injury~~

or illness, then the employee is entitled to a combined total of 26 workweeks of leave during the single 12-month period, but is still limited to a combined maximum of 12 workweeks for leave taken for any reason other than to care for a covered service member with a serious injury or illness.

Both Spouses Working for the School District

If both spouses are employees of the Board and request leave for the birth, placement of a child by adoption or for foster care, or to care for a seriously ill parent, they only will be entitled to a maximum combined total leave equal to twelve (12) weeks in any 12-month entitlement period. If either spouse (or both) uses a portion of the total 12-week entitlement for one of the purposes in the preceding sentence, each is entitled to the difference between the amount he or she has taken individually and the 12 weeks for FMLA leave for their own or their spouse's serious health condition in the 12-month entitlement periods.

TYPES OF LEAVE AND CONDITIONS

Block of Time, Intermittent And Reduced Schedule Leave

An employee may take FMLA leave in a block of time, on an intermittent basis, or on a reduced schedule basis, as explained below.

1. "Block" FMLA leave is leave for a continuous period of time. Such leave may be taken for any of the reasons permitted by the FMLA.
2. "Intermittent" leave means leave taken in separate periods of time rather than for one continuous period of time. Examples of intermittent leave include leave taken one day per week over a period of a few months or leave taken on an occasional/as needed basis for other than routine medical appointments. Non-exempt employees may take intermittent leave in increments of one-quarter hour.
3. "Reduced Schedule" leave is leave that reduces the employee's usual number of work hours per day for some period of time. For example, an employee may request to work part time for a number of weeks so the employee can assist in the care of a parent with a serious health condition.

Intermittent or reduced schedule leave can only be taken when medically necessary for an employee's or covered family member's serious health condition, or because of a covered service member's serious illness or injury, and the medical need can best be accommodated through an intermittent or reduced schedule leave. Such leave may be taken:

1. When necessary for planned or unanticipated medical treatment, or for treatment that is required by a health care provider periodically (e.g., leave taken for chemotherapy or for prenatal examinations);
2. For recovery from a serious health condition or a covered service member's serious injury or illness;
3. To provide care or psychological comfort to a covered family member or a covered service member;

4. Where the employee or covered family member is incapacitated from performing the essential functions of the position because of a chronic serious health condition, or because of a serious injury or illness of a covered service member; or

5. Due to a qualifying exigency.

Temporary Transfer

If foreseeable intermittent or reduced schedule leave is medically required based upon planned medical treatment of the employee or a family member, including during a period of recovery from a serious health condition, or if the School District agrees to permit intermittent or reduced schedule leave for the birth of a child or for placement of a child for adoption or foster care, the School District may temporarily transfer the employee to another job with equivalent pay and benefits that better accommodates the type of leave requested.

Also, special arrangements may be required of any instructional employee who needs to take intermittent or reduced schedule leave which will involve absence for more than twenty (20) percent of the work days in the period over which the leave will extend (for example, more than five days over a five week period).

Scheduling Planned Medical Treatment

When planning medical treatment for foreseeable FMLA leave, an employee must consult with his or her supervisor and make a reasonable effort to schedule the treatment so as not to disrupt unduly the School District's operations, subject to the approval of the health care provider. Ordinarily, the employee should consult with the supervisor prior to scheduling the treatment in order to work out treatment schedule which best suits the needs of the School District and the employee. The School District may, for justifiable cause, require an employee to attempt to reschedule treatment, subject to the approval of the health care provider as to any modification of the treatment schedule.

Leave Taken by Instructional Employees Near the End of an Academic Term

1. If a leave taken by an instructional employee for any reason begins more than five (5) weeks before the end of an academic term, the Board may require that employee to continue the leave until the end of the term if the leave will last at least three (3) weeks and the employee would return to work during the three week period before the end of the term.

2. If the employee begins a leave during the five week period preceding the end of an academic term for a reason other than the employee's own serious health condition, the Board may require the employee to continue taking leave until the end of the term if the leave will last more than two (2) weeks and the employee would return to work during the two week period before the end of the term.

3. If the employee begins a leave during the three week period preceding the end of an academic term for a reason other than the employee's own serious health condition, the Board may require the employee to continue taking leave until the end of the term if the leave will last more than five (5) working days.

Initial Request

An employee must inform his or her supervisor of the need for a family or medical leave at least thirty (30) days before the leave is to begin if the need for the leave is foreseeable based upon an expected birth, placement for adoption for foster care, planned medical treatment for the employee's or family member's serious health condition, or the planned medical treatment for a serious injury or illness of a covered service member. If 30 days notice is not practicable, then the employee must provide notice as soon as practicable under the circumstances, usually the same day or the next business day after the employee becomes aware of the need for FMLA leave. An employee must provide notice as soon as practicable if the foreseeable leave is for a qualifying exigency. When the approximate timing of the need for leave is not foreseeable, an employee must inform his or her supervisor as soon as practicable under the circumstances.

The employee should follow the School District's normal procedures for providing notice of the need for leave. The employee must provide sufficient information to make his or her supervisor aware that the employee needs FMLA qualifying leave, and must inform the supervisor of the anticipated timing and duration of the leave.

Subsequent Requests

If the requested leave is for a reason for which leave was previously designated as FMLA leave by the School District, the employee must specifically reference the reason for the leave or the need for "FMLA" leave. In addition, an employee must inform his or her supervisor as soon as practicable if date(s) of scheduled leave change or are extended, or if the date(s) were initially unknown.

Supervisor Notice Obligations

The supervisor must promptly (the same day) notify the School District's Human Resources Department/FMLA Administrator that an employee has requested leave that may qualify under FMLA. Human Resources will coordinate the processing of all FMLA leave paperwork.

CERTIFICATIONS REQUIRED

For leaves taken for any FMLA qualifying reason, an employee may be required to submit a completed certification form supporting the need for leave. The appropriate form will be provided to the employee within five business days after the employee gives notice of the need for leave. The employee must submit the completed form within fifteen (15) calendar days of receiving the request for the completed certification. If it is not practicable for the employee to provide the completed form within 15 calendar days despite the employee's diligent, good faith efforts, the employee must inform Human Resources/the FMLA Administrator of the reason for delay. FMLA protected leave may be delayed or denied if the employee does not provide a complete and sufficient certification as required.

USE OF PAID LEAVE

Accrued paid personal leave and accrued paid vacation will be substituted (in that order) for any unpaid portions of family or medical leave taken for any reason. However, where the

leave is for the employee's own serious health condition, accrued paid sick leave shall be substituted for unpaid portions of family or medical leave prior to the substitution of accrued paid personal and accrued paid vacation leave. The amount of unpaid family or medical leave entitlement is reduced by the amount of paid leave that is substituted.

MEDICAL INSURANCE AND OTHER BENEFITS

During approved family or medical leaves of absence, the Board will continue to pay its portion of medical insurance premiums for the period of unpaid family or medical leave. The employee must continue to pay his/her share of the premium, and failure to do so may result in loss of coverage. If the employee does not return to work after expiration of the leave, the employee will be required to reimburse the Board for payment of medical insurance premiums during the family or medical leave, unless the employee does not return because of a serious health condition or circumstances beyond the employee's control.

During an FMLA leave, an employee will continue to accrue benefits such as seniority and paid leave. Unused employment benefits accrued by the employee up to the day on which the leave begins will not be lost upon return to work. Leave taken under this policy does not constitute an absence under Board's attendance guidelines.

RETURN TO WORK/REINSTATEMENT

Except for circumstances unrelated to the taking of a family or medical leave, an employee who returns to work following the expiration of a family or medical leave is entitled to return to the job held prior to the leave or to an equivalent position with equivalent pay and benefits. If an employee takes leave to care for his or her own serious health condition, prior to returning to work, the employee must provide medical certification that the health condition which created the need for the leave no longer renders the employee unable to perform the functions of the job. This certification must be submitted to the Human Resources Department.

ADDITIONAL INFORMATION

Questions regarding family or medical leave may be directed to Human Resources.

Legal References:

Connecticut General Statutes:

Conn. Gen. Stat. §31-51rr

Regs. Conn. State Agencies 31-51rr-1, et seq.

United States Code:

Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended

29 CFR Part 825.100 et seq. 97

~~Title II of the Genetic Information Nondiscrimination Act of 2008,
Pub.L.110-233, 42 USC 2000ff; 29 CFR 1635.1 et seq.~~

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~~Craig Cooke, Ph.D.~~

~~Superintendent of Schools~~

~~Windsor Public Schools~~

~~Windsor, CT 06095~~

PURPOSE

The purpose of this policy is to apprise employees of their rights and establish guidelines for leaves taken by employees of the Windsor Board of Education (the "Board"), under the federal Family and Medical Leave Act of 1993 ("Federal FMLA") and/or the Connecticut Family and Medical Leave Act ("CT FMLA") and applicable Connecticut state law. This policy is not intended to, and does not, recite every provision of applicable law and regulations.

ELIGIBILITY

An employee who has been employed by the Board for at least twelve (12) months, and who has worked at least 1,250 actual work hours during the twelve (12) months immediately preceding the start of a leave, is eligible for unpaid leave under the Federal FMLA. A full-time instructional employee meets the 1,250 hours of service requirement unless the Board can demonstrate that such employee did not meet the 1,250 hours of service requirement in the 12-month period prior to the start of leave.

An employee working for the Board in a position that does not require a professional certification under Chapter 166 of the Connecticut General Statutes (*i.e.*, a "noncertified employee") is eligible for unpaid leave under the CT FMLA if such employee has been employed by the Board for at least three (3) months in the twelve (12) months immediately preceding the start of such leave.

Genetic information: For purposes of this policy, “genetic information” includes an individual’s family medical history, an individual’s or family member’s genetic tests, and/or the fact that an individual or an individual’s family member sought or received genetic services or participated in clinical research which includes genetic services. “Genetic information” includes genetic information of a fetus carried by an individual or an individual’s family member or an embryo lawfully held by an individual or family member utilizing assistive reproductive technology.

Instructional employee: For purposes of this policy, an “instructional employee” is defined as a teacher or other employee of the Board who is employed principally in an instructional capacity and whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily non-instructional employees.

Noncertified employee: For purposes of this policy, “noncertified employee” means an employee employed by the Board in a position that does not require a professional certification under Chapter 166 of the Connecticut General Statutes.

REASONS FOR LEAVE

(a) Federal FMLA

Leaves under the Federal FMLA may be taken for the following reasons:

- incapacity due to pregnancy, prenatal medical care, or child birth;
- to care for the employee’s newborn child;
- the placement of a child with the employee by adoption or for foster care;
- to care for the employee’s spouse, child, or parent who has a serious health condition;
- to care for the employee’s own serious health condition that renders the employee unable to perform the functions of the employee’s position;
- to care for a covered injured or ill service member (see below – Length of Leave – for further information); or
- to address a qualifying exigency arising out of an employee’s spouse, child, or parent’s military service, including one or more of the following reasons (note – more detailed information on the following categories is available from **the Human Resources office**

- short-notice deployment;
- military events and related activities;
- childcare and school activities;
- financial and legal arrangements;
- counseling;
- rest and recuperation;

post-deployment activities;
parental care leave for military member's parent who is incapable of self-care and care is necessitated by the military member's covered active duty; and/or additional activities that arise out of the active duty or call to active duty status of a covered military member, provided that the Board and the employee agree that such leave qualifies as an exigency, and agree to both the timing and the duration of such leave.

(b) CT FMLA

Leaves under the CT FMLA may be taken for the following reasons:

upon the birth of the employee's newborn child, and to care for the newborn child;
upon the placement of a child with the employee for adoption or foster care, and to care for the newly placed child;
to care for the employee's family member, if such family member has a serious health condition;
because of the employee's own serious health condition, including any period of incapacity due to pregnancy or for prenatal care, that renders the employee unable to perform the functions of the employee's position;
in order to serve as an organ or bone marrow donor;
to care for an injured or ill servicemember who is the employee's spouse, parent, child or next of kin (see below – Length of Leave – for further information); or
to address a qualifying exigency arising out of the fact that the spouse, child, or parent of the employee is on active duty, or has been notified of an impending call or order to active duty, in the armed forces.

For purposes of determining whether an employee has a qualifying reason for leave under the CT FMLA, "family member" is defined as a spouse, sibling, child, grandparent, grandchild or parent, or an individual related to the employee by blood or affinity whose close association the employee shows to be the equivalent of those family relationships.

LENGTH OF LEAVE

(a) Basic FMLA Leave Entitlement

- (1) Leaves under the Federal FMLA: If a leave is requested for a Federal FMLA-qualifying reason, an employee may take up to a total of twelve (12) weeks unpaid family or medical leave in the 12-month entitlement period.
- (2) Leaves under CT FMLA: If a leave is requested for a CT FMLA-qualifying reason, an eligible employee may take up to a total of twelve (12) weeks unpaid family or medical leave in the 12-month entitlement period, except that the employee may take up to two (2) additional workweeks of leave

during such twelve (12)-month period for a serious health condition resulting in incapacitation that occurs during pregnancy. These additional two (2) weeks are only available during pregnancy.

An employee may be entitled to leave under the Federal FMLA and/or CT FMLA. To the extent an employee is eligible for and qualifies for leave under both laws, the employee's Federal FMLA and CT FMLA leave will run concurrently.

(b) Leave to Care for an Injured or Ill Service member

In addition to the reasons for leave listed above, an eligible employee may take up to twenty-six (26) workweeks of Federal FMLA and/or CT FMLA leave during a 12-month period to care for a covered servicemember and/or covered veteran who is the employee's spouse, parent, child or next of kin, and who incurred a serious injury or illness in the line of duty and while on active duty in the Armed Forces or had a preexisting injury or illness prior to beginning active duty that was aggravated by service in the line of duty in the Armed Forces.

When combined with any other type of Federal FMLA or CT FMLA-qualifying leave, total leave time may not exceed twenty-six (26) weeks in a single twelve (12) month period. Standard leave procedures described below apply to all requests for and designation of leave for this purpose. *However*, in the case of leave to care for a service member with a serious injury or illness, the 12-month period begins on the day such leave actually commences.

TYPES OF LEAVE AND CONDITIONS

(a) Full-Time, Intermittent and Reduced Schedule Leave

Full-time leave excuses the employee from work for a continuous period of time. Full-time unpaid leave may be taken for any of the reasons permitted by the Federal FMLA and/or CT FMLA.

Intermittent leave means leave taken due to a single qualifying reason in separate periods of time rather than for one continuous period of time. Examples of intermittent leave include: leave taken one day per week over a period of a few months or leave taken on an occasional/as-needed basis for medical appointments.

Reduced schedule leave is leave that reduces the employee's usual number of work hours per day for some period of time. For example, an employee may request half-time work for a number of weeks so the employee can assist in the care of a seriously ill parent.

Intermittent or reduced schedule Federal FMLA and/or CT FMLA leave may be taken (a) when medically necessary for an employee's or covered family member's serious health condition, or for a covered service member's serious illness or injury, and (b) the need for leave can be best accommodated through an intermittent or reduced schedule leave. In addition, Federal FMLA and/or CT FMLA leave may be taken intermittently or on a reduced schedule basis (1) due to a qualifying exigency, or (2) to effectuate the placement of a child for adoption or foster care before the placement of the child in the home.

If foreseeable intermittent or reduced schedule leave is medically required based upon planned medical treatment of the employee or a covered family member or a covered servicemember, including during a period of recovery from an employee's or covered family member's serious health condition or a serious injury or illness of a covered servicemember, the Board may, in its sole discretion, temporarily transfer the employee to another job with equivalent pay and benefits that better accommodates the type of leave requested.

Under the Federal FMLA, special arrangements may be required of an instructional employee who needs to take intermittent or reduced-schedule leave which will involve absence for more than twenty (20) percent of the work days in the period over which the leave will extend (for example, more than five days over a five-week period), if the leave is to care for a covered family member with a serious health condition, to care for a covered servicemember with a serious injury or illness, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment. In such situations, the Board may require the instructional employee to transfer temporarily to another job or take leave for a particular duration, not to exceed the duration of the planned medical treatment.

(b) Both Spouses Working for the Same Employer

If both spouses are eligible employees of the Board and request Federal FMLA and/or CT FMLA leave for the birth, placement of a child by adoption or for foster care, or to care for a parent (or family member, for purposes of CT FMLA leave) with a serious health condition, they only will be entitled to a maximum combined total leave equal to twelve (12) weeks in the 12-month entitlement period. If either spouse (or both) uses a portion of the total 12-week entitlement for one of the purposes in the preceding sentence, each is entitled to the difference between the amount the employee has taken individually and the 12 weeks for Federal and/or CT FMLA leave for other qualifying reasons in the 12-month entitlement period.

(c) Leave Taken by Instructional Employees Near the End of an Academic Term

If Federal FMLA leave taken by an instructional employee for any reason begins more than five (5) weeks before the end of an academic term, the Board may require that instructional employee to continue the leave until the end of the term if the leave will last at least three (3) weeks and the instructional employee would return to work during the three-week period before the end of the term.

If the instructional employee begins Federal FMLA leave during the five-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than two (2) weeks and the instructional employee would return to work during the two-week period before the end of the term.

If the instructional employee begins Federal FMLA leave during the three-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than five (5) working days.

REQUESTS FOR LEAVE

(a) Foreseeable Leave

An employee must notify the HR Department of the need for a family or medical leave at least thirty (30) days before the leave is to begin if the need for the leave is foreseeable based on the expected birth of the employee's child, placement of a child with the employee for adoption or foster care, planned medical treatment for the employee's or a covered family member's serious health condition, or the planned medical treatment for a serious injury or illness of a covered service member. If 30 days-notice is not practicable, then the employee must provide notice as soon as practicable under the circumstances, usually the same day or the next business day after the employee becomes aware of the need for Federal FMLA and/or CT FMLA leave.

(b) Unforeseeable Leave

When the employee's need for leave is not foreseeable, an employee must provide notice as practicable under the circumstances.

SCHEDULING PLANNED MEDICAL TREATMENT

When planning medical treatment for foreseeable Federal FMLA and/or CT FMLA leave, an employee must consult with the Human Resources Department and make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations, subject to the approval of the health care provider. Similarly, if an employee needs leave intermittently or on a reduced leave schedule for planned medical treatment, the employee must make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations. Ordinarily, the employee should consult with the Human Resources Department prior to scheduling the treatment in order to work out a treatment schedule that best suits the needs of the Board and the employee. The Board and the employee shall attempt to work out a schedule for leave that meets the employee's needs without unduly disrupting the Board's operations, subject to the approval of the health care provider as to any modification of the treatment schedule.

REQUIRED CERTIFICATIONS/DOCUMENTATION

For leaves taken for any Federal FMLA or CT FMLA-qualifying reason, an employee must submit completed certification form(s) supporting the need for leave. The appropriate form(s) will be provided to the employee. The employee must submit a complete and sufficient certification form(s) as required within fifteen (15) calendar days of receiving the request for the completed certification. If it is not practicable for the employee to provide the completed form by the due date despite the employee's diligent, good faith efforts, the employee must inform the Human Resources Department of the reason(s) for delay and what

efforts the employee undertook to obtain the required certification. Federal FMLA- and/or CT FMLA-protected leave may be delayed or denied, in accordance with applicable law, if the employee does not provide a complete and sufficient certification as required. Depending on the reason for leave, an employee may be required to submit medical certification from the employee's health care provider, medical certification the employee's family member's health care provider, and/or other documentation (e.g., to establish a family relationship, military active duty orders, etc.). In certain circumstances and under certain conditions, employees may also be required to obtain second or third medical opinions and/or recertification's, in accordance with applicable law.

If an employee takes leave for the employee's own serious health condition (except on an intermittent or reduced-schedule basis), prior to returning to work the employee must provide a medical fitness-for-duty certification that the employee is able to resume work and the health condition that created the need for the leave no longer renders the employee unable to perform the essential functions of the job. This certification must be submitted to the Human Resources Department. If the employee is unable to perform one or more of the essential functions of the employee's position, the Board will determine whether the employee is eligible for additional Federal FMLA and/or CT FMLA leave (if the eligible for such leave and such leave has not been exhausted) or whether an accommodation is appropriate, in accordance with the Americans with Disabilities Act.

In connection with the Board's request for medical information, employees must be aware that the Genetic Information Nondiscrimination Act of 2008 ("GINA") prohibits employers and other entities covered by Title II of GINA from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, the Board requests that employees not provide any genetic information when responding to a request for medical information.

USE OF PAID LEAVE

Paid leave, which has been accrued in accordance with applicable law, the relevant collective bargaining agreement (if any), and/or Board policy ("PTO") will be substituted for any unpaid portions of family or medical leave taken for any reason that is also a qualifying reason for using such accrued paid leave. In such instance, the employee's accrued paid leave and Federal FMLA and/or CT FMLA-qualifying leave will run concurrently. The employee must satisfy any procedural requirements applicable to the use of paid leave, but only in connection with the receipt of such payment. An employee who is approved for CT FMLA leave may retain up to two weeks of their accrued paid time off that would otherwise be required to run concurrently with CT FMLA leave.

Where a noncertified employee's accrued paid leave is not substituted for the entire period of unpaid leave for a qualifying reason under the CT FMLA and/or Connecticut law regarding leave for victims of family violence and sexual assault, the employee may apply for and be provided with compensation through the Paid Family and Medical Leave Insurance Program ("CT Paid Leave") for all or part of any unpaid leave, provided the employee qualifies for payments under the program. Noncertified employees may apply to the Connecticut Paid Medical and Family Leave Insurance Authority ("Authority") for partial income replacement

benefits when they need leave for (1) any of the reasons that qualify for CT FMLA; and/or (2) if an employee is a victim of family violence or sexual assault, to seek medical care or psychological or other counseling for physical or psychological injury or disability for the victim; to obtain services from a victim services organization on behalf of the victim; to relocate due to such family violence or sexual assault; or to participate in any civil or criminal proceeding related to or resulting from such family violence or sexual assault. Eligible employees shall apply directly to the Authority, which is responsible for determining an employee's eligibility for CT Paid Leave benefits and the amount of such benefit. The Board will provide the Authority with all requested information regarding an employee's application for CT Paid Leave, in accordance with applicable law.

In addition, in cases involving absences due to a Workers' Compensation injury that also qualifies as an FMLA serious health condition, and if the employee (and the employee's collective bargaining agent, if applicable) and the Board agree to do so, the Board will apply the employee's available accrued paid leave in increments as a supplement to the Workers' Compensation weekly benefit in an appropriate amount so that the employee can maintain the employee's regular weekly income level.

MEDICAL INSURANCE AND OTHER BENEFITS

During family or medical leaves approved in accordance with the Federal FMLA, the Board will continue to pay its portion of medical insurance premiums for the period of unpaid Federal FMLA. The employee must continue to pay the employee's share of the premium, and failure to do so may result in loss of coverage. If the employee does not return to work after expiration of the leave, the employee will be required to reimburse the Board for payment of medical insurance premiums during the family or medical leave, unless the employee does not return because of a serious health condition or circumstances beyond the employee's control.

During a Federal FMLA and/or CT FMLA leave, an employee shall not accrue benefits, such as seniority, pension benefits, or sick or vacation leave, etc., unless otherwise required by any applicable collective bargaining agreement or Board policy. However, unused employment benefits accrued by the employee up to the day on which the leave begins will not be lost upon return to work. Leave taken under this policy does not constitute an absence under the Board's attendance policy, if any.

REINSTATEMENT

Except for circumstances unrelated to the taking of a family or medical leave pursuant to this policy, and unless an exception applies, an employee who returns to work following the expiration of a family or medical leave is entitled to return to the job such employee held prior to the leave or to an equivalent position with equivalent pay and benefits.

The Federal FMLA and CT FMLA prohibit employers from interfering with, restraining, or denying any rights provided by the respective laws. The Federal FMLA and CT FMLA also prohibit employers from terminating or discriminating against any individual for opposing any unlawful practice or being involved in any proceeding related to the Federal FMLA or CT FMLA, respectively. The CT FMLA also prohibits employers from interfering with, restraining, or denying any rights provided by CT Paid Leave and/or terminating or discriminating against an employee for applying for CT Paid Leave benefits.

An employee alleging a violation of the Federal FMLA may file a complaint with the U.S. Department of Labor, Wage and Hour Division. Such complaint should be filed within a reasonable time of when the employee discovers that the employee's Federal FMLA rights have been violated. In no event may a complaint be filed more than two (2) years after the action which is alleged to be a violation of the Federal FMLA occurred, or three years in the case of a willful violation. An employee may also be able to bring a private civil action for violations.

An employee alleging a violation of the CT FMLA may file a complaint with the Connecticut Department of Labor within one hundred eighty (180) calendar days of the employer action that prompted the complaint, unless good cause exists for the late filing. Upon receipt of any such complaint, the Connecticut Department of Labor Commissioner, or the Commissioner's designee, shall conduct an investigation and make a finding regarding jurisdiction and whether a violation of the CT FMLA has occurred. An employee alleging a violation of the CT FMLA may also bring a civil action in a court of competent jurisdiction against the employer within one hundred eighty (180) calendar days of the employer action alleged to be in violation of the CT FMLA. Such action may be brought by an employee without first filing an administrative complaint.

ADDITIONAL INFORMATION

Questions regarding family or medical leave may be directed to the Superintendent or designee or Human Resources Department. Federal FMLA and CT FMLA do not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

Legal References:

Connecticut:

Conn. Gen. Stat. § 31-51kk et seq.

Conn. Gen. Stat. § 31-49e et seq.

Regs. Conn. State Agencies 31-51qq, et seq.

Public Act 25-174, "An Act Authorizing and Adjusting Bonds of the State and Concerning Grant Programs, State Grant Commitments for School Building Projects, Revisions to the School Building Projects Statutes and Various Provisions Revising and Implementing the Budget for the Biennium Ending June 30, 2027"

Federal:

Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended

29 CFR Part 825.100 et seq.

Title II of the Genetic Information Nondiscrimination Act of 2008, 42 USC 2000ff et seq.

29 CFR 1635.1 et seq.

ADOPTED: _____

REVISED: _____

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Rationale for Revised Policy/Administrative Regulation

P/AR 5118.1 Homeless Children and Youth

The McKinney Vento Homeless Education Assistance Act requires each state educational agency to ensure that homeless children and youth have equal access to the same free appropriate public education as provided to other children and youth. This policy previously defined “homeless children and youth” to mean “children and youth twenty-one years of age and younger who lack fixed, regular and nighttime residence//” As of July 1, 2023, Connecticut laws requires boards of education to provide special education services to a child until such child graduates from high school or upon the end of the school year in which the child turns twenty-two, whichever occurs first. In light of this change, we have revised this policy to eliminate the age limit and now define “homeless children and youth” to mean “children and youth who lack fixed, regular and nighttime residence...” Under the revision, boards of education will continue to provide free appropriate public education to all homeless children and youth consistent with the education provided to other students in accordance with the state law.

Students

HOMELESS CHILDREN AND YOUTH

In accordance with federal law, it is the policy of the Windsor Board of Education (the "Board") to prohibit discrimination against, segregation of, or stigmatization of, homeless children and youth. The Board authorizes the Administration to establish regulations setting forth procedures necessary to implement the requirements of law with respect to homeless children and youth. In the event of conflict between federal and/or state law and these administrative regulations, the provisions of law shall control.

Legal References:

State Law:

Public Act 19-179, "An Act Concerning Homeless Students' Access to Education"

10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers

10-253 School privileges for children in certain placements, non-resident children and children in temporary shelters

Federal Law:

The McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. §§ 11431 et seq. , as amended by Every Student Succeeds Act, Pub. L. 114-95.

Policy revised: April 21, 2020

Policy adopted: September 21, 2010

Windsor Public Schools
Windsor, CT

AR5118.1

Students

HOMELESS CHILDREN AND YOUTH

In accordance with federal law, the Board of Education (the "Board") does not permit discrimination against, segregation of, or stigmatization of, homeless children and youth. The following sets forth the procedures to implement the requirements of law with respect to

homeless children and youth. In the event of conflict between federal and/or state law and these regulations with respect to homeless children and youth, the provisions of law shall control.

1. Definitions:

A. Enroll and Enrollment: includes attending classes and participating fully in school activities.

B. Homeless Children and Youth: means children and youth twenty-one years of age and younger who lack a fixed, regular, and adequate nighttime residence, including children and youth who:

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
2. Are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations.
3. Are living in emergency or transitional shelters.
4. Are abandoned in hospitals.
5. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
6. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
7. Are migratory children living in the above described circumstances.

C. School of Origin: means the school that a homeless child or youth attended when permanently housed or the school in which the homeless child was last enrolled. School of origin may include preschool administered by the District and, when a homeless child or youth completes the final grade level served by the school of origin, school of origin also includes the designated receiving school at the next grade level for all feeder schools.

D. Unaccompanied Youth: means a homeless child or youth not in the physical custody of a parent or guardian.

2. Homeless Liaison:

A. The District's Homeless Liaison is the Director of Pupil and Special Education Services.

B. The duties of the Homeless Liaison include:

1. Ensuring that homeless children and youth are identified by school personnel and through outreach and coordination with other entities and agencies.

2. Ensuring that homeless children and youth enroll in, and have full and equal opportunity to succeed in, the District's schools, including ensuring that such homeless children and youth have opportunities to meet the same challenging State academic standards as other children and youths.
3. Ensuring that homeless families, children, and youths receive educational services for which such families, children and youth are eligible, including services through Head Start and Even Start, early intervention services under Part C of the Individuals with Disabilities Education Act and preschool programs administered by the District.
4. Ensuring that parents and guardians of homeless children and youth and unaccompanied youth receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.
5. Ensuring that parents and guardians of homeless children and youth and unaccompanied youth are informed of educational and related opportunities available to homeless children and youth, including extracurricular activities, and that parents and guardians of homeless children and youth are provided with meaningful opportunities to participate in the education of their children.
6. Ensuring that public notice of the educational rights of homeless children under the McKinney-Vento Act. is disseminated in locations frequented by parents, guardians, and unaccompanied youth in a manner and form that is understandable to them.
7. Ensuring that enrollment disputes are mediated in accordance with the McKinney-Vento Act., including carrying out the initial dispute resolution process and ensuring that homeless students are immediately enrolled pending resolution of any enrollment dispute.
8. Ensuring that parent(s)/guardian(s) of homeless children and youth and unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing those services.
9. Assisting homeless children and youth in enrolling in school and accessing school services and removing barriers to enrollment and retention due to outstanding fees, fines or absences.
10. Informing parent(s)/guardian(s) of homeless children and youth and unaccompanied youth, school personnel, and others of the rights of such students.
11. Assisting homeless children and youth who do not have immunizations or immunization/medical records to obtain necessary immunizations or immunization/medical records.
12. Assisting unaccompanied youth in placement/enrollment decisions, including considering the unaccompanied youth's wishes in those decisions, and providing notice to the unaccompanied youth of his or her right to appeal such decisions.
13. Ensuring that high school age homeless children and youth receive assistance from counselors to advise such youths on preparation and readiness for college, including informing such children and youths of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the district to receive

verification of this status for purposes of the Free Application for Federal Student Aid (FAFSA).

14. Ensuring collaboration with community and school personnel responsible for providing education and related support services to homeless children and youth.

15. Collaborating with and participating in professional development and technical assistance activities offered by the State Office of the Coordinator for the Education of Homeless Children and Youth.

16. Ensuring that school personnel providing services to homeless children and youth receive professional development and other technical assistance activities regarding the McKinney-Vento Act.

17. Ensuring that unaccompanied youth are enrolled in school and that procedures are implemented to identify and remove barriers that prevent them from receiving credit for full or partial coursework satisfactorily completed at a prior school, in accordance with State, local, and school policies.

18. With appropriate training, affirming that a child or youth who is eligible for and participating in a program provided by the District, or the immediate family of such a child or youth, is eligible for homeless assistance programs administered under Title IV of the McKinney-Vento Act.

3. Enrollment of Homeless Children and Youth:

A. Enrollment of homeless children and youth may not be denied or delayed due to the lack of any document normally required for enrollment. However, administrators shall require the parent/guardian or unaccompanied youth to provide contact information prior to enrollment.

B. To facilitate enrollment administrators:

1. May permit parents/guardians of homeless children and youth and unaccompanied youth to sign affidavits of residency to replace typical proof of residency.

2. May permit unaccompanied youth to enroll with affidavits to replace typical proof of guardianship.

3. Shall refer parent/guardian/unaccompanied youth to the Liaison who will assist in obtaining immunizations.

4. Shall contact previous schools for records and assistance with placement decisions.

5. Shall maintain records so that the records are available in a timely fashion when the student enters a new school or school district.

4. School Selection:

A. Standards for School Selection:

1. The District is required to make a determination as to the best interests of a homeless child or youth in making a determination as to the appropriate school of placement.
2. In making such a determination, the District is required to keep a homeless child or youth in his/her school of origin for the duration of homelessness when a homeless child or youth becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the homeless child or youth becomes permanently housed during an academic year, to the extent feasible, unless it is against the wishes of the parent or guardian or unaccompanied youth. Otherwise, the homeless child or youth shall be enrolled in a public school that non-homeless students who live in the area where the homeless child or youth is actually living are eligible to attend.
3. The District must presume that keeping the homeless child or youth in the school of origin is in the child's or youth's best interest unless doing so is contrary to the request of the child's or youth's parent or guardian, or in the case of an unaccompanied youth, the unaccompanied youth. In considering the child's or youth's best interest, the District must consider student-centered factors related to the child's or youth's best interest, giving priority to the request of the parent or guardian or unaccompanied youth.

B. Procedures for Review of School Selection Recommendation:

1. The Principal or his/her designee of the school in which enrollment is sought review an enrollment request in accordance with the standards discussed above, and shall make an initial recommendation regarding same. If the Principal or his/her designee's recommendation is to select a placement other than the school desired by the parent(s) or guardian(s) of the homeless child or youth or the unaccompanied youth, then the Principal or his/her designee shall refer the matter to the Superintendent or his/her designee for review of the recommendation and the reasons therefore, and shall notify the District's Homeless Liaison of same.
2. The Superintendent or his/her designee shall review the matter and consult with the District Homeless Liaison concerning same. If the Superintendent or his/her designee agrees with the recommendation of the Principal or his/her designee, and a dispute remains between the District and the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth about a school selection and/or enrollment decision; the Superintendent or his/her designee shall provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a written explanation of the District's decision regarding this matter, and the right to appeal such decision to the Board.

C. Dispute Resolution Process:

1. The District's Homeless Liaison shall be responsible for promoting objective and expeditious dispute resolutions, and adherence to these administrative regulations.
2. If the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth disputes the school placement decision or enrollment, the District must immediately enroll the homeless child or youth in the school in which enrollment is sought, pending resolution of the dispute. The homeless child or youth shall also have the right to all appropriate educational services, including transportation to and from the school in which enrollment is sought, while the dispute is pending.

3. If necessary, the District Homeless Liaison shall assist parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with completion of the necessary appeal paperwork required to file for an appeal to the Board, and provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a copy of Section 10-186(b).

4. Not later than ten (10) days after receipt of an appeal to the Board by a parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth, the District shall hold a hearing before the Board concerning such appeal, and such hearing shall be conducted in accordance with Section 10-186(b).

5. If the Board finds in favor of the Superintendent or his/her designee, a parent or guardian of a homeless child or youth or unaccompanied youth may appeal the Board's decision to the State Board of Education within twenty (20) days of receipt of the Board's written decision, in accordance with Section 10-186(b). If necessary, the District Homeless Liaison shall assist a parent or guardian of a homeless child or youth or unaccompanied youth with filing the necessary appeal paperwork to the State Board of Education. The homeless child or youth or unaccompanied youth shall remain in his or her school of origin pending resolution of the dispute, including all available appeals.

5. Services:

A. Homeless children and youth shall be provided with services comparable to those offered other students in the selected school including:

1. Title I services or similar state or local programs, educational programs for students with disabilities, programs for students with limited English proficiency, and preschool programs.

2. Transportation services.

3. Vocational and technical education.

4. Programs for gifted and talented students.

5. School nutrition programs.

6. Before and after school programs.

B. The District shall coordinate with local social service agencies, other service providers, housing assistance providers and other school districts to ensure that homeless children and youth have access and reasonable proximity to available education and support services.

6. Transportation:

A. The District shall provide transportation comparable to that available to other students.

B. Transportation shall be provided, at a parent or guardian or unaccompanied youth's request, to and from the school of origin for a homeless child or youth. Transportation shall be provided for the entire time the child or youth is homeless and until the end of any academic year in which they move into permanent housing. Transportation to the school of origin shall also be provided during pending disputes. The Liaison shall request

transportation to and from the school of origin for an unaccompanied youth. Parents and unaccompanied youth shall be informed of this right to transportation before they select a school for attendance.

C. To comply with these requirements:

1. Parents/guardians, schools, and liaisons shall use the district transportation form to process transportation requests.

2. If the homeless child or youth is living and attending school in this District, the District shall arrange transportation.

3. If the homeless child or youth is living in this District but attending school in another, or attending school in this District and living in another, the District will follow the inter-district transportation agreement to determine the responsibility and costs for such transportation. If there is no inter-district transportation agreement, the District shall confer with the other school district's Homeless Liaison to determine an apportionment of the responsibility and costs.

4. If no mutually agreeable arrangement can be reached, then the District shall:

(a) arrange transportation immediately;

(b) bring the matter to the attention of the State Coordinator for the Education of Homeless Children and Youth; and

(c) ensure that such disputes do not interfere with the homeless child or youth attending school.

7. Records

An unaccompanied youth, as defined in section I.D., above, is entitled to knowledge of and access to all educational, medical, or similar records in the cumulative record of such unaccompanied youth maintained by this District.

8. Contact Information

A. Local Contact: for further information, contact:

Steven Carvalho

Director of Pupil and Special Education Services

860 687-2000 x 1238

B. State Contact: for further information or technical assistance, contact:

Louis Tallarita, State Coordinator

Connecticut Department of Education

450 Columbus Boulevard

Hartford, CT 06103

(860) 807-2058

Louis.Tallarita@ct.gov

Legal References:

State Law:

Public Act 19-179, An Act Concerning Homeless Students' Access to Education

10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers

10-253(e) School privileges for children in certain placements, non-resident children and children in temporary shelters

Federal Law:

The McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. §§ 11431 et seq., as amended in Every Student Succeeds Act, Pub. L. 114-95.

Regulation Approved: April 21, 2020

**Craig A. Cooke, Ph.D.
Superintendent**

HOMELESS CHILDREN AND YOUTH

In accordance with federal law, it is the policy of the Windsor Board of Education (the “Board”) to prohibit discrimination against, segregation of, or stigmatization of, homeless children and youth. The Board authorizes the Administration to establish regulations setting forth procedures necessary to implement the requirements of law with respect to homeless children and youth. In the event of conflict between federal and/or state law and these administrative regulations, the provisions of law shall control.

Legal References:

State Law:

~~Public Act 19-179, “An Act Concerning Homeless Students’ Access to Education”~~

~~10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers~~

~~10-253 School privileges for children in certain placements, non-resident children and children in temporary shelters~~

Connecticut General Statutes § 10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers.

Connecticut General Statutes § 10-253 School privileges for children in certain placements, non-resident children and children in temporary shelters, homeless children and children in juvenile residential centers. Liaison to facilitate transitions between school districts and juvenile and criminal justice systems.

Federal Law:

The McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. §§ 11431 et seq., as amended by Every Student Succeeds Act, Pub. L. 114-95.

Policy revised: April 21, 2020

Policy adopted: September 21, 2010

Students

HOMELESS CHILDREN AND YOUTH—ADMINISTRATIVE REGULATIONS REGARDING HOMELESS CHILDREN AND YOUTH

In accordance with federal law, the **Windsor** Board of Education (the “Board”) **and the Windsor Public Schools (the “District”)** does not permit discrimination against, segregation of, or stigmatization of, homeless children and youth. The following sets forth the procedures to implement the requirements of law with respect to homeless children and youth. In the event of conflict between federal and/or state law and these regulations with respect to homeless children and youth, the provisions of law shall control.

1. Definitions:

A. Enroll and Enrollment: includes attending classes and participating fully in school activities.

B. Homeless Children and Youth: means children and youth ~~twenty-one years of age and younger~~ who lack a fixed, regular, and adequate nighttime residence, including children and youth who:

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
2. Are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations.
3. Are living in emergency or transitional shelters.
4. Are abandoned in hospitals.
5. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
6. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
7. Are migratory children living in the above described circumstances.

C. School of Origin: means the school that a homeless child or youth attended when permanently housed or the school in which the homeless child was last enrolled. School of origin may include preschool administered by the District and, when a homeless child or youth completes the final grade level served by the school of origin, school of origin also includes the designated receiving school at the next grade level for all feeder schools.

D. Unaccompanied Youth: means a homeless child or youth not in the physical custody of a parent or guardian.

II. Homeless Liaison:

A. The District's Homeless Liaison is the Special Education Supervisor, Primary.

B. The duties of the Homeless Liaison include:

1. Ensuring that homeless children and youth are identified by school personnel and through outreach and coordination with other entities and agencies.
2. Ensuring that homeless children and youth enroll in, and have full and equal opportunity to succeed in, the District's schools, including ensuring that such homeless children and youth have opportunities to meet the same challenging State academic standards as other children and youths.
3. Ensuring that homeless families, children, and youths receive educational services for which such families, children and youth are eligible, including services through Head Start and Even Start, early intervention services under Part C of the Individuals with Disabilities Education Act and preschool programs administered by the District.
4. Ensuring that parents and guardians of homeless children and youth and unaccompanied youth receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.
5. Ensuring that parents and guardians of homeless children and youth and unaccompanied youth are informed of educational and related opportunities available to homeless children and youth, including extracurricular activities, and that parents and guardians of homeless children and youth are provided with meaningful opportunities to participate in the education of their children.
6. Ensuring that public notice of the educational rights of homeless children under the McKinney-Vento Act. is disseminated in locations frequented by parents, guardians, and unaccompanied youth in a manner and form that is understandable to them.
7. Ensuring that enrollment disputes are mediated in accordance with the McKinney-Vento Act., including carrying out the initial dispute resolution process and ensuring that homeless students are immediately enrolled pending resolution of any enrollment dispute.
8. Ensuring that parent(s)/guardian(s) of homeless children and youth and unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing those services.

9. Assisting homeless children and youth in enrolling in school and accessing school services and removing barriers to enrollment and retention due to outstanding fees, fines or absences.

10. Ensuring that students who are English learners/multilingual learners are not deterred or discouraged from applying and/or accessing special academic programs and offerings, including advanced courses and programs, because they are English learners/multilingual learners or because they have interrupted formal schooling due to work-related mobility.

~~10.~~ **11.** Informing parent(s)/guardian(s) of homeless children and youth and unaccompanied youth, school personnel, and others of the rights of such students.

~~11.~~ **12.** Assisting homeless children and youth who do not have immunizations or immunization/medical records to obtain necessary immunizations or immunization/medical records.

~~12.~~ **13.** Assisting unaccompanied youth in placement/enrollment decisions, including considering the unaccompanied youth's wishes in those decisions, and providing notice to the unaccompanied youth of ~~his or her~~ **the** right to appeal such decisions.

~~13.~~ **14.** Ensuring that high school age homeless children and youth receive assistance from counselors to advise such youths on preparation and readiness for college, including informing such children and youths of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the district to receive verification of this status for purposes of the Free Application for Federal Student Aid (FAFSA).

~~14.~~ **15.** Ensuring collaboration with community and school personnel responsible for providing education and related support services to homeless children and youth.

~~15.~~ **16.** Collaborating with and participating in professional development and technical assistance activities offered by the State Office of the Coordinator for the Education of Homeless Children and Youth.

~~16.~~ **17.** Ensuring that school personnel providing services to homeless children and youth receive professional development and other technical assistance activities regarding the McKinney-Vento Act.

~~17.~~ **18.** Ensuring that unaccompanied youth are enrolled in school and that procedures are implemented to identify and remove barriers that prevent them from receiving credit for full or partial coursework satisfactorily completed at a prior school, in accordance with ~~State~~ **state**, local, and school policies.

19. Ensuring that information about enrollment, classes, and other educational programs and activities is made accessible to parents and guardians who have limited English proficiency.

18- **20.** With appropriate training, affirming that a child or youth who is eligible such a child or youth, is eligible for homeless assistance programs administered under Title IV of the McKinney-Vento Act.

III. **Enrollment of Homeless Children and Youth:**

A. Enrollment of homeless children and youth may not be denied or delayed due to the lack of any document normally required for enrollment. However, administrators shall require the parent/guardian or unaccompanied youth to provide contact information prior to enrollment.

B. To facilitate enrollment administrators:

1. May permit parents/guardians of homeless children and youth and unaccompanied youth to sign affidavits of residency to replace typical proof of residency.
2. May permit unaccompanied youth to enroll with affidavits to replace typical proof of guardianship.
3. Shall refer parent/guardian/unaccompanied youth to the Liaison who will assist in obtaining immunizations.
4. Shall contact previous schools for records and assistance with placement decisions.
5. Shall maintain records so that the records are available in a timely fashion when the student enters a new school or school district.

IV. **School Selection:**

A. Standards for School Selection:

1. The District is required to make a determination as to the best interests of a homeless child or youth in making a determination as to the appropriate school of placement.
2. In making such a determination, the District is required to keep a homeless child or youth in his/her school of origin for the duration of homelessness when a homeless child or youth becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the homeless child or youth becomes permanently housed during an academic year, to the extent feasible, unless it is against the wishes of the parent or guardian or unaccompanied youth. Otherwise, the homeless child or youth shall be enrolled in a public school that non-homeless students

who live in the area where the homeless child or youth is actually living are eligible to attend.

3. The District must presume that keeping the homeless child or youth in the school of origin is in the child's or youth's best interest unless doing so is contrary to the request of the child's or youth's parent or guardian, or in the case of an unaccompanied youth, the unaccompanied youth. In considering the child's or youth's best interest, the District must consider student-centered factors related to the child's or youth's best interest, giving priority to the request of the parent or guardian or unaccompanied youth.

B. Procedures for Review of School Selection Recommendation:

1. The Principal or his/her designee of the school in which enrollment is sought review an enrollment request in accordance with the standards discussed above, and shall make an initial recommendation regarding same. If the Principal or his/her designee's recommendation is to select a placement other than the school desired by the parent(s) or guardian(s) of the homeless child or youth or the unaccompanied youth, then the Principal or his/her designee shall refer the matter to the Superintendent or his/her designee for review of the recommendation and the reasons therefore, and shall notify the District's Homeless Liaison of same.

2. The Superintendent or his/her designee shall review the matter and consult with the District Homeless Liaison concerning same. If the Superintendent or his/her designee agrees with the recommendation of the Principal or his/her designee, and a dispute remains between the District and the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth about a school selection and/or enrollment decision; the Superintendent or his/her designee shall provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a written explanation of the District's decision regarding this matter, and the right to appeal such decision to the Board.

C. Dispute Resolution Process:

1. The District's Homeless Liaison shall be responsible for promoting objective and expeditious dispute resolutions, and adherence to these administrative regulations.

2. If the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth disputes the school placement decision or enrollment, the District must immediately enroll the homeless child or youth in the school in which enrollment is sought, pending resolution of the dispute. The homeless child or youth shall also have the right to all appropriate educational services, including transportation to and from the school in which enrollment is sought, while the dispute is pending.

3. If necessary, the District Homeless Liaison shall assist parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with

completion of the necessary appeal paperwork required to file for an appeal to the Board, and provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a copy of Section [10-186\(b\)](#).

4. Not later than ten (10) days after receipt of an appeal to the Board by a parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth, the District shall hold a hearing before the Board concerning such appeal, and such hearing shall be shall be conducted in accordance with Section [10-186\(b\)](#).

5. If the Board finds in favor of the Superintendent or his/her designee, a parent or guardian of a homeless child or youth or unaccompanied youth may appeal the Board's decision to the State Board of Education within twenty (20) days of receipt of the Board's written decision, in accordance with Section [10-186\(b\)](#). If necessary, the District Homeless Liaison shall assist a parent or guardian of a homeless child or youth or unaccompanied youth with filing the necessary appeal paperwork to the State Board of Education. The homeless child or youth or unaccompanied youth shall remain in his or her school of origin pending resolution of the dispute, including all available appeals.

V. Services:

A. Homeless children and youth shall be provided with services comparable to those offered other students in the selected school including:

1. Title I services or similar state or local programs, educational programs for students with disabilities, programs for students with limited English proficiency, and preschool programs.
2. Transportation services.
3. Vocational and technical education.
4. Programs for gifted and talented students.
5. School nutrition programs.
6. Before and after school programs.

B. The District shall coordinate with local social service agencies, other service providers, housing assistance providers and other school districts to ensure that homeless children and youth have access and reasonable proximity to available education and support services.

VI. Transportation:

A. The District shall provide transportation comparable to that available to other students.

B. Transportation shall be provided, at a parent or guardian or unaccompanied youth's request, to and from the school of origin for a homeless child or youth. Transportation shall be provided for the entire time the child or youth is homeless and until the end of any academic year in which they move into permanent housing. Transportation to the school of origin shall also be provided during pending disputes. The Liaison shall request transportation to and from the school of origin for an unaccompanied youth. Parents and unaccompanied youth shall be informed of this right to transportation before they select a school for attendance.

C. To comply with these requirements:

1. Parents/guardians, schools, and liaisons shall use the district transportation form to process transportation requests.
2. If the homeless child or youth is living and attending school in this District, the District shall arrange transportation.
3. If the homeless child or youth is living in this District but attending school in another, or attending school in this District and living in another, the District will follow the inter-district transportation agreement to determine the responsibility and costs for such transportation. If there is no inter-district transportation agreement, the District shall confer with the other school district's Homeless Liaison to determine an apportionment of the responsibility and costs.
4. If no mutually agreeable arrangement can be reached, then the District shall:
 - (a) arrange transportation immediately;
 - (b) bring the matter to the attention of the State Coordinator for the Education of Homeless Children and Youth; and
 - (c) ensure that such disputes do not interfere with the homeless child or youth attending school.

VII. Records

An unaccompanied youth, as defined in section I.D., above, is entitled to knowledge of and access to all educational, medical, or similar records in the cumulative record of such unaccompanied youth maintained by this District.

VII. Contact Information

A. Local Contact: for further information, contact:

Director of Pupil and Special Education Services
860 687-2000 x 1238

B. State Contact: for further information or technical assistance, contact:

Louis Tallarita, State Coordinator
Connecticut Department of Education
450 Columbus Boulevard
Hartford, CT 06103
(860) 807-2058
Louis.Tallarita@ct.gov

Legal References:

State Law:

~~Public Act 19-179, An Act Concerning Homeless Students' Access to Education~~

~~10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers~~

~~10-253(e) School privileges for children in certain placements, non-resident children and children in temporary shelters~~

Connecticut General Statutes § 10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers.

Connecticut General Statutes § 10-253 School privileges for children in certain placements, non-resident children and children in temporary shelters, homeless children and children in juvenile residential centers. Liaison to facilitate transitions between school districts and juvenile and criminal justice systems.

Connecticut General Statutes § 10-76d Duties and powers of boards of education to provide special education programs and services. Medicaid enrollment, participation and billing requirements. Development of individualized education program. Planning and placement team meetings. Public agency placements; apportionment of costs. Relationship of insurance to special education costs. Prohibition on punishing members of planning and placement teams and birth-to-three service coordinators and qualified personnel for certain conduct.

Federal Law:

The McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. §§ 11431 et seq., as amended by Every Student Succeeds Act, Pub. L. 114-95.

United States Department of Education, Office for Civil Rights,
Protecting Access to Education for Unaccompanied Children (June
2023).

Regulation Approved: April 21, 2020

Windsor Public Schools
Windsor, CT

Noha Abdel-Hady, EdD
Acting Superintendent of Schools



Rationale for Revised Policy/Administrative Regulation

**P 5131.911 BULLYING PREVENTION AND INTERVENTION POLICY -
DISCONTINUED**

This Connecticut School Climate Policy was developed by the Connecticut Association of Boards of Education (CABE) with technical and substantive guidance from the Commission on Women, Children, Seniors, Equity & Opportunity (CWCSEO) and other members of the statewide Social Emotional Learning and School Climate Collaborative.

For the school year commencing July 1, 2025, and each school year thereafter, each local and regional board of education shall adopt and implement the Connecticut School Climate Policy. This policy does not modify or eliminate any rights or obligations under state and federal laws, including any constitutional and civil rights protections or any other applicable policies and procedures or collective bargaining agreements.

Students

BULLYING PREVENTION AND INTERVENTION POLICY

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

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

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

For purposes of this policy, “**Bullying**” means an act that is direct or indirect and severe, persistent or pervasive, which:

- (1) causes physical or emotional harm to an individual;
- (2) places an individual in reasonable fear of physical or emotional harm; or
- (3) infringes on the rights or opportunities of an individual at school.

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

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

For purposes of this policy, “**Teen Dating Violence**” means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

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

- (1) enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified at the beginning of each school year of the process by which students may make such reports;
- (2) enable the parents or guardians of students to file written reports of suspected bullying;
- (3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
- (4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
- (5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- (6) include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
- (7) provide for the inclusion of language in student codes of conduct concerning bullying;
- (8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation described in subdivision (4), above (A) of the results of such investigation, and (B) verbally or by electronic mail, if such parents’ or guardians’ electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Section [10-4a](#) and [10-4b](#) published on the Internet website of the Board;
- (9) require each school to invite the parents or guardians of a student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of bullying;

(10) require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in subdivision (9) above, to discuss specific interventions undertaken by the school to prevent further acts of bullying;

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

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

(13) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

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

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

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

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

(18) require that all school employees annually complete the training described in Conn. Gen. Stat. §§ [10-220a](#) or [10-222j](#) related to the identification, prevention and response to bullying.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivisions (9) and (10) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

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

As required by state law, the Board, after consultation with the Connecticut Department of Education and the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative, shall provide on the Board's website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

As required by state law, the Board shall post on its website the plain language explanation of rights and remedies under Connecticut General Statutes §§ [10-4a](#) and [10-4b](#), as developed and provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative.

Legal References:

Public Act 19-166

Public Act 21-95

Conn. Gen. Stat. § [10-145a](#)

Conn. Gen. Stat. § [10-145o](#)

Conn. Gen. Stat. § [10-220a](#)

Conn. Gen. Stat. § [10-222d](#)

Conn. Gen. Stat. § [10-222g](#)

Conn. Gen. Stat. § [10-222h](#)

Conn. Gen. Stat. § [10-222j](#)

Conn. Gen. Stat. § [10-222k](#)

Conn. Gen. Stat. § [10-222l](#)

Conn. Gen. Stat. § [10-222q](#)

Conn. Gen. Stat. § [10-222r](#)

Policy Revised: January 24, 2012

Policy Revised: June 18, 2013

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Policy Revised: February 19, 2020

Windsor Public Schools

Policy Revised: May 17, 2022

Windsor, CT

AR5131.911

Students

SAFE SCHOOL CLIMATE PLAN

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

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

I. Prohibition Against Bullying, Teen Dating Violence and Retaliation

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

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

C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process.

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

E. Students who engage in bullying behavior or teen dating violence in violation of Board policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

A. **“Bullying”** means an act that is direct or indirect and severe, persistent or pervasive, which:

- (1) causes physical or emotional harm to an individual;
- (2) places an individual in reasonable fear of physical or emotional harm; or
- (3) infringes on the rights or opportunities of an individual at school.

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

III. Other Definitions

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

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

C. **“Emotional intelligence”** means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communications, (3) understand and identify emotions, and (4) manage emotions in oneself and others.

D. **“Hostile environment”** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

E. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but

not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

F. **“Outside of the school setting”** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by the Board.

G. **“Positive school climate”** means a school climate in which (1) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (2) students, parents, and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (3) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (4) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.

H. **“Prevention and intervention strategy”** may include, but is not limited to,

- (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education,
- (2) school rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts,
- (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur,
- (4) inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school,
- (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees,
- (6) school-wide training related to safe school climate,
- (7) student peer training, education and support,
- (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions, and
- (9) culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

I. **“School climate”** means the quality and character of school life based on patterns of students’, parents’ and guardians’ and school employees’ experiences of school life, including but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

J. **“School employee”** means

(1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or

(2) any other individual who, in the performance of the individual's duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.

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

L. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

M. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

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

- (1) be responsible for implementing the district's Safe School Climate Plan (“Plan”);
- (2) collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
- (3) provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying; and
- (4) meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying in the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

The Principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying, collect and maintain records of reports and investigations of bullying in the school and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

A. The Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include:

- (1) at least one parent/guardian of a student enrolled in the school, as appointed by the school principal;
- (2) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees;
- (3) medical and mental health personnel assigned to such school; and
- (4) in the case of a committee for a high school, at least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal.

B. The Committee shall:

- (1) receive copies of completed reports following bullying investigations;
- (2) identify and address patterns of bullying among students in the school;
- (3) implement the provisions of the school security and safety plan, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying,
- (4) review and amend school policies relating to bullying;
- (5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school;
- (6) educate students, school employees and parents/guardians on issues relating to bullying;
- (7) collaborate with the Coordinator in the collection of data regarding bullying; and
- (8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.

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

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

VI. Procedures for Reporting and Investigating Complaints of Bullying

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

B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

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

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

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

VII. Responding to Verified Acts of Bullying

A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such

acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight (48) hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying; the results of such investigation; and verbally or by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Sections 10-4a and 10-4b once such explanation has been provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative and published on the Internet website of the Board. In providing such notification, however, Windsor Public Schools will take care to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitations may be made simultaneous with the notification described above in Section VII.A.

C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.

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

E. Notice to Law Enforcement

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

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

VIII. Teen Dating Violence

- A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

IX. Documentation and Maintenance of Log

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited, to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

X. Other Prevention and Intervention Strategies

- A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or to teen dating violence. While conduct that rises to the level of "bullying" or

“teen dating violence,” as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or designee). No disciplinary action may be taken solely on the basis of an anonymous complaint of bullying. As discussed below, schools may also consider appropriate alternatives to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

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

C. The following sets forth possible interventions, which may also be utilized to enforce the Board’s prohibition against bullying and teen dating violence:

(1) Non-disciplinary interventions

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

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

When an act or acts of teen dating violence are identified, the students involved may be counseled as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

(2) Disciplinary interventions

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

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

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

(3) Interventions for bullied students and victims of teen dating violence

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

- (a) Referral to a school counselor, psychologist or other appropriate social or mental health service;
- (b) Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- (c) Encouragement of student to seek help when victimized or witnessing victimization;
- (d) Peer mediation or other forms of mediation, where appropriate;
- (e) Student Safety Support plan;
- (f) Restitution and/or restorative interventions; and
- (g) Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

(4) General prevention and intervention strategies

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

- (a) School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- (b) Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence are likely to occur;
- (c) Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction

regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;

- (d) Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- (e) School-wide training related to safe school climate, which training may include Title IX sex discrimination/sexual harassment prevention training, Section 504/ADA training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- (f) Student peer training, education and support;
- (g) Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- (h) Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for a safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education;
- (i) Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
- (j) Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus on evidence based practices concerning same;
- (k) Use of peers to help ameliorate the plight of victims and include them in group activities;
- (l) Avoidance of sex-role stereotyping;
- (m) Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
- (n) Modeling by teachers of positive, respectful, and supportive behavior toward students;
- (o) Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- (p) Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
- (q) Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of

socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”

E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.

XI. Improving School Climate

[Individual schools should use this section to outline affirmative steps to improve the quality of school climate as defined within a particular school and/or district. These strategies should align with school improvement plans and school climate assessments, and be based on current data available on the quality of school climate within the school and/or district including, but not limited to, the type, nature, frequency etc. of behavior that may constitute or lead to bullying, teen dating violence, harassment or similar behavior. This section is intended to be broader in scope and should be targeted towards fostering positive school climate rather than exclusively preventing, investigating and otherwise responding to specific incidences of bullying and teen dating violence.]

XII. Annual Notice and Training

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

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

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

D. As required by state law, the Board, after consultation with the Department of Education and the Social and Emotional Learning and School Climate Advisory Collaborative, shall also provide on its website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students’ (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

E. Any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

XIII. School Climate Assessments

Biennially, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by

the Connecticut State Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

Legal References:

Public Act 19-166

Public Act 21-95

Conn. Gen. Stat. § [10-222d](#)

Conn. Gen. Stat. § [10-222g](#)

Conn. Gen. Stat. § [10-222h](#)

Conn. Gen. Stat. § [10-222j](#)

Conn. Gen. Stat. § [10-222k](#)

Conn. Gen. Stat. § [10-222l](#)

Conn. Gen. Stat. § [10-222q](#)

Conn. Gen. Stat. § [10-222r](#)

Conn. Gen. Stat. §§ [10-233a](#) through [10-233f](#)

Connecticut State Department of Education Circular Letter C-8,
Series 2008-2009 (March 16, 2009)

Connecticut State Department of Education Circular Letter C-3,
Series 2011-2012 (September 12, 2011)

Connecticut State Department of Education Circular Letter C-2,
Series 2014-2015 (July 14, 2014)

Connecticut State Department of Education Circular Letter C-1,
Series 2018-2019 (July 12, 2018)

Connecticut State Department of Education Circular Letter C-1,
Series 2019-2020 (July 16, 2019)

Terrell M. Hill, PhD

Superintendent of Schools

Windsor Public Schools

Windsor, CT

Windsor Board of Education

Connecticut School Climate Policy

Full Rewrite of Policy P5131.911

Students

Connecticut School Climate Policy

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The Windsor District Board of Education adopts this policy.

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment

3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical systems

11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. **“School climate survey”** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees

17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. **“Effective School Climate Improvement”** is a restorative process that engages all stakeholders in the following six essential practices:
 - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
 - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
 - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
 - F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;

2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan

3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community² has a shared vision and plan for promoting and sustaining a positive school climate³ that focuses on prevention, identification, and response to all challenging behavior⁴.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

² School Community means any individuals, groups or businesses, public institutions and nonprofit organizations invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

³ School climate means the quality and character of the school life, with a particular focus on the quality of relationships within the school community, and which is based on patterns of people's experiences of school life, and that reflects the norms, goals, values and interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

⁴ Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment⁵ where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Policy adopted: _____

Dr. Noha Abdel-Hady
Acting Superintendent of Schools

Windsor Public Schools
Windsor, CT

⁵ School environment means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs if bullying at or during such other activities, functions, or programs negatively impacts the school environment.

Challenging Behavior Reporting Form

Instructions

This form is for **students, parents or guardians of students enrolled in the school, and school employees** to report any alleged challenging behavioral incidents. Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk with interfering, with the learning or safety of a student or the safety of a school employee. This form should also be used to report alleged bullying incidents, meaning: unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

Complete this form electronically, or in writing, or go to your school climate specialist (principal, vice principal, or other certified administrator) who will assist you with completing this form. All completed reports require a response from the school climate specialist, and every student, parent or guardian, and school employee **who completed this form** will receive a copy of the "Response Process(es) Notification Form" describing the action steps taken, within three (3) school business days after an assessment has been completed.

The school climate specialist will assess the facts of a challenging behavior incident and complete the "Response Process(es) Notification Form" (located on page 5 of this document). A confirmation of receipt of the "challenging behavior reporting form" will be provided to the individual who completed this form within **three (3) school business days**, and the behavioral assessment will be finalized within a reasonable amount of time.

If this is an emergency, and you feel that you or someone else is in imminent danger, please call 911, or your municipal police department.

Name: First _____ Last _____ or check here for any **student** who would like to submit anonymously.

I am a: Student, Parent and/or Guardian or School Employee Email: _____

Phone Number: _____

Contact me by: Phone Email

Was this previously reported to any school employee prior to this report? If yes, identify to whom, when, and what was reported? _____

Where did the incident occur? _____

Check any boxes that apply.

- | | |
|--|---------------------------|
| <input type="checkbox"/> On school property | On a school bus |
| <input type="checkbox"/> At a school-sponsored activity or off school property | On the way to/from school |
| <input type="checkbox"/> Electronic communication, internet, and social media | Outside of school |
| | Other _____ |

Approximate date of incident (if known): _____

Please describe what happened?

•
•
•
•
•

Of the following statement(s) check any that may describe or include what happened:

- | | |
|--|--|
| <input type="checkbox"/> Teasing, name-calling, intimidating, or threatening, in person or through electronic communication | Making intimidating, and/or threatening gestures or remarks |
| <input type="checkbox"/> Spreading rumors or gossip | Getting another person to do any of the behaviors listed above |
| <input type="checkbox"/> Hitting, kicking, shoving, spitting, hair pulling, or throwing something or other acts of physical aggression | Unwanted contact of a sexual nature (verbal, non-verbal, physical) |

Do you believe that the reported instance(s) of challenging behavior was in reference to a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, and status as a veteran? If so, why?

•
•

If known, provide the name(s) of any witness(es) of the alleged incident: _____

•

Date form submitted: _____

***For school climate specialist use only:**

Date received by school climate specialist: _____

Signature of receipt by school climate specialist: _____

Investigation Form

The purpose of this form is to provide a streamlined process to assess reported instances of challenging behavior.

This form is to be completed by the school climate specialist within a reasonable amount of time. Pursuant to the Federal Education Confidentiality Law (FERPA), students, parents or guardians, and school employees that completed the challenging behavior reporting form **cannot** receive a copy of this "Investigation Form" but will be provided with a copy of the "Response Process(es) Notification Form" after an assessment is completed.

Date "Challenging Behavior Reporting Form" received: _____

Today's Date: _____

Name of school climate specialist who received the report: _____

Were these events already reported to any school employee? If yes, please identify to whom, when, and what was reported _____

Name of school community member who is reporting the incident: (student, parent or guardian, school or district employee, bystander, anonymous): _____

Name of student or students who were allegedly subjected to the challenging behavior: _____

Name of person or persons who allegedly engaged in the challenging behavior: _____

Where did the alleged incident occur? _____

Date and time alleged incident occurred: (if known): _____

Description of the alleged incident: _____

What investigative processes occurred? Answer all of the following questions below. A single incident may require an assessment into multiple areas. Please check all that apply.

Was this investigated as bullying? YES NO

Was this a verified act of bullying? YES NO

Was this investigated as cyberbullying? YES NO Was this a verified act of cyberbullying? YES NO

Was this investigated as teen dating violence? YES NO Was this verified teen dating violence? YES or NO

Was this investigated as an assault? YES NO

Was this a verified assault? YES or NO

Was this investigated as an act of physical violence? YES
NO

Was this a verified act of physical violence? YES or NO

Was this investigated as a protected class violation/harassment? YES NO

Was this a verified protected class violation/harassment? YES NO

Was this investigated as a Title IX violation? YES NO

Was this a verified Title IX violation? YES or NO

Was this a verified act of challenging behavior not listed above? YES NO

(continued)

What was the response by the school climate specialist? (E.g., utilization of restorative practices, school-based threat assessment, safety plan, student support services) Additionally, provide the date of each response.

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-
-

If applicable, please provide any additional notes, observations, or actions taken as a result of this incident:

-
-
-
-

Signature or E-signature of responding school climate specialist: _____

Printed name: _____

Date of response: _____

Response Process(es) Notification Form

The purpose of this form is to provide a template for transparency and accountability to a person(s) that submit(s) a report of challenging behavior.

The school climate specialist will complete and submit this form within three (3) school business days **after an assessment has been finalized** and submit it to the student(s), parent(s), or guardian(s), and/or school employee(s) who completed the "Challenging Behavior Reporting Form".

Describe the steps taken to address and prevent future instance(s) of challenging behavior(s). Responses may include:

- utilization of restorative practices;
- the completion of a school-based threat assessment;
- safety plan for student(s) involved in the instance of alleged challenging behavior;
- student support services;

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Signature or E-signature of school climate specialist: _____

Printed name: _____

Date completed: _____

Definitions and Clarifying Terms

Restorative Practices: Evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

School Based Threat Assessment: An evidence-based systematic evaluation process used to prevent violence, help troubled students, and avoid over-reactions to challenging behavior.



Rationale for Revised Policy/Administrative Regulation

P5141.21 Administration of Medications

This is a total rewrite of the current policy.

Under Connecticut law, qualified school employees may administer epinephrine with a cartridge injector to a specific student with a medically diagnosed allergic condition that may require prompt treatment to protect the student against serious harm or death either (1) with the written medication order of an authorized prescriber and the written authorization of the student's parent or guardian or (2) in an emergency, without such prior written authorization, provided that a number of conditions are met. The law previously required qualified school employees who administer epinephrine for purposes of emergency first aid without prior written authorization to annually complete the training program developed by the Departments of Education and Public Health in consultation with the School Nurse Advisory Council described in Connecticut General Statutes Section 10-212g. Public Act 24-93 expands this requirement to explicitly include employees who administer epinephrine with the written authorization of a parent or guardian and authorized prescriber. We have edited the policy to reflect this change.

Students

**ADMINISTRATION OF
STUDENT MEDICATIONS IN THE SCHOOLS**

A. Definitions

Administration of medication means any one of the following activities: handling, storing, preparing or pouring of medication; conveying it to the student according to the medication order; observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.

Authorized prescriber means a physician, dentist, optometrist, advanced practice registered nurse or physician assistant, and, for interscholastic and intramural athletic events only, a podiatrist.

Before or After School Program means any child care program operated and administered by a local or regional board of education exempt from licensure by the Office of Early Childhood pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes. Such programs do not include public or private entities licensed by the Office of Early Childhood or board of education enhancement programs and extra-curricular activities.

Cartridge Injector means an automatic prefilled cartridge injector or similar automatic injectable equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reactions.

Coach means any person holding a coaching permit who is hired by a local or regional board of education to coach for a sport season.

Controlled drugs means those drugs as defined in Conn. Gen. Stat. Section 21a-240.

Cumulative health record means the cumulative health record of a pupil mandated by Conn. Gen. Stat. Section 10-206.

Director means the person responsible for the day-to-day operations of any school readiness program or before-and-after school program.

Eligible student means a student who has reached the age of eighteen or is an emancipated minor.

Error means:

(1) the failure to do any of the following as ordered:

- (a) administer a medication to a student;
 - (b) administer medication within the time designated by the prescribing physician;
 - (c) administer the specific medication prescribed for a student;
 - (d) administer the correct dosage of medication;
 - (e) administer medication by the proper route;
 - (f) administer the medication according to generally accepted standards of practice; or
- (2) the administration of medication to a student which is not ordered, or which is not authorized in writing by the parent or guardian of such student, except for the administration of epinephrine or naloxone for the purpose of emergency first aid as set forth in Sections D and E below.

Guardian means one who has the authority and obligations of guardianship of the person of a minor, and includes: (1) the obligation of care and control; and (2) the authority to make major decisions affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.

Intramural athletic events means tryouts, competition, practice, drills, and transportation to and from events that are within the bounds of a school district for the purpose of providing an opportunity for students to participate in physical activities and athletic contests that extend beyond the scope of the physical education program.

Interscholastic athletic events means events between or among schools for the purpose of providing an opportunity for students to participate in competitive contests that are highly organized and extend beyond the scope of intramural programs and includes tryouts, competition, practice, drills and transportation to and from such events.

Investigational drug means any medication with an approved investigational new drug (IND) application on file with the Food and Drug Administration (FDA), which is being scientifically tested and clinically evaluated to determine its efficacy, safety and side effects and which has not yet received FDA approval.

Licensed athletic trainer means a licensed athletic trainer employed by the school district pursuant to Chapter 375a of the Connecticut General Statutes.

Medication means any medicinal preparation, both prescription and non-prescription, including controlled drugs, as defined in Conn. Gen. Stat. Section 21a-240. This definition includes Aspirin, Ibuprofen or Aspirin substitutes containing Acetaminophen.

Medication Emergency means a life-threatening reaction of a student to a medication.

Medication plan means a documented plan established by the school nurse in conjunction with the parent and student regarding the administration of medication in school. Such plan

may be a stand-alone plan, part of an individualized health care plan, an emergency care plan or a medication administration form.

Medication order means the authorization by an authorized prescriber for the administration of medication to a student which shall include the name of the student, the name and generic name of the medication, the dosage of the medication, the route of administration, the time of administration, the frequency of administration, the indications for medication, any potential side effects including overdose or missed dose of the medication, the start and termination dates not to exceed a 12-month period, and the written signature of the prescriber.

Nurse means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378, Conn. Gen. Stat.

Occupational Therapist means an occupational therapist employed full time by the local or regional board of education and licensed in Connecticut pursuant to Chapter 376a of the Connecticut General Statutes.

Optometrist means an optometrist licensed to provide optometry pursuant to Chapter 380 of the Connecticut General Statutes.

Paraprofessional means a health care aide or assistant or an instructional aide or assistant employed by the local or regional board of education who meets the requirements of such board of employment as a health care aide or assistant or instructional aide or assistant.

Physical therapist means a physical therapist employed full time by the local or regional board of education and licensed in Connecticut pursuant to Chapter 376 of the Connecticut General Statutes.

Physician means a doctor of medicine or osteopathy licensed to practice medicine in Connecticut pursuant to Chapter 370 of the Connecticut General Statutes, or licensed to practice medicine in another state.

Podiatrist means an individual licensed to practice podiatry in Connecticut pursuant to Chapter 375 of the Connecticut General Statutes.

Principal/Dean of Students means the administrator in the school.

Research or study medications means FDA-approved medications being administered according to an approved study protocol. A copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

School means any educational facility or program which is under the jurisdiction of the Board excluding extracurricular activities.

School nurse means a nurse appointed in accordance with Conn. Gen. Stat. Section [10-212](#).

School nurse supervisor means the nurse designated by the local or regional board of education as the supervisor or, if no designation has been made by the board, the lead or coordinating nurse assigned by the board.

School readiness program means a program that receives funds from the State Department of Education for a school readiness program pursuant to subsection (b) of Section 10-16p of the Connecticut General Statutes and exempt from licensure by the Office of Early Childhood pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes.

Self-administration of medication means the control of the medication by the student at all times and is self-managed by the student according to the individual medication plan.

Teacher means a person employed full time by the Board who has met the minimum standards as established by the Board for performance as a teacher and has been approved by the school medical advisor and school nurse to be designated to administer medications pursuant to the Regulations of Connecticut State Agencies Sections 10-212a-1 through 10-212a-7.

B. General Policies on Administration of Medications

(1) Except as provided below in Section D, no medication, including non-prescription drugs, may be administered by any school personnel without:

- (a) the written medication order of an authorized prescriber;
- (b) the written authorization of the student's parent or guardian or eligible student; and
- (c) the written permission of a parent for the exchange of information between the prescriber and the school nurse necessary to ensure safe administration of such medication.

(2) Prescribed medications shall be administered to and taken by only the person for whom the prescription has been written.

(3) Except as provided in Section D, medications may be administered only by a licensed nurse or, in the absence of a licensed nurse, by:

(a) a full-time principal, a full-time teacher, or a full-time licensed physical or occupational therapist employed by the school district. A full-time principal, teacher, licensed physical or occupational therapist employed by the school district may administer oral, topical, intranasal or inhalant medications. Such individuals may administer injectable medications only to a student with a medically diagnosed allergic condition that may require prompt treatment to protect the student against serious harm or death.

(b) students with chronic medical conditions who are able to possess, self-administer, or possess and self-administer medication, provided all of the following conditions are met:

- (i) an authorized prescriber provides a written medication order, including the recommendation for possession, self-administration, or possession and self-administration;
- (ii) there is a written authorization for possession, self-administration, or possession and self-administration from the student's parent or guardian or eligible student;

(iii) the school nurse has developed a plan for possession, self-administration, or possession and self-administration, and general supervision, and has documented the plan in the student's cumulative health record;

(iv) the school nurse has assessed the student's competency for self-administration and deemed it safe and appropriate, including that the student: is capable of identifying and selecting the appropriate medication by size, color, amount or other label identification; knows the frequency and time of day for which the medication is ordered; can identify the presenting symptoms that require medication; administers the medication appropriately; maintains safe control of the medication at all times; seeks adult supervision whenever warranted; and cooperates with the established medication plan;

(v) the principal, appropriate teachers, coaches and other appropriate school personnel are informed the student is possessing, self-administering, or possessing and self-administering prescribed medication;

(vi) such medication is transported to school and maintained under the student's control in accordance with this policy; and

(vii) controlled drugs, as defined in this policy, may not be possessed or self-administered by students, except in extraordinary situations, such as international field trips, with approval of the school nurse supervisor and the school medical advisor in advance and development of an appropriate plan.

(c) a student diagnosed with asthma who is able to self-administer medication shall be permitted to retain possession of an asthmatic inhaler at all times while attending school, in order to provide for prompt treatment to protect such child against serious harm or death, provided all of the following conditions are met:

(i) an authorized prescriber provides a written order requiring the possession of an inhaler by the student at all times in order to provide for prompt treatment in order to protect the child against serious harm or death and authorizing the student's self-administration of medication, and such written order is provided to the school nurse;

(ii) there is a written authorization from the student's parent or guardian regarding the possession of an inhaler by the student at all times in order to protect the child against serious harm or death and authorizing the student's self-administration of medication, and such written authorization is provided to the school nurse;

(iii) the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's competency to self-administer an inhaler for asthma in the school setting shall not be used to prevent a student from retaining and self-administering an inhaler for asthma. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student; and

(iv) the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.

(d) a student diagnosed with an allergic condition who is able to self-administer medication shall be permitted to retain possession of a cartridge injector at all times while attending school, in order to provide for prompt treatment to protect such child against serious harm or death, provided all of the following conditions are met:

(i) an authorized prescriber provides a written order requiring the possession of a cartridge injector by the student at all times in order to provide for prompt treatment in order to protect the child against serious harm or death and authorizing the student's possession, self-administration, or possession and self-administration of medication, and such written order is provided to the school nurse;

(ii) there is a written authorization from the student's parent or guardian regarding the possession of a cartridge injector by the student at all times in order to protect the child against serious harm or death and authorizing the student's possession, self-administration, or possession and self-administration of medication, and such written authorization is provided to the school nurse;

(iii) the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's competency to self-administer cartridge injectors for medically-diagnosed allergies in the school setting shall not be used to prevent a student from retaining and self-administering a cartridge injector for medically-diagnosed allergies. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student; and

(iv) the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.

(e) a student with a medically diagnosed life-threatening allergic condition may possess, self-administer, or possess and self-administer medication, including but not limited to medication administered with a cartridge injector, to protect the student against serious harm or death, provided the following conditions are met:

(i) the parent or guardian of the student has provided written authorization for the student to possess, self-administer, or possess and self-administer such medication; and

(ii) a qualified medical professional has provided a written order for the possession, self-administration, or possession and self-administration.

(f) a coach of intramural or interscholastic athletic events or licensed athletic trainer who has been trained in the administration of medication, during intramural or interscholastic athletic events, may administer inhalant medications prescribed to treat respiratory conditions and/or medication administered with a cartridge injector for students with medically diagnosed allergic conditions which may require prompt treatment to protect the student against serious harm or death, provided all of the following conditions are met:

(i) the school nurse has determined that a self-administration plan is not viable;

(ii) the school nurse has provided to the coach a copy of the authorized prescriber's order and parental permission form;

(iii) the parent/guardian has provided the coach or licensed athletic trainer with the medication in accordance with Section K of this policy, and such medication is separate from the medication stored in the school health office for use during the school day; and

(iv) the coach or licensed athletic trainer agrees to the administration of emergency medication and implements the emergency care plan, identified in Section H of this policy, when appropriate.

(g) an identified school paraprofessional who has been trained in the administration of medication, provided medication is administered only to a specific student in order to protect that student from harm or death due to a medically diagnosed allergic condition, except as provided in Section D below, and the following additional conditions are met:

(i) there is written authorization from the student's parents/guardian to administer the medication in school;

(ii) medication is administered pursuant to the written order of (A) a physician licensed under chapter 370 of the Connecticut General Statutes, (B) an optometrist licensed to practice optometry under chapter 380 of the Connecticut General Statutes, (C) an advanced practice registered nurse licensed to prescribe in accordance with section 20-94a of the Connecticut General Statutes, or (D) a physician assistant licensed to prescribe in accordance with section 20-12d of the Connecticut General Statutes;

(iii) medication is administered only with approval by the school nurse and school medical advisor, if any, in conjunction with the school nurse supervisor and under the supervision of the school nurse;

(iv) the medication to be administered is limited to medications necessary for prompt treatment of an allergic reaction, including, but not limited to, a cartridge injector; and

(v) the paraprofessional shall have received proper training and supervision from the school nurse in accordance with this policy and state regulations.

(h) a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or school paraprofessional, provided medication is antiepileptic medication, including by rectal syringe, administered only to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan, and the following additional conditions are met:

(i) there is written authorization from the student's parents/guardians to administer the medication;

(ii) a written order for such administration has been received from the student's physician licensed under Chapter 370 of the Connecticut General Statutes;

(iii) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or school paraprofessional is selected by the school nurse and school medical advisor, if any, and voluntarily agrees to administer the medication;

(iv) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or school paraprofessional annually completes the training program established by the Connecticut State Department of Education and the Association of School Nurses of Connecticut, and the school nurse and medical advisor, if any, have attested, in writing, that such training has been completed; and

(v) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or school paraprofessional receives monthly reviews by the school nurse to confirm competency to administer antiepileptic medication.

(i) a director of a school readiness program or a before or after school program, or the director's designee, provided that the medication is administered:

(i) only to a child enrolled in such program; and

(ii) in accordance with Section L of this policy.

(j) a licensed practical nurse, after the school nurse has established the medication plan, provided that the licensed practical nurse may not train or delegate the administration of medication to another individual, and provided that the licensed practical nurse can demonstrate one of the following:

(i) training in administration of medications as part of their basic nursing program;

(ii) successful completion of a pharmacology course and subsequent supervised experience; or

(iii) supervised experience in the administration of medication while employed in a health care facility.

(4) Medications may also be administered by a parent or guardian to his/her own child on school grounds.

(5) Investigational drugs or research or study medications may be administered only by a licensed nurse. For FDA-approved medications being administered according to a study protocol, a copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

C. Diabetic Students

(1) The Windsor Board of Education (the "Board") permits blood glucose testing by students who have a written order from a physician or an advanced practice registered nurse stating the need and capability of such student to conduct self-testing.

(2) The Board will not restrict the time or location of blood glucose testing by a student with diabetes on school grounds who has written authorization from a parent or guardian and a written order from a physician or an advanced practice registered nurse stating that such child is capable of conducting self-testing on school grounds.

(3) In the absence or unavailability of the school nurse, select school employees may administer medication with injectable equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death, under the following conditions:

- (a) The student's parent or guardian has provided written authorization;
- (b) A written order for such administration has been received from the student's physician licensed under Chapter 370 of the Connecticut General Statutes;
- (c) The school employee is selected by either the school nurse or principal and is a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or school paraprofessional;
- (d) The school nurse shall provide general supervision to the selected school employee;
- (e) The selected school employee annually completes any training required by the school nurse and school medical advisor in the administration of medication with injectable equipment used to administer glucagon;
- (f) The school nurse and school medical advisor have attested in writing that the selected school employee completed the required training; and
- (g) The selected school employee voluntarily agrees to serve as one who may administer medication with injectable equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death.

D. Epinephrine for Purposes of Emergency First Aid Without Prior Authorization

- (1) For purposes of this Section D, "regular school hours" means the posted hours during which students are required to be in attendance at the individual school on any given day.
- (2) The school nurse shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions and do not have prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine.
 - (a) The school nurse, in consultation with the school nurse supervisor, shall determine the supply of epinephrine in cartridge injectors that shall be available in the individual school.
 - (b) In determining the appropriate supply of epinephrine in cartridge injectors, the nurse may consider, among other things, the number of students regularly in the school building during the regular school day and the size of the physical building.
 - (3) The school nurse or school principal shall select principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s) employed by the Board, coach(es) and/or school paraprofessional(s) to maintain and administer the epinephrine in cartridge injectors for the purpose of emergency first aid, as described in Paragraph (2) above, in the absence of the school nurse.

- (a) More than one individual must be selected by the school nurse or school principal for such maintenance and administration in the absence of the school nurse.
 - (b) The selected personnel, before conducting such administration, must annually complete the training made available by the Department of Education for the administration of epinephrine in cartridge injectors for the purpose of emergency first aid.
 - (c) The selected personnel must voluntarily agree to complete the training and administer epinephrine in cartridge injectors for the purpose of emergency first aid.
- (4) Either the school nurse or, in the absence of the school nurse, at least one of the selected and trained personnel as described in Paragraph (3) above shall be on the grounds of each school during regular school hours.
- (a) The school principal, in consultation with the school nurse supervisor, shall determine the level of nursing services and number of selected and trained personnel necessary to ensure that a nurse or selected and trained personnel is present on the grounds of each school during regular school hours.
 - (b) If the school nurse, or a substitute school nurse, is absent or must leave school grounds during regular school hours, the school nurse, school administrator or designee shall send an email to all staff indicating that the selected and trained personnel identified in Paragraph (3) above shall be responsible for the emergency administration of epinephrine.
- (5) The administration of epinephrine pursuant to this section must be done in accordance with this policy, including but not limited to the requirements for documentation and record keeping, errors in medication, emergency medical procedures, and the handling, storage and disposal of medication, and the Regulations adopted by the Department of Education.
- (6) The parent or guardian of any student may submit, in writing, to the school nurse or school medical advisor, if any, that epinephrine shall not be administered to such student pursuant to this section.
- (a) The school nurse shall notify selected and trained personnel of the students whose parents or guardians have refused emergency administration of epinephrine.
 - (b) The Board shall annually notify parents or guardians of the need to provide such written notice.
- (7) Following the emergency administration of epinephrine by selected and trained personnel as identified in this section:
- (a) Such emergency administration shall be reported immediately to:
 - (i) The school nurse or school medical advisor, if any, by the personnel who administered the epinephrine; and
 - (ii) The student's parent or guardian, by the school nurse or additional trained personnel who administered the epinephrine.

(b) A medication administration record shall be:

(i) Submitted to the school nurse by the personnel who administered the epinephrine as soon as possible, but no later than the next school day; and

(ii) filed in or summarized on the student's cumulative health record, in accordance with Section E of this policy.

E. Naloxone for Purposes of Emergency First Aid

(1) Pursuant to a standing order of the Board's medical advisor and authorization from the Superintendent of Schools, and in accordance with Connecticut law and this policy, a school nurse may maintain naloxone, for the purpose of administering emergency first aid to students who experience a known or suspected opioid overdose.

(a) The school nurse, in consultation with the Board's medical advisor, shall determine the supply of naloxone that shall be maintained in the individual school.

(b) The school nurse shall be responsible for the safe storage of naloxone maintained in a school and shall ensure any supply of naloxone maintained is stored in accordance with the manufacturer's instructions.

(c) The school nurse shall be responsible for maintaining an inventory of naloxone maintained in the school, tracking the date(s) of expiration of the supply of naloxone maintained in a school, and, as appropriate, refreshing the supply of naloxone maintained in the school.

(2) The school nurse, in consultation with the Superintendent and the building principal, shall provide notice to parents and guardians of the Board's policies and procedures regarding the emergency administration of naloxone in the event of a known or suspected opioid overdose.

(3) A school nurse, administrator or Dean of Students shall be approved to administer naloxone for the purpose of emergency first aid, as described in Paragraph (1) above, in the event of a known or suspected opioid overdose, provided that such nurse, administrator or Dean of Students has completed appropriate training, as identified by the Board's medical advisor, which shall include training in the identification of opioid abuse and overdose.

(4) The administration of naloxone pursuant to this section must be effected in accordance with this policy and procedures regarding the acquisition, maintenance, and administration established by the Superintendent in consultation with the Board's medical advisor.

(5) Following the emergency administration of naloxone by a school nurse, administrator or Dean of Students:

(a) Such emergency administration shall be reported immediately to:

(i) The Board medical advisor; and

(ii) The Superintendent; and

(iii) The student's parent or guardian.

(b) A medication administration record shall be:

(i) Maintained by staff who administered the naloxone as soon as possible, but no later than the next school day; and

(ii) filed in or summarized on the student's cumulative health record, in accordance with Section F of this policy.

F. Documentation and Record Keeping

(1) Each school or before-and-after school program and school readiness program where medications are administered shall maintain an individual medication administration record for each student who receives medication during school or program hours. This record shall include the following information:

(a) the name of the student;

(b) the student's state-assigned student identifier (SASID);

(c) the name of the medication;

(d) the dosage of the medication;

(e) the route of the administration,

(e.g., oral, topical, inhalant, etc.);

(f) the frequency of administration;

(g) the name of the authorized prescriber;

(h) the dates for initiating and terminating the administration of medication, including extended-year programs;

(i) the quantity received at school and verification by the adult delivering the medication of the quantity received;

(j) the date the medication is to be reordered (if any);

(k) any student allergies to food and/or medication(s);

(l) the date and time of each administration or omission, including the reason for any omission;

(m) the dose or amount of each medication administered;

(n) the full written or electronic legal signature of the nurse or other authorized school personnel administering the medication; and

(o) for controlled medications, a medication count which should be conducted and documented at least once a week and co-signed by the assigned nurse and a witness.

(2) All records are either to be made in ink and shall not be altered, or recorded electronically in a record that cannot be altered.

(3) Written orders of authorized prescribers, written authorizations of parent or guardian, the written parental permission for the exchange of information by the prescriber and school nurse to ensure safe administration of such medication, and the completed medication administration record for each student shall be filed in the student's cumulative health record or, for before-and-after school programs and school readiness programs, in the child's program record.

(4) Authorized prescribers may make verbal orders, including telephone orders, for a *change* in medication order. Such verbal orders may be received only by a school nurse and must be followed by a written order, which may be faxed, and must be received within three (3) school days.

(5) Medication administration records will be made available to the Department of Education for review until destroyed pursuant to Section 11-8a and Section 10-212a(b) of the Connecticut General Statutes.

(a) The completed medication administration record for non-controlled medications may, at the discretion of the school district, be destroyed in accordance with Section M8 of the Connecticut Record Retention Schedules for Municipalities, so long as it is superseded by a summary on the student health record.

(b) The completed medication administration record for controlled medications shall be maintained in the same manner as the non-controlled medications. In addition, a separate medication administration record needs to be maintained in the school for three (3) years pursuant to Section 10-212a(b) of the Connecticut General Statutes.

(6) Documentation of any administration of medication by a coach or licensed athletic trainer shall be completed on forms provided by the school and the following procedures shall be followed:

(a) a medication administration record for each student shall be maintained in the athletic offices;

(b) administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time, but no later than the next school day;

(c) all instances of medication administration, except for the administration of cartridge injector medication, shall be reported to the school nurse at least monthly, or as frequently as required by the individual student plan; and

(d) the administration of medication record must be submitted to the school nurse at the end of each sport season and filed in the student's cumulative health record.

(1) Whenever any error in medication administration occurs, the following procedures shall apply:

(a) the person making the error in medication administration shall immediately implement the medication emergency procedures in this Policy if necessary;

(b) the person making the error in medication administration shall in all cases immediately notify the school nurse, principal, school nurse supervisor, and authorized prescriber. The person making the error, in conjunction with the principal, shall also immediately notify the parent or guardian, advising of the nature of the error and all steps taken or being taken to rectify the error, including contact with the authorized prescriber and/or any other medical action(s); and

(c) the principal shall notify the Superintendent or the Superintendent's designee.

(2) The school nurse, along with the person making the error, shall complete a report using the authorized medication error report form. The report shall include any corrective action taken.

(3) Any error in the administration of medication shall be documented in the student's cumulative health record or, for before-and-after school programs and school readiness programs, in the child's program record.

(4) These same procedures shall apply to coaches and licensed athletic trainers during intramural and interscholastic events, except that if the school nurse is not available, a report must be submitted by the coach or licensed athletic trainer to the school nurse the next school day.

H. Medication Emergency Procedures

(1) Whenever a student has a life-threatening reaction to administration of a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.

(2) Emergency medical care to resolve a medication emergency includes but is not limited to the following, as appropriate under the circumstances:

(a) use of the 911 emergency response system;

(b) application by properly trained and/or certified personnel of appropriate emergency medical care techniques, such as cardio-pulmonary resuscitation;

(c) administration of emergency medication in accordance with this policy;

(d) contact with a poison control center; and

(e) transporting the student to the nearest available emergency medical care facility that is capable of responding to a medication emergency¹⁸⁰

(3) As soon as possible, in light of the circumstances, the principal shall be notified of the medication emergency. The principal shall immediately thereafter contact the Superintendent or the Superintendent's designee, who shall thereafter notify the parent or guardian, advising of the existence and nature of the medication emergency and all steps taken or being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) that are being or have been taken.

I. Supervision

(1) The school nurse is responsible for general supervision of administration of medications in the school(s) to which that nurse is assigned.

(2) The school nurse's duty of general supervision includes, but is not limited to, the following:

(a) availability on a regularly scheduled basis to:

(i) review orders or changes in orders and communicate these to personnel designated to give medication for appropriate follow-up;

(ii) set up a plan and schedule to ensure medications are given properly;

(iii) provide training to licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and interscholastic athletics, licensed athletic trainers and identified paraprofessionals designated in accordance with Section B(3)(g), above, which training shall pertain to the administration of medications to students, and assess the competency of these individuals to administer medication;

(iv) support and assist other licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics, licensed athletic trainers and identified paraprofessionals designated in accordance with Section B(3)(g), above, to prepare for and implement their responsibilities related to the administration of specific medications during school hours and during intramural and interscholastic athletics as provided by this policy;

(v) provide appropriate follow-up to ensure the administration of medication plan results in desired student outcomes, including providing proper notification to appropriate employees or contractors regarding the contents of such medical plans; and

(vi) provide consultation by telephone or other means of telecommunications, which consultation may be provided by an authorized prescriber or other nurse in the absence of the school nurse.

(b) In addition, the school nurse shall be responsible for:

(i) implementing policies and procedures regarding the receipt, storage, and administration of medications;

(ii) reviewing, on a periodic basis, all documentation pertaining to the administration of medications for students;

(iii) performing observations of the competency of medication administration by full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraprofessionals designated in accordance with Section B(3)(g), above, who have been newly trained to administer medications; and,

(iv) conducting periodic reviews, as needed, with licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraprofessionals designated in accordance with Section B(3)(g), above, regarding the needs of any student receiving medication.

J. Training of School Personnel

(1) Full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraprofessionals designated in accordance with Section B(3)(g), above, who are designated to administer medications shall at least annually receive training in their safe administration, and only trained full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraprofessionals designated in accordance with Section B(3)(g), above, shall be allowed to administer medications.

(2) Training for full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraprofessionals designated in accordance with Section B(3)(g), above, shall include, but is not necessarily limited to, the following:

(a) the general principles of safe administration of medication;

(b) the procedures for administration of medications, including the safe handling and storage of medications, and the required record-keeping; and

(c) specific information related to each student's medication plan, including the name and generic name of the medication, indications for medication dosage, routes, time and frequency of administration, therapeutic effects of the medication, potential side effects, overdose or missed doses of the medication, and when to implement emergency interventions.

(3) The principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s) employed by the Board, coach(es) and/or school paraprofessional(s) who administer epinephrine as emergency first aid, pursuant to Section D above, shall annually

complete the training program developed by the Departments of Education and Public Health and training in cardiopulmonary resuscitation and first aid.

(4) The Board shall maintain documentation of medication administration training as follows:

(a) dates of general and student-specific trainings;

(b) content of the trainings;

(c) individuals who have successfully completed general and student-specific administration of medication training for the current school year; and

(d) names and credentials of the nurse or school medical advisor, if any, trainer or trainers.

(5) Licensed practical nurses may not conduct training in the administration of medication to another individual.

K. Handling, Storage and Disposal of Medications

(1) All medications, except those approved for transporting by students for self-medication, those administered by coaches of intramural or interscholastic athletics or licensed athletic trainers in accordance with Section B(3)(f) above, and epinephrine or naloxone to be used for emergency first aid in accordance with Sections D and E above, must be delivered by the parent, guardian, or other responsible adult to the nurse assigned to the student's school or, in the absence of such nurse, the school principal who has been trained in the appropriate administration of medication. Medications administered by coaches of intramural or interscholastic athletics or licensed athletic trainers must be delivered by the parent or guardian directly to the coach or licensed athletic trainer in accordance with Section B(3)(f) above.

(2) The nurse shall examine on-site any new medication, medication order and the required authorization to administer form, and, except for epinephrine and naloxone to be used as emergency first aid in accordance with Sections D and E above, shall develop a medication administration plan for the student before any medication is given to the student by any school personnel. No medication shall be stored at a school without a current written order from an authorized prescriber.

(3) The school nurse shall review all medication refills with the medication order and parent authorization prior to the administration of medication, except for epinephrine and naloxone intended for emergency first aid in accordance with Sections D and E above.

(4) Emergency Medications

(a) Except as otherwise determined by a student's emergency care plan, emergency medications shall be stored in an unlocked, clearly labeled and readily accessible cabinet or container in the health room during school hours under the general supervision of the school nurse or, in the absence of the school nurse, the principal or the principal's designee who has been trained in the administration of medication.

(b) Emergency medication shall be locked beyond the regular school day or program hours, except as otherwise determined by a student's emergency care plan.

(5) All medications, except those approved for keeping by students for self-medication, shall be kept in a designated and locked location used exclusively for the storage of medication. Controlled substances shall be stored separately from other drugs and substances in a separate, secure, substantially constructed, locked metal or wood cabinet.

(6) Access to stored medications shall be limited to persons authorized to administer medications. Each school or before-and-after school program and school readiness program shall maintain a current list of such authorized persons.

(7) All medications, prescription and non-prescription, shall be delivered and stored in their original containers and in such a manner that renders them safe and effective.

(8) At least two sets of keys for the medication containers or cabinets shall be maintained for each school building or before-and-after school program and school readiness program. One set of keys shall be maintained under the direct control of the school nurse or nurses and an additional set shall be under the direct control of the principal and, if necessary, the program director or lead teacher who has been trained in the general principles of the administration of medication shall also have a set of keys.

(9) Medications that must be refrigerated shall be stored in a refrigerator at no less than 36 degrees Fahrenheit and no more than 46 degrees Fahrenheit. The refrigerator must be located in the health office that is maintained for health services with limited access. Non-controlled medications may be stored directly on the refrigerator shelf with no further protection needed. Controlled medication shall be stored in a locked box that is affixed to the refrigerator shelf.

(10) All unused, discontinued or obsolete medications shall be removed from storage areas and either returned to the parent or guardian or, if the medication cannot be returned to the parent or guardian, the medication shall be destroyed in collaboration with the school nurse:

(a) non-controlled drugs shall be destroyed in the presence of at least one witness;

(b) controlled drugs shall be destroyed in pursuant to Section [21a-262-3](#) of the Regulations of Connecticut State Agencies; and

(c) accidental destruction or loss of controlled drugs must be verified in the presence of a second person, including confirmation of the presence or absence of residue, and jointly documented on the student medication administration record and on a medication error form pursuant to Section [10-212a\(b\)](#) of the Connecticut General Statutes. If no residue is present, notification must be made to the Department of Consumer Protection pursuant to Section [21a-262-3](#) of the Regulations of Connecticut State Agencies.

(11) Medications to be administered by coaches of intramural or interscholastic athletic events or licensed athletic trainers shall be stored:

(a) in containers for the exclusive use of holding medications;

- (b) in locations that preserve the integrity of the medication;
- (c) under the general supervision of the coach or licensed athletic trainer trained in the administration of medication; and
- (d) in a locked secured cabinet when not under the general supervision of the coach or licensed athletic trainer during intramural or interscholastic athletic events.

L. School Readiness Programs and Before-and-After School Programs

(1) As determined by the school medical advisor, if any, and school nurse supervisor, the following procedures shall apply to the administration of medication during school readiness programs and before-and-after school programs run by the Board, which are exempt from licensure by the Office of Early Childhood:

- (a) Administration of medication at these programs shall be provided only when it is medically necessary for participants to access the program and maintain their health status while attending the program.
- (b) Except as provided by Sections D and E above, no medication shall be administered in these programs without:
 - (i) the written order of an authorized prescriber; and
 - (ii) the written authorization of a parent or guardian or an eligible student.
- (c) A school nurse shall provide consultation to the program director, lead teacher or school administrator who has been trained in the administration of medication regarding the safe administration of medication within these programs. The school medical advisor and school nurse supervisor shall determine whether, based on the population of the school readiness program and/or before-and-after school program, additional nursing services are required for these programs.
- (d) Only school nurses, directors or directors' designees, lead teachers or school administrators who have been properly trained may administer medications to students as delegated by the school nurse or other registered nurse. Properly trained directors or directors' designees, lead teachers or school administrators may administer oral, topical, intranasal or inhalant medications. Investigational drugs or research or study medications may not be administered in these programs.
- (e) Students attending these programs may be permitted to self-medicate only in accordance with the provisions of Section B(3) of this policy. In such a case, the school nurse must provide the program director, lead teacher or school administrator running the program with the medication order and parent permission for self-administration.
- (f) In the absence of the school nurse during program administration, the program director, lead teacher or school administrator is responsible for decision-making regarding medication administration.

(g) Cartridge injector medications may be administered by a director, lead teacher or school administrator only to a student with a medically-diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.

(2) Local poison control center information shall be readily available at these programs.

(3) Procedures for medication emergencies or medication errors, as outlined in this policy, must be followed, except that in the event of a medication error a report must be submitted by the program director, lead teacher or school administrator to the school nurse the next school day.

(4) Training for directors or directors' designees, lead teachers or school administrators in the administration of medication shall be provided in accordance with Section J of this policy.

(5) All medications must be handled and stored in accordance with Section K of this policy. Where possible, a separate supply of medication shall be stored at the site of the before-and-after or school readiness program. In the event that it is not possible for the parent or guardian to provide a separate supply of medication, then a plan shall be in place to ensure the timely transfer of the medication from the school to the program and back on a daily basis.

(6) Documentation of any administration of medication shall be completed on forms provided by the school and the following procedures shall be followed:

(a) a medication administration record for each student shall be maintained by the program;

(b) administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time, but no later than the next school day;

(c) all instances of medication administration, except for the administration of cartridge injector medication, shall be reported to the school nurse at least monthly, or as frequently as required by the individual student plan; and

(d) the administration of medication record must be submitted to the school nurse at the end of each school year and filed in the student's cumulative health record.

(7) The procedures for the administration of medication at school readiness programs and before-and-after school programs shall be reviewed annually by the school medical advisor, if any, and school nurse supervisor.

M. Review and Revision of Policy

In accordance with the provisions of Conn. Gen. Stat. Section [10-212a\(a\)\(2\)](#) and Section [10-212a-2](#) of the Regulations of Connecticut State Agencies, the Board shall review this policy periodically, and at least biennially, with the advice and approval of the school medical advisor, if any, or other qualified licensed physician, and the school nurse supervisor. Any proposed revisions to the policy must be made with the advice and approval of the school medical advisor, school nurse supervisor or other qualified licensed physician.

Legal References:

Connecticut General Statutes:

Section [10-206](#)

Section [10-212](#)

Section [10-212a](#)

Section [10-212c](#)

Section [10-220j](#)

Section [14-276b](#)

Section [19a-900](#)

Section [21a-240](#)

Section [52-557b](#)

Regulations of Conn. State Agencies:

Sections [10-212a-1](#) through [10-212a-10](#), inclusive

Memorandum of Decision, In Re: Declaratory Ruling/Delegation by Licensed Nurses to Unlicensed Assistive Personnel, Connecticut State Board of Examiners for Nursing (April 5, 1995)

Adopted policy: April 24, 2007

Revised policy: April 9, 2013

Revised policy: April 17, 2018

Revised policy: December 18, 2018

Revised policy: December 20, 2022

Windsor Public Schools
Windsor, CT

**ADMINISTRATION OF
STUDENT MEDICATIONS IN THE SCHOOLS**

A. Definitions

Administration of medication means any one of the following activities: handling, storing, preparing or pouring of medication; conveying it to the student according to the medication order; observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.

Authorized prescriber means a physician, dentist, optometrist, advanced practice registered nurse or physician assistant, and, for interscholastic and intramural athletic events only, a podiatrist.

Before or after school program means any child care program operated and administered by the Windsor Board of Education (the "Board") and exempt from licensure by the Office of Early Childhood pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes. Such programs do not include public or private entities licensed by the Office of Early Childhood or Board enhancement programs and extra-curricular activities.

Cartridge injector means an automatic prefilled cartridge injector or similar automatic injectable equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reactions.

Coach means any person holding a coaching permit who is hired by the Board to coach for a sport season.

Controlled drugs means those drugs as defined in Conn. Gen. Stat. Section 21a-240.

Cumulative health record means the cumulative health record of a pupil mandated by Conn. Gen. Stat. Section 10-206.

Director means the person responsible for the day-to-day operations of any school readiness program or before or after school program.

Eligible student means a student who has reached the age of eighteen or is an emancipated minor.

Error means:

- (1) the failure to do any of the following as ordered:

- (a) administer a medication to a student;
 - (b) administer medication within the time designated by the prescribing physician;
 - (c) administer the specific medication prescribed for a student;
 - (d) administer the correct dosage of medication;
 - (e) administer medication by the proper route;
 - (f) administer the medication according to generally accepted standards of practice; or
- (2) the administration of medication to a student which is not ordered, or which is not authorized in writing by the parent or guardian of such student, except for the administration of epinephrine or naloxone for the purpose of emergency first aid as set forth in Sections D and E below.

Guardian means one who has the authority and obligations of guardianship of the person of a minor, and includes: (1) the obligation of care and control; and (2) the authority to make major decisions affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.

Intramural athletic events means tryouts, competition, practice, drills, and transportation to and from events that are within the bounds of a school district for the purpose of providing an opportunity for students to participate in physical activities and athletic contests that extend beyond the scope of the physical education program.

Interscholastic athletic events means events between or among schools for the purpose of providing an opportunity for students to participate in competitive contests that are highly organized and extend beyond the scope of intramural programs and includes tryouts, competition, practice, drills and transportation to and from such events.

Investigational drug means any medication with an approved investigational new drug (IND) application on file with the Food and Drug Administration (FDA), which is being scientifically tested and clinically evaluated to determine its efficacy, safety and side effects and which has not yet received FDA approval.

Licensed athletic trainer means a licensed athletic trainer employed by the school district pursuant to Chapter 375a of the Connecticut General Statutes.

Medication means any medicinal preparation, both prescription and non-prescription, including controlled drugs, as defined in Conn. Gen. Stat. Section 21a-240. This definition includes Aspirin, Ibuprofen or Aspirin substitutes containing Acetaminophen.

Medication emergency means a life-threatening reaction of a student to a medication.

Medication plan means a documented plan established by the school nurse in conjunction with the parent and student regarding the administration of medication in school. Such

plan may be a stand-alone plan, part of an individualized health care plan, an emergency care plan or a medication administration form.

Medication order means the authorization by an authorized prescriber for the administration of medication to a student which shall include the name of the student, the name and generic name of the medication, the dosage of the medication, the route of administration, the time of administration, the frequency of administration, the indications for medication, any potential side effects including overdose or missed dose of the medication, the start and termination dates not to exceed a 12-month period, and the written signature of the prescriber.

Nurse means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378, Conn. Gen. Stat.

Occupational therapist means an occupational therapist employed full time by the Board and licensed in Connecticut pursuant to Chapter 376a of the Connecticut General Statutes.

Optometrist means an optometrist licensed to provide optometry pursuant to Chapter 380 of the Connecticut General Statutes.

Paraeducator means a health care aide or assistant or an instructional aide or assistant employed by the Board who meets the requirements of the Board for employment as a health care aide or assistant or instructional aide or assistant.

Physical therapist means a physical therapist employed full time by the Board and licensed in Connecticut pursuant to Chapter 376 of the Connecticut General Statutes.

Physician means a doctor of medicine or osteopathy licensed to practice medicine in Connecticut pursuant to Chapter 370 of the Connecticut General Statutes, or licensed to practice medicine in another state.

Podiatrist means an individual licensed to practice podiatry in Connecticut pursuant to Chapter 375 of the Connecticut General Statutes.

Principal means the administrator in the school.

Qualified school employee means a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or paraeducator.

Research or study medications means FDA-approved medications being administered according to an approved study protocol. A copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

School means any educational facility or program which is under the jurisdiction of the Board excluding extracurricular activities.

School nurse means a nurse appointed in accordance with Conn. Gen. Stat. Section 10-212.

School nurse supervisor means the nurse designated by the Board as the supervisor or, if no designation has been made by the Board, the lead or coordinating nurse assigned by the Board.

School readiness program means a program that receives funds from the State Department of Education for a school readiness program pursuant to subsection (b) of Section 10-16p of the Connecticut General Statutes and exempt from licensure by the Office of Early Childhood pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes.

Self-administration of medication means the control of the medication by the student at all times and is self-managed by the student according to the individual medication plan.

Teacher means a person employed full time by the Board who has met the minimum standards as established by the Board for performance as a teacher and has been approved by the school medical advisor and school nurse to be designated to administer medications pursuant to the Regulations of Connecticut State Agencies Sections 10-212a-1 through 10-212a-7.

B. General Policies on Administration of Medications

- (1) Except as provided below in Sections D and E, no medication, including non-prescription drugs, may be administered by any school personnel without:
 - (a) the written medication order of an authorized prescriber;
 - (b) the written authorization of the student's parent or guardian or eligible student; and
 - (c) the written permission of a parent for the exchange of information between the prescriber and the school nurse necessary to ensure safe administration of such medication.
- (2) Prescribed medications shall be administered to and taken by only the person for whom the prescription has been written.
- (3) Except as provided in Sections D and E, medications may be administered only by a licensed nurse or, in the absence of a licensed nurse, by:
 - (a) a full-time principal, a full-time teacher, or a full-time licensed physical or occupational therapist employed by the school district who has been trained in the administration of medication in accordance with Section J of this policy. A full-time principal, teacher, licensed physical or occupational therapist employed by the school district may administer oral, topical, intranasal or inhalant medications. Such individuals may

administer injectable medications only to a student with a medically diagnosed allergic condition that may require prompt treatment to protect the student against serious harm or death.

- (b) students with chronic medical conditions who are able to possess, self-administer, or possess and self-administer medication, provided all of the following conditions are met:
 - (i) an authorized prescriber provides a written medication order, including the recommendation for possession, self-administration, or possession and self-administration;
 - (ii) there is a written authorization for possession, self-administration, or possession and self-administration from the student's parent or guardian or eligible student;
 - (iii) the school nurse has developed a plan for possession, self-administration, or possession and self-administration, and general supervision, and has documented the plan in the student's cumulative health record;
 - (iv) the school nurse has assessed the student's competency for self-administration and deemed it safe and appropriate, including that the student: is capable of identifying and selecting the appropriate medication by size, color, amount or other label identification; knows the frequency and time of day for which the medication is ordered; can identify the presenting symptoms that require medication; administers the medication appropriately; maintains safe control of the medication at all times; seeks adult supervision whenever warranted; and cooperates with the established medication plan;
 - (v) the principal, appropriate teachers, coaches and other appropriate school personnel are informed the student is possessing, self-administering, or possessing and self-administering prescribed medication;
 - (vi) such medication is transported to school and maintained under the student's control in accordance with this policy; and
 - (vii) controlled drugs, as defined in this policy, may not be possessed or self-administered by students, except in extraordinary situations, such as international field trips, with approval of the school nurse supervisor and the school medical advisor in advance and development of an appropriate plan.

- (c) a student diagnosed with asthma who is able to self-administer medication shall be permitted to retain possession of an asthmatic inhaler at all times while attending school, in order to provide for prompt treatment to protect such student against serious harm or death, provided all of the following conditions are met:
 - (i) an authorized prescriber provides a written order requiring the possession of an inhaler by the student at all times in order to provide for prompt treatment in order to protect the student against serious harm or death and authorizing the student's self-administration of medication, and such written order is provided to the school nurse;
 - (ii) there is a written authorization from the student's parent or guardian regarding the possession of an inhaler by the student at all times in order to protect the student against serious harm or death and authorizing the student's self-administration of medication, and such written authorization is provided to the school nurse;
 - (iii) the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's competency to self-administer an inhaler for asthma in the school setting shall not be used to prevent a student from retaining and self-administering an inhaler for asthma. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student; and
 - (iv) the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.

- (d) a student diagnosed with an allergic condition who is able to self-administer medication shall be permitted to retain possession of a cartridge injector at all times while attending school, in order to provide for prompt treatment to protect such student against serious harm or death, provided all of the following conditions are met:
 - (i) an authorized prescriber provides a written order requiring the possession of a cartridge injector by the student at all times in order to provide for prompt treatment in order to protect the student against serious harm or death and authorizing the student's possession, self-administration, or possession and self-administration of medication, and such written order is provided to the school nurse;

- (ii) there is a written authorization from the student's parent or guardian regarding the possession of a cartridge injector by the student at all times in order to protect the student against serious harm or death and authorizing the student's possession, self-administration, or possession and self-administration of medication, and such written authorization is provided to the school nurse;
 - (iii) the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's competency to self-administer cartridge injectors for medically-diagnosed allergies in the school setting shall not be used to prevent a student from retaining and self-administering a cartridge injector for medically-diagnosed allergies. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student; and
 - (iv) the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.
- (e) a student with a medically diagnosed life-threatening allergic condition may possess, self-administer, or possess and self-administer medication, including but not limited to medication administered with a cartridge injector, to protect the student against serious harm or death, provided the following conditions are met:
- (i) the parent or guardian of the student has provided written authorization for the student to possess, self-administer, or possess and self-administer such medication; and
 - (ii) a qualified medical professional has provided a written order for the possession, self-administration, or possession and self-administration.
- (f) a coach of intramural or interscholastic athletic events or licensed athletic trainer who has been trained in the administration of medication in accordance with Section J of this policy, during intramural or interscholastic athletic events, may administer inhalant medications prescribed to treat respiratory conditions and/or medication administered with a cartridge injector for students with medically diagnosed allergic conditions which may require prompt treatment to protect the student against serious harm or death, provided all of the following conditions are met:

- (i) the school nurse has determined that a self-administration plan is not viable;
 - (ii) the school nurse has provided to the coach a copy of the authorized prescriber's order and parental permission form;
 - (iii) the parent/guardian has provided the coach or licensed athletic trainer with the medication in accordance with Section K of this policy, and such medication is separate from the medication stored in the school health office for use during the school day; and
 - (iv) the coach or licensed athletic trainer agrees to the administration of emergency medication and implements the emergency care plan, identified in Section H of this policy, when appropriate.
- (g) an identified paraeducator who has been trained in the administration of medication in accordance with Section J of this policy, provided medication is administered only to a specific student in order to protect that student from harm or death due to a medically diagnosed allergic condition, and the following additional conditions are met:
- (i) there is written authorization from the student's parents/guardian to administer the medication in school;
 - (ii) medication is administered pursuant to the written order of (A) a physician licensed under chapter 370 of the Connecticut General Statutes, (B) an optometrist licensed to practice optometry under chapter 380 of the Connecticut General Statutes, (C) an advanced practice registered nurse licensed to prescribe in accordance with section 20-94a of the Connecticut General Statutes, or (D) a physician assistant licensed to prescribe in accordance with section 20-12d of the Connecticut General Statutes;
 - (iii) medication is administered only with approval by the school nurse and school medical advisor, if any, in conjunction with the school nurse supervisor and under the supervision of the school nurse;
 - (iv) the medication to be administered is limited to medications necessary for prompt treatment of an allergic reaction, including, but not limited to, a cartridge injector; and
 - (v) the paraeducator shall have received proper training and supervision from the school nurse in accordance with this policy and state regulations.
- (h) a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or paraeducator,

provided medication is antiepileptic medication, including by rectal syringe, administered only to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan, and the following additional conditions are met:

- (i) there is written authorization from the student's parents/guardians to administer the medication;
 - (ii) a written order for such administration has been received from the student's physician licensed under Chapter 370 of the Connecticut General Statutes;
 - (iii) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or paraeducator is selected by the school nurse and school medical advisor, if any, and voluntarily agrees to administer the medication;
 - (iv) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or paraeducator annually completes the training program established by the Connecticut State Department of Education and the Association of School Nurses of Connecticut as required by Connecticut General Statutes § 10-212a, and the school nurse and medical advisor, if any, have attested, in writing, that such training has been completed; and
 - (v) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or paraeducator receives monthly reviews by the school nurse to confirm competency to administer antiepileptic medication.
- (i) a director of a school readiness program or a before or after school program, or the director's designee, provided that the medication is administered:
- (i) only to a student enrolled in such program; and
 - (ii) in accordance with Section L of this policy.
- (j) a licensed practical nurse, after the school nurse has established the medication plan, provided that the licensed practical nurse may not train or delegate the administration of medication to another individual, and provided that the licensed practical nurse can demonstrate one of the following:

- (i) training in administration of medications as part of their basic nursing program;
 - (ii) successful completion of a pharmacology course and subsequent supervised experience; or
 - (iii) supervised experience in the administration of medication while employed in a health care facility.
- (4) Medications may also be administered by a parent or guardian to the parent or guardian's own child on school grounds.
- (5) Investigational drugs or research or study medications may be administered only by a licensed nurse. For FDA-approved medications being administered according to a study protocol, a copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

C. Diabetic Students

- (1) The Board permits blood glucose testing by students who have a written order from a physician or an advanced practice registered nurse stating the need and capability of such student to conduct self-testing, or the use of continuous blood glucose monitors (CGM) by students diagnosed with Type 1 diabetes, who have a written order from a physician or an advanced practice registered nurse.
- (2) The Board will not restrict the time or location of blood glucose testing by a student with diabetes on school grounds who has written authorization from a parent or guardian and a written order from a physician or an advanced practice registered nurse stating that such student is capable of conducting self-testing on school grounds.
- (3) The Board will not require a student using a continuous glucose monitor approved by the Food and Drug Administration for use without finger stick verification to undergo finger stick verification of blood glucose readings from a continuous glucose monitor on a routine basis. Finger stick testing of a student using a continuous glucose monitor so approved by the Food and Drug Administration shall only be conducted: (1) as ordered by the student's physician or advanced practice provider; (2) if it appears that the continuous glucose monitor is malfunctioning; or (3) in an urgent medical situation.
- (4) The Board shall purchase or use existing equipment owned by the Board to monitor blood glucose alerts transmitted from continuous glucose monitors of students with Type 1 diabetes to dedicated receivers, smartphone/tablet applications, or other appropriate technology on such equipment.

- (5) In the absence or unavailability of the school nurse, select school employees may administer medication with injectable equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death, under the following conditions:
- (a) The student's parent or guardian has provided written authorization;
 - (b) A written order for such administration has been received from the student's physician licensed under Chapter 370 of the Connecticut General Statutes;
 - (c) The school employee is selected by either the school nurse or principal and is a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or paraeducator;
 - (d) The school nurse shall provide general supervision to the selected school employee;
 - (e) The selected school employee annually completes any training required by the school nurse and school medical advisor in the administration of medication with injectable equipment used to administer glucagon;
 - (f) The school nurse and school medical advisor have attested in writing that the selected school employee completed the required training; and
 - (g) The selected school employee voluntarily agrees to serve as one who may administer medication with injectable equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death.

D. Epinephrine for Purposes of Emergency First Aid Without Prior Authorization

- (1) For purposes of this Section D, "regular school hours" means the posted hours during which students are required to be in attendance at the individual school on any given day.
- (2) The school nurse shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions and do not have prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine.
 - (a) The school nurse, in consultation with the school nurse supervisor, shall determine the supply of epinephrine in cartridge injectors that shall be available in the individual school.

- (b) In determining the appropriate supply of epinephrine in cartridge injectors, the nurse may consider, among other things, the number of students regularly in the school building during the regular school day and the size of the physical building.
- (3) The school nurse or school principal shall select principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s) employed by the Board, coach(es) and/or paraeducator(s) to maintain and administer the epinephrine in cartridge injectors for the purpose of emergency first aid as described in Paragraph (2) above, in the absence of the school nurse.
 - (a) More than one individual must be selected by the school nurse or school principal for such maintenance and administration in the absence of the school nurse.
 - (b) The selected personnel, before conducting such administration, must annually complete the training made available by the Department of Education for the administration of epinephrine in cartridge injectors for the purpose of emergency first aid, as described in Connecticut General Statutes § 10-212g.
 - (c) The selected personnel must voluntarily agree to complete the training and administer epinephrine in cartridge injectors for the purpose of emergency first aid.
- (4) Either the school nurse or, in the absence of the school nurse, at least one of the selected and trained personnel as described in Paragraph (3) above shall be on the grounds of each school during regular school hours.
 - (a) The school principal, in consultation with the school nurse supervisor, shall determine the level of nursing services and number of selected and trained personnel necessary to ensure that a nurse or selected and trained personnel is present on the grounds of each school during regular school hours.
 - (b) If the school nurse, or a substitute school nurse, is absent or must leave school grounds during regular school hours, the school nurse, school administrator or designee shall use an effective and reasonable means of communication to notify one or more qualified school employees and other staff in the school that the selected and trained personnel identified in Paragraph (3) above shall be responsible for the emergency administration of epinephrine.
- (5) The administration of epinephrine pursuant to this section must be done in accordance with this policy, including but not limited to the requirements for documentation and record keeping, errors in medication, emergency medical

procedures, and the handling, storage and disposal of medication, and the Regulations adopted by the Department of Education.

- (6) The parent or guardian of any student may submit, in writing, to the school nurse or school medical advisor, if any, that epinephrine shall not be administered to such student pursuant to this section.
 - (a) The school nurse shall notify selected and trained personnel of the students whose parents or guardians have refused emergency administration of epinephrine.
 - (b) The Board shall annually notify parents or guardians of the need to provide such written notice.

- (7) Following the emergency administration of epinephrine by selected and trained personnel as identified in this section:
 - (a) Such emergency administration shall be reported immediately to:
 - (i) The school nurse or school medical advisor, if any, by the personnel who administered the epinephrine; and
 - (ii) The student's parent or guardian, by the school nurse or personnel who administered the epinephrine.

 - (b) A medication administration record shall be:
 - (i) Submitted to the school nurse by the personnel who administered the epinephrine as soon as possible, but no later than the next school day; and
 - (ii) filed in or summarized on the student's cumulative health record, in accordance with the Document and Record Keeping section of this policy.

[Optional insert for boards of education wishing to make opioid antagonists (e.g., naloxone hydrochloride or "Narcan") available in their schools. Naloxone is a controlled medication that is used as an emergency first aid measure in the event of an opioid overdose. Boards of education are not required to make opioid antagonists available in their schools, nor are they required to maintain a secure box or vending machine containing opioid antagonists on their premises (as outlined in subsections E(8) and E(9), below). However, Connecticut General Statutes § 10-212a authorizes school nurses or, in their absence, qualified school employees, to maintain and administer opioid antagonists, on an emergency basis, to students experiencing opioid-related drug overdoses without prior written authorization, provided certain requirements are met.

If a board of education chooses not to include Section E, all references to Sections E-M should be revised accordingly.

E. Opioid Antagonists for Purposes of Emergency First Aid Without Prior Authorization

- (1) For purposes of this Section E, “regular school hours” means the posted hours during which students are required to be in attendance at the individual school on any given day. “Regular school hours” does not include after-school events such as athletics or extracurricular activities that take place outside the posted hours.**
- (2) For purposes of this section, an “opioid antagonist” means naloxone hydrochloride (e.g., Narcan) or any other similarly acting and equally safe drug that the FDA has approved for the treatment of a drug overdose.**
- (3) In accordance with Connecticut law and this policy, a school nurse may maintain opioid antagonists for the purpose of administering emergency first aid to students who experience a known or suspected opioid overdose and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of such opioid antagonist.**
 - (a) The school nurse, in consultation with the Board’s medical advisor, shall determine the supply of opioid antagonists that shall be maintained in the individual school.***
 - (b) In determining the appropriate supply of opioid antagonists, the nurse may consider, among other things, the number of students regularly in the school building during the regular school day and the size of the physical building.***
 - (c) The school nurse shall be responsible for the safe storage of opioid antagonists maintained in a school and shall ensure any supply of opioid antagonists maintained is stored in a secure manner, in accordance with the manufacturer’s instructions, and in a location where it can be obtained in a timely manner if administration is necessary.***
 - (d) The school nurse shall be responsible for maintaining an inventory of opioid antagonists maintained in the school, tracking the date(s) of expiration of the supply of opioid antagonists maintained in a school, and, as appropriate, refreshing the supply of opioid antagonists maintained in the school.***
- (4) The school nurse, in consultation with the Superintendent and the building principal, shall provide notice to parents and guardians of the Board’s policies***

and procedures regarding the emergency administration of opioid antagonists in the event of a known or suspected opioid overdose.

- (5) *A school nurse shall be approved to administer opioid antagonists for the purpose of emergency first aid, as described in Paragraph (3) above, in the event of a known or suspected opioid overdose, in accordance with this policy and provided that such nurse has completed a training program in the distribution and administration of an opioid antagonist (1) developed by the State Department of Education, Department of Consumer Protection, and Department of Public Health, or (2) under a local agreement, entered into by the Board on July 1, 2022 or thereafter, with a prescriber or pharmacist for the administration of opioid antagonists for the purpose of emergency first aid, which training shall also address the Board's opioid antagonist storage, handling, labeling, recalls, and record keeping.***
- (6) *The school nurse or school principal shall select principal(s), teacher(s), licensed athletic trainer(s), coach(es), paraeducator(s), and/or licensed physical or occupational therapist(s) employed by the Board to maintain and administer the opioid antagonists for the purpose of emergency first aid as described in Paragraph (3) above, in the absence of the school nurse.***

 - (a) *More than one individual must be selected by the school nurse or school principal for such maintenance and administration in the absence of the school nurse.***
 - (b) *The selected personnel, before administering an opioid antagonist pursuant to this section, must complete a training program in the distribution and administration of an opioid antagonist (1) developed by the State Department of Education, Department of Consumer Protection, and Department of Public Health, or (2) under a local agreement, entered into by the Board on July 1, 2022 or thereafter, with a prescriber or pharmacist for the administration of opioid antagonists for the purpose of emergency first aid, which training shall also address the Board's opioid antagonist storage, handling, labeling, recalls, and record keeping.***
 - (c) *All school personnel shall be notified of the identity of qualified school employees authorized to administer an opioid antagonist in the absence of the school nurse.***
- (7) *Either the school nurse or, in the absence of the school nurse, at least one of the selected and trained personnel as described in Paragraph (6) above, shall be on the grounds of each school during regular school hours.***

 - (a) *The school principal, in consultation with the school nurse supervisor, shall determine the level of nursing services and number of selected and trained personnel necessary to ensure that a nurse or selected and***

trained personnel is present on the grounds of each school during regular school hours.

- (b) If the school nurse, or a substitute school nurse, is absent or must leave school grounds during regular school hours, the school nurse, school administrator or designee shall use an effective and reasonable means of communication to notify one or more qualified school employees and other staff in the school that the selected and trained personnel identified in Paragraph (6) above shall be responsible for the emergency administration of opioid antagonists.*
- (c) If a Board employee becomes aware of a student experiencing a known or suspected opioid overdose on school grounds but outside of regular school hours and opioid antagonists and/or the school nurse or other qualified school employee is not available to administer opioid antagonists for the purpose of emergency first aid, the Board employee will call 9-1-1.*

NOTE TO CLIENT: Even if the Board authorizes the use of opioid antagonists, as described above, the following sections E(8) and E(9) are OPTIONAL.

If the board chooses not to adopt E(8) and E(9), then all references to E(10)-E(13) should be renumbered accordingly:

- (8) The District may also maintain intranasally or orally administered opioid antagonists in a secure box, pursuant to an agreement with a prescriber or pharmacist that permits the District to install on the District's premises a secure box. For the purposes of this section, a "secure box" means a container that (A) is securely affixed in a public location, (B) can be accessed by individuals for public use, (C) is temperature controlled or stored in an environment with temperature controls, (D) is tamper-resistant, (E) is equipped with an alarm capable of detecting and transmitting a signal when accessed by individuals, and (F) is equipped with an alarm capable of alerting first responders when accessed by individuals, unless equipping the container with such an alarm is commercially impracticable. Such agreement shall address the environmental controls necessary to store such opioid antagonist, establish procedures for replenishment of such opioid antagonist, and establish a process for monitoring the expiration dates of such opioid antagonist and disposing of any expired opioid antagonist. The secure box shall not contain an opioid antagonist in an amount greater than the amount necessary to serve the community in which it is installed. The secure box may also contain an automatic external defibrillator or other products used to treat a medical emergency. The District shall post signage disclosing the presence of such opioid antagonists and usage directions for such opioid antagonist, in the language or languages spoken in the community in which the secure box is installed. If the District is unable to maintain the secure box, or the supplies necessary to maintain the secure box are unavailable, the District shall remove such secure box, and all signs required under this policy concerning such secure box, as soon as practicable*

but in no event later than five days after the District discovers that it is unable to maintain such secure box or the supplies necessary to maintain such secure box.

- (9) *The District may also maintain, pursuant to an agreement with a prescriber or pharmacist that permits the District to operate a vending machine for the distribution of intranasally administered opioid antagonists, a vending machine for such purposes. The vending machine shall either be kept at a location that maintains a temperature that is at all times consistent with the manufacturer's package insert or has the ability to maintain an environment, independent of the external environment, that is appropriate for the opioid antagonist, in accordance with manufacturer's package insert. The District shall display, clearly and conspicuously, on the outside of or adjacent to the vending machine or upon the distribution of the opioid antagonist:*
- (a) *Information concerning the signs and symptoms of an overdose;*
 - (b) *Instructions for the use of the opioid antagonist;*
 - (c) *Information about the services that are offered in Connecticut to treat opioid use disorder; and*
 - (d) *an Internet web site address that contains, or a quick response (QR) code that directs an individual to an Internet web site that contains, information concerning the signs and symptoms of an overdose, overdose response and instructions for the use of the opioid antagonist.*
- (10) *The administration and storage of opioid antagonists pursuant to this policy must be effected in accordance with this policy and procedures regarding the acquisition, maintenance, and administration established by the Superintendent in consultation with the Board's medical advisor.*
- (11) *The parent or guardian of any student may submit, in writing, to the school nurse or school medical advisor, if any, that opioid antagonists shall not be administered to such student pursuant to this section.*
- (a) *The school nurse shall notify selected and trained personnel of the students whose parents or guardians have refused emergency administration of opioid antagonists.*
 - (b) *The Board shall annually notify parents or guardians of the need to provide such written notice of refusal.*
- (12) *Following the emergency administration of an opioid antagonist by a school nurse or selected and trained personnel as identified in this section:*

- (a) ***Immediately following the emergency administration of an opioid antagonist by a school nurse or selected and trained personnel as identified in this section, the person administering the opioid antagonist must call 911.***
- (b) ***Such emergency administration shall be reported immediately to:***
 - (i) ***The school nurse or school medical advisor, if any, by the personnel who administered the opioid antagonist;***
 - (ii) ***The Superintendent of Schools; and***
 - (iii) ***The student's parent or guardian.***
- (c) ***A medication administration record shall be:***
 - (i) ***Created by the school nurse or submitted to the school nurse by the personnel who administered the opioid antagonist, as soon as possible, but no later than the next school day; and***
 - (ii) ***filed in or summarized on the student's cumulative health record, in accordance with Section F of this policy.***

(13) In the event that any provisions of this Section E conflict with regulations adopted by the Connecticut State Department of Education concerning the use, storage and administration of opioid antagonists in schools, the Department's regulations shall control.]

F. Documentation and Record Keeping

- (1) Each school or before or after school program and school readiness program where medications are administered shall maintain an individual medication administration record for each student who receives medication during school or program hours. This record shall include the following information:
 - (a) the name of the student;
 - (b) the student's state-assigned student identifier (SASID);
 - (c) the name of the medication;
 - (d) the dosage of the medication;
 - (e) the route of the administration, (e.g., oral, topical, inhalant, etc.);
 - (f) the frequency of administration;
 - (g) the name of the authorized prescriber;
 - (h) the dates for initiating and terminating the administration of medication, including extended-year programs;
 - (i) the quantity received at school and verification by the adult delivering the medication of the quantity received;

- (j) the date the medication is to be reordered (if any);
 - (k) any student allergies to food and/or medication(s);
 - (l) the date and time of each administration or omission, including the reason for any omission;
 - (m) the dose or amount of each medication administered;
 - (n) the full written or electronic legal signature of the nurse or other authorized school personnel administering the medication; and
 - (o) for controlled medications, a medication count which should be conducted and documented at least once a week and co-signed by the assigned nurse and a witness.
- (2) All records are either to be made in ink and shall not be altered, or recorded electronically in a record that cannot be altered.
- (3) Written orders of authorized prescribers, written authorizations of a parent or guardian, the written parental permission for the exchange of information by the prescriber and school nurse to ensure safe administration of such medication, and the completed medication administration record for each student shall be filed in the student's cumulative health record or, for before or after school programs and school readiness programs, in the student's program record.
- (4) Authorized prescribers may make verbal orders, including telephone orders, for a *change* in medication order. Such verbal orders may be received only by a school nurse and must be followed by a written order, which may be faxed, and must be received within three (3) school days.
- (5) Medication administration records will be made available to the Department of Education for review until destroyed pursuant to Section 11-8a and Section 10-212a(b) of the Connecticut General Statutes.
- (a) The completed medication administration record for non-controlled medications may, at the discretion of the school district, be destroyed in accordance with Section M8 of the Connecticut Record Retention Schedules for Municipalities upon receipt of a signed approval form (RC-075) from the Office of the Public Records Administrator, so long as such record is superseded by a summary on the student health record.
 - (b) The completed medication administration record for controlled medications shall be maintained in the same manner as the non-controlled medications. In addition, a separate medication administration record needs to be maintained in the school for three (3) years pursuant to Section 10-212a(b) of the Connecticut General Statutes.

- (6) Documentation of any administration of medication by a coach or licensed athletic trainer shall be completed on forms provided by the school and the following procedures shall be followed:
 - (a) a medication administration record for each student shall be maintained in the athletic offices;
 - (b) administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time, but no later than the next school day;
 - (c) all instances of medication administration, except for the administration of cartridge injector medication, shall be reported to the school nurse at least monthly, or as frequently as required by the individual student plan; and
 - (d) the administration of medication record must be submitted to the school nurse at the end of each sport season and filed in the student's cumulative health record.

G. Errors in Medication Administration

- (1) Whenever any error in medication administration occurs, the following procedures shall apply:
 - (a) the person making the error in medication administration shall immediately implement the medication emergency procedures in this policy if necessary;
 - (b) the person making the error in medication administration shall in all cases immediately notify the school nurse, principal, school nurse supervisor, and authorized prescriber. The person making the error, in conjunction with the principal, shall also immediately notify the parent or guardian, advising of the nature of the error and all steps taken or being taken to rectify the error, including contact with the authorized prescriber and/or any other medical action(s); and
 - (c) the principal shall notify the Superintendent or the Superintendent's designee.
- (2) The school nurse, along with the person making the error, shall complete a report using the authorized medication error report form. The report shall include any corrective action taken.
- (3) Any error in the administration of medication shall be documented in the student's cumulative health record or, for before or after school programs and school readiness programs, in the student's program record.

- (4) These same procedures shall apply to coaches and licensed athletic trainers during intramural and interscholastic events, except that if the school nurse is not available, a report must be submitted by the coach or licensed athletic trainer to the school nurse the next school day.

H. Medication Emergency Procedures

- (1) Whenever a student has a life-threatening reaction to administration of a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.
- (2) Emergency medical care to resolve a medication emergency includes but is not limited to the following, as appropriate under the circumstances:
 - (a) use of the 911 emergency response system;
 - (b) application by properly trained and/or certified personnel of appropriate emergency medical care techniques, such as cardio-pulmonary resuscitation;
 - (c) administration of emergency medication in accordance with this policy;
 - (d) contact with a poison control center; and
 - (e) transporting the student to the nearest available emergency medical care facility that is capable of responding to a medication emergency.
- (3) As soon as possible, in light of the circumstances, the principal shall be notified of the medication emergency. The principal shall immediately thereafter contact the Superintendent or the Superintendent's designee, who shall thereafter notify the parent or guardian, advising of the existence and nature of the medication emergency and all steps taken or being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) that are being or have been taken.

I. Supervision

- (1) The school nurse is responsible for general supervision of administration of medications in the school(s) to which that nurse is assigned.
- (2) The school nurse's duty of general supervision includes, but is not limited to, the following:
 - (a) availability on a regularly scheduled basis to:
 - (i) review orders or changes in orders and communicate these to personnel designated to give medication for appropriate follow-up;

- (ii) set up a plan and schedule to ensure medications are given properly;
 - (iii) provide training to licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and interscholastic athletics, licensed athletic trainers and identified paraeducators designated in accordance with Section B(3)(g), above, which training shall pertain to the administration of medications to students, and assess the competency of these individuals to administer medication;
 - (iv) support and assist other licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics, licensed athletic trainers and identified paraeducators designated in accordance with Section B(3)(g), above, to prepare for and implement their responsibilities related to the administration of specific medications during school hours and during intramural and interscholastic athletics as provided by this policy;
 - (v) provide appropriate follow-up to ensure the administration of medication plan results in desired student outcomes, including providing proper notification to appropriate employees or contractors regarding the contents of such medical plans; and
 - (vi) provide consultation by telephone or other means of telecommunications, which consultation may be provided by an authorized prescriber or other nurse in the absence of the school nurse.
- (b) In addition, the school nurse shall be responsible for:
- (i) implementing policies and procedures regarding the receipt, storage, and administration of medications;
 - (ii) reviewing, on a periodic basis, all documentation pertaining to the administration of medications for students;
 - (iii) performing observations of the competency of medication administration by full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducators designated in

accordance with Section B(3)(g), above, who have been newly trained to administer medications; and,

- (iv) conducting periodic reviews, as needed, with licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducators designated in accordance with Section B(3)(g), above, regarding the needs of any student receiving medication.

J. Training of School Personnel

- (1) Full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducators designated in accordance with Section B(3)(g), above, who are designated to administer medications shall at least annually receive training in their safe administration, and only trained full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducators designated in accordance with Section B(3)(g), above, shall be allowed to administer medications.
- (2) Training for full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducators designated in accordance with Section B(3)(g), above, shall include, but is not necessarily limited to, the following:
 - (a) the general principles of safe administration of medication;
 - (b) the procedures for administration of medications, including the safe handling and storage of medications, and the required record-keeping; and
 - (c) specific information related to each student's medication plan, including the name and generic name of the medication, indications for medication dosage, routes, time and frequency of administration, therapeutic effects of the medication, potential side effects, overdose or missed doses of the medication, and when to implement emergency interventions.
- (3) The principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s) employed by the Board, coach(es) and/or school paraeducator(s) who administer epinephrine pursuant to Sections B and D above,

shall annually complete the training program developed by the Departments of Education and Public Health and training in cardiopulmonary resuscitation and first aid, as described in Connecticut General Statutes § 10-212g.

[Local and regional boards of education that include Section E, above, should also include the following language.]

- (4) The principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s), coach(es) and/or paraeducator(s) who administer opioid antagonists as emergency first aid, pursuant to Section E above, shall annually complete a training program in the distribution and administration of an opioid antagonist (1) developed by the State Department of Education, Department of Consumer Protection, and Department of Public Health, or (2) under a local agreement, entered into by the Board on July 1, 2022 or thereafter, with a prescriber or pharmacist for the administration of opioid antagonists for the purpose of emergency first aid, which training shall also address the Board's opioid antagonist storage, handling, labeling, recalls, and record keeping.]***
- (5) The Board shall maintain documentation of medication administration training as follows:
 - (a) dates of general and student-specific trainings;
 - (b) content of the trainings;
 - (c) individuals who have successfully completed general and student-specific administration of medication training for the current school year; and
 - (d) names and credentials of the nurse or school medical advisor, if any, trainer or trainers.
- (6) Licensed practical nurses may not conduct training in the administration of medication to another individual.

[Local and regional boards of education that employ their own bus drivers should include the following language.]

- (7) Bus Drivers.***
 - (a) Not later than June 30, 2019, the Board shall provide training to all of its school bus drivers, which training may be completed using an online module, on topics including, but not limited to, the following:***
 - (i) the identification of the signs and symptoms of anaphylaxis;***
 - (ii) the administration of epinephrine by a cartridge injector;***

- (iii) *the notification of emergency personnel; and*
 - (iv) *the reporting of an incident involving a student and a life-threatening allergic reaction.*
- (b) *On and after July 1, 2019, the Board shall provide the training described in subsections J(7)(a), above as follows:*
- (i) *In the case of a school bus driver who is employed by the Board, such training shall be provided to such school bus driver following the issuance or renewal of a public passenger endorsement to operate a school bus pursuant to Conn. Gen. Stat. 14-44(a), to such school bus driver; and*
 - (ii) *In the case of a school bus driver who is not employed by the Board at the time when such endorsement is issued or renewed to such school bus driver, upon the hiring of such school bus driver by the Board, except the Board is not required to provide such training to any school bus driver who has previously received such training following the most recent issuance or renewal of such endorsement to such school bus driver.*
- (c) *In the event that the Board employs school bus drivers, the Board will comply with all documentation and record-keeping requirements required by law.]*

K. Handling, Storage and Disposal of Medications

- (1) All medications, except those approved for transporting by students for self-medication, those administered by coaches of intramural or interscholastic athletics or licensed athletic trainers in accordance with Section B(3)(f) above, and epinephrine *[if applicable: or naloxone]* to be used for emergency first aid in accordance with Sections D *[if applicable: and E]* above, must be delivered by the parent, guardian, or other responsible adult to the nurse assigned to the student's school or, in the absence of such nurse, the school principal who has been trained in the appropriate administration of medication. Medications administered by coaches of intramural or interscholastic athletics or licensed athletic trainers must be delivered by the parent or guardian directly to the coach or licensed athletic trainer in accordance with Section B(3)(f) above.
- (2) The nurse shall examine on-site any new medication, medication order and the required authorization to administer form, and, except for epinephrine and naloxone to be used as emergency first aid in accordance with Sections D *[if applicable: and E]* above, shall develop a medication administration plan for the student before any medication is given to the student by any school personnel.

No medication shall be stored at a school without a current written order from an authorized prescriber.

- (3) The school nurse shall review all medication refills with the medication order and parent authorization prior to the administration of medication, except for epinephrine *[if applicable: and naloxone]* intended for emergency first aid in accordance with Sections D *[if applicable: and E]* above.
- (4) Emergency Medications
 - (a) Except as otherwise determined by a student's emergency care plan, emergency medications shall be stored in an unlocked, clearly labeled and readily accessible cabinet or container in the health room during school hours under the general supervision of the school nurse or, in the absence of the school nurse, the principal or the principal's designee who has been trained in the administration of medication.
 - (b) Emergency medication shall be locked beyond the regular school day or program hours, except as otherwise determined by a student's emergency care plan.
- (5) All medications, except those approved for keeping by students for self-medication, shall be kept in a designated and locked location used exclusively for the storage of medication. Controlled substances shall be stored separately from other drugs and substances in a separate, secure, substantially constructed, locked metal or wood cabinet.
- (6) Access to stored medications shall be limited to persons authorized to administer medications. Each school or before or after school program and school readiness program shall maintain a current list of such authorized persons.
- (7) All medications, prescription and non-prescription, shall be delivered and stored in their original containers and in such a manner that renders them safe and effective.
- (8) At least two sets of keys for the medication containers or cabinets shall be maintained for each school building or before or after school program and school readiness program. One set of keys shall be maintained under the direct control of the school nurse or nurses and an additional set shall be under the direct control of the principal and, if necessary, the program director or lead teacher who has been trained in the general principles of the administration of medication shall also have a set of keys.
- (9) Medications that must be refrigerated shall be stored in a refrigerator at no less than 36 degrees Fahrenheit and no more than 46 degrees Fahrenheit. The refrigerator must be located in the health office that is maintained for health services with limited access. Non-controlled medications may be stored directly

on the refrigerator shelf with no further protection needed. Controlled medication shall be stored in a locked box that is affixed to the refrigerator shelf.

- (10) All unused, discontinued or obsolete medications shall be removed from storage areas and either returned to the parent or guardian or, if the medication cannot be returned to the parent or guardian, the medication shall be destroyed in collaboration with the school nurse:
 - (a) non-controlled drugs shall be destroyed in the presence of at least one witness;
 - (b) controlled drugs shall be destroyed in pursuant to Section 21a-262-3 of the Regulations of Connecticut State Agencies; and
 - (c) accidental destruction or loss of controlled drugs must be verified in the presence of a second person, including confirmation of the presence or absence of residue, and jointly documented on the student medication administration record and on a medication error form pursuant to Section 10-212a(b) of the Connecticut General Statutes. If no residue is present, notification must be made to the Department of Consumer Protection pursuant to Section 21a-262-3 of the Regulations of Connecticut State Agencies.
- (11) Medications to be administered by coaches of intramural or interscholastic athletic events or licensed athletic trainers shall be stored:
 - (a) in containers for the exclusive use of holding medications;
 - (b) in locations that preserve the integrity of the medication;
 - (c) under the general supervision of the coach or licensed athletic trainer trained in the administration of medication; and
 - (d) in a locked secured cabinet when not under the general supervision of the coach or licensed athletic trainer during intramural or interscholastic athletic events.
- (12) In no event shall a school store more than a three (3) month supply of a medication for a student.

L. School Readiness Programs and Before or After School Programs

- (1) As determined by the school medical advisor, if any, and school nurse supervisor, the following procedures shall apply to the administration of medication during school readiness programs and before or after school programs run by the Board, which are exempt from licensure by the Office of Early Childhood:

- (a) Administration of medication at these programs shall be provided only when it is medically necessary for participants to access the program and maintain their health status while attending the program.
 - (b) Except as provided by Sections D [*if applicable: and E*] above, no medication shall be administered in these programs without:
 - (i) the written order of an authorized prescriber; and
 - (ii) the written authorization of a parent or guardian or an eligible student.
 - (c) A school nurse shall provide consultation to the program director, lead teacher or school administrator who has been trained in the administration of medication regarding the safe administration of medication within these programs. The school medical advisor and school nurse supervisor shall determine whether, based on the population of the school readiness program and/or before or after school program, additional nursing services are required for these programs.
 - (d) Only school nurses, directors or directors' designees, lead teachers or school administrators who have been properly trained may administer medications to students as delegated by the school nurse or other registered nurse. Properly trained directors or directors' designees, lead teachers or school administrators may administer oral, topical, intranasal or inhalant medications. Investigational drugs or research or study medications may not be administered in these programs.
 - (e) Students attending these programs may be permitted to self-medicate only in accordance with the provisions of Section B(3) of this policy. In such a case, the school nurse must provide the program director, lead teacher or school administrator running the program with the medication order and parent permission for self-administration.
 - (f) In the absence of the school nurse during program administration, the program director, lead teacher or school administrator is responsible for decision-making regarding medication administration.
 - (g) Cartridge injector medications may be administered by a director, lead teacher or school administrator only to a student with a medically-diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.
- (2) Local poison control center information shall be readily available at these programs.

- (3) Procedures for medication emergencies or medication errors, as outlined in this policy, must be followed, except that in the event of a medication error a report must be submitted by the program director, lead teacher or school administrator to the school nurse the next school day.
- (4) Training for directors or directors' designees, lead teachers or school administrators in the administration of medication shall be provided in accordance with Section J of this policy.
- (5) All medications must be handled and stored in accordance with Section K of this policy. Where possible, a separate supply of medication shall be stored at the site of the before or after or school readiness program. In the event that it is not possible for the parent or guardian to provide a separate supply of medication, then a plan shall be in place to ensure the timely transfer of the medication from the school to the program and back on a daily basis.
- (6) Documentation of any administration of medication shall be completed on forms provided by the school and the following procedures shall be followed:
 - (a) a medication administration record for each student shall be maintained by the program;
 - (b) administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time, but no later than the next school day;
 - (c) all instances of medication administration, except for the administration of cartridge injector medication, shall be reported to the school nurse at least monthly, or as frequently as required by the individual student plan; and
 - (d) the administration of medication record must be submitted to the school nurse at the end of each school year and filed in the student's cumulative health record.
- (7) The procedures for the administration of medication at school readiness programs and before or after school programs shall be reviewed annually by the school medical advisor, if any, and school nurse supervisor.

M. Review and Revision of Policy

In accordance with the provisions of Conn. Gen. Stat. Section 10-212a(a)(2) and Section 10-212a-2 of the Regulations of Connecticut State Agencies, the Board shall review this policy periodically, and at least biennially, with the advice and approval of the school medical advisor, if any, or other qualified licensed physician, and the school nurse supervisor. Any proposed revisions to the policy must be made with the advice and approval of the school medical advisor, school nurse supervisor or other qualified licensed physician.

Legal References:

Connecticut General Statutes:

Public Act No. 24-93, "An Act Concerning Various and Assorted Revisions to the Education Statutes."

Section 10-206

Section 10-212

Section 10-212a

Section 10-212c

Section 10-212g

Section 10-220j

Section 14-276b

Section 19a-900

Section 21a-240

Section 21a-286

Section 52-557b

Regulations of Conn. State Agencies:

Sections 10-212a-1 through 10-212a-10, inclusive

Memorandum of Decision, In Re: Declaratory Ruling/Delegation by Licensed Nurses to Unlicensed Assistive Personnel, Connecticut State Board of Examiners for Nursing (April 5, 1995)

Storage and Administration of Opioid Antagonists in Schools: Guidelines for Local and Regional Boards of Education, Connecticut State Department of Education (October 1, 2022)

Adopted: April 24, 2007

Revised: April 9, 2013

Revised: April 17, 2018

Revised: December 18, 2018

Revised: December 20, 2022

Revised: September 30, 2024

Windsor Public Schools
Windsor, CT

Noha Abdel-Hady, EdD
Acting Superintendent of Schools



SHIPMAN & GOODWIN^{LLP}
COUNSELORS AT LAW

Rationale for Revised Policy/Administrative Regulation

P/AR 5145 Section 504 of the Rehabilitation Act of 1973 and Title II of the American with Disabilities Act of 1990 (Students)

We have revised this policy to update the appeal procedures to ensure consistency across all model policies related to discrimination and harassment. This is done in part because the 2024 Title IX Final Rule requires that a board of education provide an appeal process in its Title IX policy that is, at minimum, the same as it offers comparable proceedings. Therefore, we have updated our model policies related to discrimination and harassment to ensure the appeal procedures are comparable across all policies. Further, we have made technical edits throughout.

Students

**POLICY REGARDING STUDENTS AND
SECTION 504 OF THE REHABILITATION ACT OF 1973 AND
TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. Similarly, Title II of the Americans with Disabilities Act of 1990 ("Title II" or "ADA") prohibits discrimination against individuals with a disability by state and local governments. To be protected under Section 504 and the ADA ("collectively, "Section 504/ADA"), an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

In order to fulfill its obligation under Section 504/ADA, the Windsor Public Schools recognize a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents/guardians and members of the public who participate in school sponsored programs. In this regard, the Windsor Public Schools prohibit discrimination against any person with a disability in any of the services, programs or activities of the school system.

The school district has specific responsibilities under Section 504 to identify, evaluate and provide an educational placement for students who have a physical or mental impairment that substantially limits a major life activity. The school district's obligation includes providing access to a free appropriate public education ("FAPE") for students determined to be eligible under Section 504/ADA. Under Section 504, FAPE is defined as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees imposed on nondisabled students/parents).

If the parent/guardian of a student disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation or educational placement of his/her child, the parent/guardian has a right to request an impartial due process hearing.

In addition, a student or parent/guardian of a student may also file an internal grievance/complaint on these issues or any other type of discrimination on the basis of disability by or within the district by utilizing the grievance/complaint procedures outlined in the Board's Administrative Regulations Regarding Students and Section 504 of Rehabilitation Act of 1973 and Title II of Americans with Disabilities Act, and/or may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109- 3921
(617) 289-0111

Anyone who wishes to file a grievance/complaint with the district, or who has questions or concerns about this policy, should contact Steven Carvalho, Director of Pupil and Special Education Services, the Section 504/ADA Coordinator for the Windsor Public Schools, at phone number 860-687-2000 x 1238.

The Windsor Public Schools prohibits retaliation against any person who makes a good faith report or complaint of disability-based discrimination or who participates or cooperates in the investigation of such complaint.

Legal References:

29 U.S.C. §§ 705, 794

34 C.F.R. Part 104

42 U.S.C. § 12101 et seq.

28 C.F.R. Part 35

Protecting Students with Disabilities, Frequently Asked Questions About Section 504 and the Education of Children with Disabilities, Office for Civil Rights (March 17, 2011), available at <http://www.ed.gov/about/offices/list/ocr/504faq.html>

Dear Colleague Letter, United States Department of Education, Office for Civil Rights (January 19, 2012)

Policy approved: April 9, 2013

Policy revised: June 18, 2019

Windsor Public Schools

Windsor, CT

AR 5145

Students

**ADMINISTRATIVE REGULATIONS REGARDING STUDENTS
AND SECTION 504 OF THE REHABILITATION ACT OF 1973
AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

Windsor Board of Education Section 504/ADA Grievance/Complaint
Procedures Regarding Discrimination Against Students on the Basis of Disability

Section 504 of the Rehabilitation Act of 1973 ("Section 504") and Title II of the Americans with Disabilities Act of 1990 ("Title II" or "ADA") (collectively, "Section 504/ADA") prohibit discrimination on the basis of disability. For the purposes of Section 504/ADA, the term "disability" with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.

I. Definitions

Free appropriate public education (FAPE): for purposes of Section 504, refers to the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, that are provided without cost (except for fees imposed on nondisabled students/parents), and is based upon adherence to procedures that satisfy the Section 504 requirements pertaining to educational setting, evaluation and placement, and procedural safeguards.

Major life activities: include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, such as the functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive systems. The operation of a major bodily function includes the operation of an individual organ within a body system.

Mitigating Measures: include, but are not limited to, (a) medication, medical supplies, equipment, appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies; (b) use of assistive technology; (c) reasonable modifications or auxiliary aids or services; (d) learned behavioral or adaptive neurological modifications; or (e) psychotherapy, behavioral therapy, or physical therapy.

Physical or Mental Impairment: (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems, such as: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine; (b) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability; or (c) an impairment that is episodic or in remission if it would substantially limit a major life activity

when active. Physical or mental impairment includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

II. Procedures for Grievances/Complaints Alleging Discrimination on the Basis of Disability

A. Any eligible person, including any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability (including differential treatment, harassment and retaliation) may submit a written complaint to the district's designated Section 504/ADA Coordinator (see contact information below) within thirty (30) school days of the alleged occurrence. Complaints by students and/or parents/guardians alleging discrimination involving students will be investigated under these procedures; complaints by employees or other non-students will be investigated under Administrative Regulation [4118.11](#).

B. Timely reporting of complaints facilitates the prompt investigation and resolution of such complaints. If a complaint is filed relating to alleged discrimination occurring more than thirty (30) school days after the alleged occurrence, the Board's ability to investigate the allegations may be limited by the passage of time. Therefore, complaints received after thirty (30) school days of the alleged occurrence shall be investigated to the extent possible, given the passage of time and the impact on available information, witnesses and memory. If a complaint is made verbally, the individual taking the complaint will reduce the complaint to writing.

C. At any time, when a complaint involves discrimination that is directly related to a claim regarding the identification, evaluation or educational placement of a student under Section 504, the complainant may request that the Section 504/ADA Coordinator submit the complaint directly to an impartial hearing officer and request a due process hearing in accordance with Section III.D. Complaints regarding a student's rights with respect to his/her identification, evaluation or educational placement shall be addressed in accordance with the procedures set forth below in Section III.

D. Retaliation against any individual who complains pursuant to the Board's policy and regulations listed herein is strictly prohibited. The district will not tolerate any retaliation that occur as a result of the good faith reporting or complaint of disability-based discrimination or as a result of an individual's participation or cooperating in the investigation of a complaint. The district will take necessary actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.

E. If the Section 504/ADA Coordinator is the subject of the complaint, the complaint should be submitted directly to the Superintendent who may conduct the investigation or appoint a designee to conduct the investigation in accordance with these procedures. If the Superintendent is the subject of the complaint, the Board shall designate an appropriate party to conduct the investigation in accordance with these procedures.

F. Complaints will be investigated promptly. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.

G. If a disability discrimination complaint raises a concern about bullying behavior, the Section 504 Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Section 504 Coordinator, so as to ensure that any such bullying investigation complies with the requirements of applicable Board policies.

H. The complaint should contain the following information:

1. The name of the complainant;
2. The date of the complaint;
3. The date(s) of the alleged discrimination;
4. The names of any witnesses or individuals relevant the complaint;
5. A detailed statement describing the circumstances in which the alleged discrimination occurred; and
6. The remedy requested.

However, all complaints will be investigated to the extent possible, even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

I. Upon receipt of the complaint, the individual investigating the complaint shall:

1. Provide a copy of the written complaint to the Superintendent of Schools;
2. Meet separately with the complainant and the respondent within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent believe have relevant information, and obtain any relevant documents the complainant may have;
3. Provide the complainant and the respondent with a copy of the applicable Board Section 504/ADA Policy and these administrative regulations;
4. Consider whether and which interim measures might be appropriate for an alleged victim and the respondent pending the outcome of the District's investigation;
5. Conduct an investigation of the factual basis of the complaint that is adequate, reliable, and impartial, including conducting interviews with individuals with information and review of documents relevant to the complaint;

6. Maintain confidentiality to the extent practicable throughout the investigative process in accordance with state and federal law;
7. Communicate the outcome of the investigation in writing to the complainant, and to the respondent (to the extent permitted by state and federal confidentiality requirements), within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or Superintendent. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify how the district will remedy any identified violations of Section 504/ADA. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and the respondent shall be notified of any such extension;
8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint, and no later than fifteen (15) school days after the start of the following school year. The complainant and the respondent will receive notice if the investigation has been impeded by the summer recess, and interim measures may be implemented as necessary (see sub-paragraph 4);
9. Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that measures to remedy the effects of the discrimination and prevent its recurrence are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination.
10. In the event the investigator concludes that there is no violation of Section 504/ADA, the district may attempt to resolve the complainant's ongoing concerns, if possible.
- J. If the complainant or the respondent is not satisfied with the findings and conclusions of the investigation, the appealing party may request review and reconsideration of the conclusion of the complaint within thirty (30) days of receipt of the written outcome. In requesting review, the appealing party must submit the complaint, the written outcome of the complaint, and explain why he/she believes the factual information relied upon by the investigator was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, and how this information would change the investigator's determination in the case. Failure to provide all such information may result in the denial of the review.

Upon review of a written request from the appealing party, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and other relevant witnesses, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the appealing party and the other party of his/her decision within ten (10) school days following the receipt of the written request for review. When a written request for review is received during summer recess, the Superintendent conduct the review as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the review, and no later than ten (10) school days after the start of the following school year. The Superintendent's decision shall be final.

III. Grievance/Complaint Resolution Procedures for Complaints Involving a Student's Identification, Evaluation or Educational Placement

Complaints regarding a student's identification, evaluation or educational placement shall generally be handled using the procedures described below. However, at any time, the complainant may request that the Section 504/ADA Coordinator submit the complaint directly to an impartial hearing officer, and request a hearing in accordance with the provisions of subsection D (below).

A. Submission of Complaint to Section 504/ADA Coordinator

1. In order to facilitate the prompt investigation of complaints, any complaint regarding a student's identification, evaluation or educational placement under Section 504 should be forwarded to the district's Section 504/ADA Coordinator (see contact information below) within thirty (30) school days of the alleged date that the dispute regarding the student's identification, evaluation and/or education placement arose. Timely reporting of complaints facilitates the resolution of potential educational disputes.

2. The complaint concerning a student's identification, evaluation or educational placement should contain the following information:

- a. Full name of the student, age, and grade level;
- b. Name of parent(s);
- c. Address and relevant contact information for parent/complainant;
- d. Date of complaint;
- e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
- f. Remedy requested.

However, all complaints will be investigated to the extent possible even if such information is not included in the written complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

3. Complaints will be investigated promptly within timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances.

4. Upon receipt of the complaint, the Section 504/ADA Coordinator shall:

- a. Forward a copy of the complaint to the Superintendent of Schools;
- a. Meet with the complainant within ten (10) school days to discuss the nature of his/her concerns and determine if an appropriate resolution can be reached, or whether interim measures may be appropriate. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and other

individuals who may have information relevant to the complaint, and no later than ten (10) school days after the start of the following school year;

b. If, following such a meeting, further investigation is deemed necessary, the Section 504/ADA Coordinator shall promptly investigate the factual basis for the complaint, consulting with any individuals reasonably believed to have relevant information, including the student and/or complainant; and

c. Communicate the results of his/her investigation in writing to the complainant and any persons named as parties to the complaint (to the extent permitted by state and federal confidentiality requirements) within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator.

d. In the event that that the Section 504/ADA Coordinator has a conflict of interest that prevents him/her from serving in this role, the complaint shall be forwarded to the Superintendent who shall appoint an investigator who does not have a conflict of interest.

B. Review by Superintendent of Schools

1. If the complainant is not satisfied with the findings and conclusions of the investigation, the appealing party may present the complaint and written outcome to the Superintendent for review and reconsideration within thirty (30) calendar days of receiving the findings. This process provides an opportunity for the appealing party to bring information to the Superintendent's attention that would change the outcome of the investigation. In submitting the complaint and written outcome for review, the appealing party must explain why he/she believes the factual information relied upon by the investigator was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, and how this information would change the investigator's determination in the case. Failure to provide all such information may result in the denial of the review.

2. Upon review of a written request from the appealing party, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and other relevant witnesses, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the appealing party of his/her decision within ten (10) school days following the receipt of the written request for review, or if the request is received during summer recess, as quickly as possible but no later than ten (10) school days after the start of the following school year.

3. If the complainant is not satisfied with the Superintendent's decision or proposed resolution, he/she may request that the Superintendent submit the matter to a neutral mediator or to an impartial hearing officer. This request for mediation or a hearing should be made within fifteen (15) school days of the Superintendent's decision.

C. Mediation Procedures:

1. A parent/guardian or student aged 18 or older may request mediation with a neutral mediator to attempt to resolve a disagreement with the decisions made by the professional

staff of the school district with respect to the identification, evaluation or educational placement of the student.

2. A request for mediation regarding a student's identification, evaluation or educational placement under Section 504 should be forwarded to the district's Section 504/ADA Coordinator within thirty (30) school days of the alleged date that the dispute regarding the student's identification, evaluation, and/or education placement arose or within fifteen (15) school days of the Superintendent's decision in reviewing a complaint handled through the grievance/complaint procedure described in Section III.B, above. Mediation shall only occur by mutual agreement of the parties.

3. The request for mediation concerning a disagreement relating to a student's identification, evaluation or educational placement should contain the following information:

- a. Full name of the student, age, and grade level;
- b. Name of parent(s);
- c. Address and relevant contact information for parent/complainant;
- d. Date of complaint;
- e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
- f. Remedy requested.

4. Upon receipt of a request for mediation, the Section 504/ADA Coordinator shall:

- i. Forward a copy of the request for mediation to the Superintendent of Schools;
 - ii. Inform the parent/guardian or student 18 years old or older as to whether the district agrees to mediation in writing;
 - iii. If the district agrees to mediation, the Board shall retain a neutral mediator who is knowledgeable about the requirements of Section 504/ADA and has an understanding of a free appropriate public education ("FAPE") under Section 504 and the distinctions between and among Section 504, the ADA and the Individuals with Disabilities Education Act ("IDEA").
 - iv. If the district does not agree to mediation, the Section 504/ADA Coordinator shall inform the parent/guardian or student aged 18 or older of their right to request an impartial hearing.
5. The mediator shall inform all parties involved of the date, time and place of the mediation and of the right to have legal counsel or other representation at the complainant's own expense, if desired.
6. The mediator shall meet with the parties jointly, or separately, as determined by the mediator, and shall facilitate a voluntary settlement of the dispute between the parties, if possible.

7. All statements, offers, or discussions and/or information shared during the mediation process, but not available from other means, shall be confidential, and may not be used in a subsequent hearing or other administrative or judicial proceeding related to the disagreement that is the subject of the mediation.

8. If the parties are not able to reach a voluntary settlement of the dispute, the complainant may request an impartial hearing, as described below.

D. Impartial Hearing Procedures:

An impartial due process hearing is available to a parent/guardian of a student, or a student aged 18 years of age or older who disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation or educational placement of the student, or otherwise makes a claim of discrimination relating to the identification, evaluation or educational placement of the student.

1. The request for a due process hearing concerning a disagreement relating to a student's identification, evaluation or educational placement should contain the following information:

- a. Full name of the student, age, and grade level;
- b. Name of parent(s);
- c. Address and relevant contact information for parent/complainant;
- d. Date of complaint;
- e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
- f. Remedy requested.

2. Upon receipt of a request for an impartial due process hearing, the Board shall retain an impartial hearing officer. The impartial hearing officer must be someone who is knowledgeable about the requirements of Section 504/ADA and has an understanding of a free appropriate public education ("FAPE") under Section 504 and the distinctions between and among Section 504, the ADA and the Individuals with Disabilities Education Act ("IDEA").

3. The impartial hearing officer shall schedule a pre-hearing conference with the District and the parent(s) or student aged 18 years of age or older (and/or legal counsel for the student) to identify the issue(s) for hearing, set the hearing schedule and address other administrative matters related to the hearing, including the option for mediation.

4. The impartial hearing officer shall inform all parties involved of the date, time and place of the hearing and of the right to present witnesses, other evidence and to be represented by legal counsel at each party's own expense, if desired.

5. The impartial hearing officer shall hear all aspects of the complainant's complaint concerning the identification, evaluation or educational placement of the student and shall

reach a decision within forty-five (45) school days of receipt of the request for hearing. The decision shall be presented in writing to the complainant and to the Section 504/ADA Coordinator. The impartial hearing officer's decision shall be final.

6. An impartial hearing officer under Section 504 does not have jurisdiction to hear claims alleging discrimination, harassment or retaliation based on an individual's disability unless such a claim is directly related to a claim regarding the identification, evaluation, or educational placement of a student under Section 504.

7. The time limits noted herein may be extended for good cause shown for reasons including, but not limited to, permitting more time for thorough review of the record, presentation of evidence or opportunity for resolution.

E. Drug/Alcohol Violations

If a student with a disability violates the Board's policies relative to the use or possession of illegal drugs or alcohol, the Board may take disciplinary action against such student for his/her illegal use or possession of drugs or alcohol to the same extent that the Board would take disciplinary action against nondisabled students. Such disciplinary action is not subject to the complaint or due process procedures outlined above.

IV. The Section 504/ADA Coordinator for this district is:

Steven Carvalho
Director of Pupil and Special Education Services
Windsor Public Schools
601 Matianuck Avenue
Windsor, CT 06095
860-687-2000 x 1238

V. Complaints to Federal Agencies

At any time, the complainant has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111); <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>.

Regulation approved: March 17, 2020

Craig A. Cooke, Ph.D.

Superintendent

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Students

**POLICY REGARDING STUDENTS AND
SECTION 504 OF THE REHABILITATION ACT OF 1973 AND
TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. Similarly, Title II of the Americans with Disabilities Act of 1990 ("Title II" or "ADA") prohibits discrimination against individuals with a disability by state and local governments. To be protected under Section 504 and the ADA ("collectively, "Section 504/ADA"), an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

In order to fulfill its obligation under Section 504/ADA, the Windsor Public Schools (the "District") recognize a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents/guardians and members of the public who participate in school sponsored programs: which may require reasonable modifications to such policies and practices. In this regard, the Windsor Public Schools prohibit District prohibits discrimination against any person with a disability in any of the services, programs or activities of the school system.

The school district District has specific responsibilities under Section 504 to identify, evaluate and provide an educational placement for students who have a physical or mental impairment that substantially limits a major life activity. The school district's obligation includes providing access to a free appropriate public education ("FAPE") for students determined to be eligible under Section 504/ADA. Under Section 504, FAPE is defined as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees similarly imposed on nondisabled students/parents).

If the parent/guardian of a student disagrees student's parents/guardians disagree with the decisions made by the professional staff of the school district District with respect to the identification, evaluation or educational placement of his/her their child, the parent/guardian has such parents/guardians have a right to request an impartial due process hearing.

In addition, a student or parent/guardian of a student may also file an internal grievance/complaint on these issues or any other type of discrimination on the basis of disability by or within the district District by utilizing the grievance/complaint procedures outlined in the Board's Administrative Regulations Regarding Students and Section 504 of Rehabilitation Act of 1973 and Title II of Americans with Disabilities Act associated with

this policy, and/or may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109- 3921
(617) 289-0111

Anyone who wishes to file a grievance/complaint with the ~~district~~ **District**, or who has questions or concerns about this policy, should contact ~~Steven Carvalho, Director of Pupil and Special Education Services,~~ **the Section 504/ADA Coordinator for the District:** Windsor Public Schools, at phone number 860-687-2000 x 1238.

**Director of Pupil & Special Education Services,
601 Matianuck Avenue,
Windsor, CT 06095,
860-687-2000 x1238**

~~The Windsor Public Schools prohibits retaliation against any person who makes a good faith report or complaint of disability-based discrimination or who participates or cooperates in the investigation of such complaint.~~

Legal References:

29 U.S.C. §§ 705, 794
34 C.F.R. Part 104
42 U.S.C. § 12101 et seq.
28 C.F.R. Part 35

Protecting Students with Disabilities, Frequently Asked Questions About Section 504 and the Education of Children with Disabilities, Office for Civil Rights (March 17, 2011), available at <http://www.ed.gov/about/offices/list/ocr/504faq.html>
<http://www.ed.gov/about/offices/list/ocr/504faq.html>

Dear Colleague Letter, United States Department of Education, Office for Civil Rights (January 19, 2012)

Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline Under Section 504 of the Rehabilitation Act of 1973, Office for Civil Rights (July 2022), available at https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term

Policy approved: April 9, 2013
Policy revised: June 18, 2019

**ADMINISTRATIVE REGULATIONS REGARDING STUDENTS
AND SECTION 504 OF THE REHABILITATION ACT OF 1973
AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

Windsor Board of Education Section 504/ADA Grievance/Complaint
Procedures Regarding Discrimination Against Students on the Basis of Disability

Section 504 of the Rehabilitation Act of 1973 ("Section 504") and Title II of the Americans with Disabilities Act of 1990 ("Title II" or "ADA") (collectively, "Section 504/ADA") prohibit discrimination on the basis of disability. For the purposes of Section 504/ADA, the term "disability" with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.

I. Definitions

Free appropriate public education (FAPE): for purposes of Section 504, refers to the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, that are provided without cost (except for fees imposed on nondisabled students/parents), and is based upon adherence to procedures that satisfy the Section 504 requirements pertaining to educational setting, evaluation and placement, and procedural safeguards.

Major life activities: include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, such as the functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive systems. The operation of a major bodily function includes the operation of an individual organ within a body system.

Mitigating Measures measures: include, but are not limited to, (a) medication, medical supplies, equipment, appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies; (b) use of assistive technology; (c) reasonable modifications or auxiliary aids or services; (d) learned behavioral or adaptive neurological modifications; or (e) psychotherapy, behavioral therapy, or physical therapy.

Physical or Mental Impairment mental impairment: (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems, such as: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune,

circulatory, hemic, lymphatic, skin, and endocrine; (b) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability; or (c) an impairment that is episodic or in remission if it would substantially limit a major life activity when active. Physical or mental impairment includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

II. Procedures for Grievances/Complaints Alleging Discrimination on the Basis of Disability

A. Any eligible person, including any student, parent/guardian, staff member or other employee who feels that ~~he/she~~ **the individual** has been discriminated against on the basis of disability (including differential treatment, harassment and retaliation) may submit a written complaint to the ~~district's~~ designated Section 504/ADA Coordinator (see contact information below) **for the Windsor Public Schools (the "District")** within thirty (30) school days of the alleged occurrence. Complaints by students and/or parents/guardians alleging discrimination involving students will be investigated under these procedures; complaints by employees or other non-students will be investigated under ~~Administrative Regulation 4118.11~~ **the appropriate administrative regulations.**

B. Timely reporting of complaints facilitates the prompt investigation and resolution of such complaints. If a complaint is filed relating to alleged discrimination occurring more than thirty (30) school days after the alleged occurrence, the Board's ability to investigate the allegations may be limited by the passage of time. Therefore, complaints received after thirty (30) school days of the alleged occurrence shall be investigated to the extent possible, given the passage of time and the impact on available information, witnesses and memory. If a complaint is made verbally, the individual taking the complaint will reduce the complaint to writing.

C. At any time, when a complaint involves discrimination that is directly related to a claim regarding the identification, evaluation or educational placement of a student under Section 504, the complainant may request that the Section 504/ADA Coordinator submit the complaint directly to an impartial hearing officer and request a due process hearing in accordance with Section III.D. Complaints regarding a student's with respect to ~~his/her~~ **the student's** identification, evaluation or educational placement shall be addressed in accordance with the procedures set forth below in Section III.

D. Retaliation against any individual who complains pursuant to the Board's policy and regulations listed herein is strictly prohibited. The ~~district~~ **District** will not tolerate any retaliation that ~~occurs~~ **occurs** as a result of the good faith reporting or complaint of disability-based discrimination or as a result of an individual's participation or cooperating in the investigation of a complaint. The district will take necessary actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.

[NOTE: Districts should note that Section 504 does not provide a statute of limitations for filing grievances/complaints with the district. We recommend that districts encourage prompt reporting by suggesting that complaints be filed within thirty (30) school days in order to facilitate timely resolution of potential disputes.]

E. If the Section 504/ADA Coordinator is the subject of the complaint, the complaint should be submitted directly to the Superintendent who may conduct the investigation or appoint a designee to conduct the investigation in accordance with these procedures. If the Superintendent is the subject of the complaint, the Board shall designate an appropriate party to conduct the investigation in accordance with these procedures.

F. Complaints will be investigated promptly. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.

G. If a disability discrimination complaint raises a concern about bullying behavior, the Section 504 Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Section 504 Coordinator, so as to ensure that any such bullying investigation complies with the requirements of applicable Board policies.

H. The complaint should contain the following information:

1. The name of the complainant;
2. The date of the complaint;
3. The date(s) of the alleged discrimination;
4. The names of any witnesses or individuals relevant the complaint;
5. A detailed statement describing the circumstances in which the alleged discrimination occurred; and
6. The remedy requested.

However, all complaints will be investigated to the extent possible, even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

I. Upon receipt of the complaint, the individual investigating the complaint shall:

1. Provide a copy of the written complaint to the Superintendent of Schools;
2. Meet separately with the complainant and the respondent within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent believe have relevant information, and obtain any relevant documents the complainant **and respondent** may have;
3. Provide the complainant and the respondent with a copy of the applicable Board Section 504/ADA Policy and these administrative regulations;

4. Consider whether and which interim measures might be appropriate for an alleged victim and the respondent pending the outcome of the District's investigation;

5. Conduct an investigation of the factual basis of the complaint that is adequate, reliable, and impartial, including conducting interviews with individuals with information and review of documents relevant to the complaint;

6. Maintain confidentiality to the extent practicable throughout the investigative process in accordance with state and federal law;

7. Communicate the outcome of the investigation in writing to the complainant, and to the respondent (to the extent permitted by state and federal confidentiality requirements), within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or Superintendent. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify how the ~~district~~ **District** will remedy any identified violations of Section 504/ADA. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and the respondent shall be notified of any such extension;

8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint, and no later than fifteen (15) school days after the start of the following school year. The complainant and the respondent will receive notice if the investigation has been impeded by the summer recess, and interim measures may be implemented as necessary (see sub-paragraph 4);

9. Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that measures to remedy the effects of the discrimination and prevent its recurrence are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination.

10. In the event the investigator concludes that there is no violation of Section 504/ADA, the ~~district~~ **District** may attempt to resolve the complainant's ongoing concerns, if possible.

~~J. If the complainant or the respondent is not satisfied with the findings and conclusions of the investigation, the appealing party may request review and reconsideration of the conclusion of the complaint within thirty (30) days of receipt of the written outcome. In requesting review, the appealing party must submit the complaint, the written outcome of the complaint, and explain why he/she believes the factual information relied upon by the investigator was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, and how this information would change the investigator's determination in the case. Failure to provide all such information may result in the denial of the review.~~

After receiving the written notice of the outcome, parties shall have ten (10) school days to submit a formal written statement of appeal, if they so choose, to the Superintendent of Schools challenging the outcome of the investigation and explaining the basis for appeal.

Upon review of a written request from the appealing party, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and other relevant witnesses, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the appealing party and the other party of his/her decision within ten (10) school days following the receipt of the written request for review. When a written request for review is received during summer recess, the Superintendent conduct the review as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the review, and no later than ten (10) school days after the start of the following school year. The Superintendent's decision shall be final.

Upon receipt of an appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal, who may be the Superintendent or designee. The decisionmaker(s) for the appeal will provide the appealing party's written statement to the non-appealing party. The non-appealing party will then have ten (10) school days to submit to the decision maker(s) for the appeal a written statement in support of, or challenging, the outcome of the investigation.

The decisionmaker(s) for the appeal shall review the evidence and the information presented by the parties and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator(s) and the parties, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the written outcome. Generally, a party's disagreement with the outcome of the investigation, alone, will not be basis for further action. The decisionmaker(s) for the appeal will attempt to issue written notice of the outcome of the appeal to the parties within thirty (30) school days of receipt of all written statements from the parties.

III. Grievance/Complaint Resolution Procedures for Complaints Involving a Student's Identification, Evaluation or Educational Placement

Complaints regarding a student's identification, evaluation or educational placement shall generally be handled using the procedures described below. However, at any time, the complainant may request that the Section 504/ADA Coordinator submit the complaint directly to an impartial hearing officer, and request a hearing in accordance with the provisions of subsection D (below).

A. Submission of Complaint to Section 504/ADA Coordinator

1. In order to facilitate the prompt investigation of complaints, any complaint regarding a student's identification, evaluation or educational placement under Section 504 should be forwarded to the district's **District's** Section 504/ADA Coordinator (see contact information below) within thirty (30) school days of the alleged date that the dispute regarding the student's identification, evaluation and/or education placement arose. Timely reporting of complaints facilitates the resolution of potential educational disputes.

[NOTE: Districts should note that Section 504 does not provide a statute of limitations for filing complaints. We recommend that districts encourage prompt reporting by suggesting that complaints be filed within thirty (30) days in order to facilitate timely resolution of educational disputes.]

2. The complaint concerning a student's identification, evaluation or educational placement should contain the following information:

- a. Full name of the student, age, and grade level;
- b. Name of parent(s);
- c. Address and relevant contact information for parent/complainant;
- d. Date of complaint;
- e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
- f. Remedy requested.

However, all complaints will be investigated to the extent possible even if such information is not included in the written complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

3. Complaints will be investigated promptly within timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances.

4. Upon receipt of the complaint, the Section 504/ADA Coordinator **or the Coordinator's designee** shall:

- a. Forward a copy of the complaint to the Superintendent of Schools;
- a. **b.** Meet with the complainant within ten (10) school days to discuss the nature of his/her **the complainant's** concerns and determine if an appropriate resolution can be reached, or whether interim measures may be appropriate. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and other individuals who may have information relevant to the complaint, and no later than ten (10) school days after the start of the following school year;

~~b.~~ c. If, following such a meeting, further investigation is deemed necessary, the Section 504/ADA Coordinator or designee shall promptly investigate the factual basis for the complaint, consulting with any individuals reasonably believed to have relevant information, including the student and/or complainant; and

e. d. Communicate the results of his/her the investigation in writing to the complainant and any persons named as parties to the complaint (to the extent permitted by state and federal confidentiality requirements) within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or designee.

~~d.~~ e. In the event that that the Section 504/ADA Coordinator or designee has a conflict of interest that prevents him/her such individual from serving in this role, the complaint shall be forwarded to the Superintendent who shall appoint an investigator who does not have a conflict of interest.

B. Review by Superintendent of Schools

~~1. If the complainant is not satisfied with the findings and conclusions of the investigation, the appealing party may present the complaint and written outcome to the Superintendent for review and reconsideration within thirty (30) calendar days of receiving the findings. This process provides an opportunity for the appealing party to bring information to the Superintendent's attention that would change the outcome of the investigation. In submitting the complaint and written outcome for review, the appealing party must explain why he/she believes the factual information relied upon by the investigator was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, and how this information would change the investigator's determination in the case. Failure to provide all such information may result in the denial of the review.~~

After receiving the written notice of the outcome, the Complainant shall have ten (10) school days to submit a formal written statement of appeal, if they so choose, to the Superintendent of Schools challenging the outcome of the investigation and explaining the basis for appeal. Upon receipt of an appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal, who may be the Superintendent or designee.

2. Upon review of a written request from the appealing party, the Superintendent The decisionmaker(s) for the appeal shall review the investigative results of the investigator evidence and the information presented by the parties and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator(s) and other relevant witnesses the parties, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or

overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the appealing party of his/her decision **the written outcome**, within ten (10) school days following the receipt of the written request for review, or if the request is received during summer recess, as quickly as possible but no later than ten (10) school days after the start of the following school year. **Generally, a party's disagreement with the outcome of the investigation, alone, will not be basis for further action. The decisionmaker(s) for the appeal will attempt to issue written notice of the outcome of the appeal to the parties within thirty (30) school days of receipt of all written statements from the parties.**

3. If the complainant is not satisfied with the Superintendent's **decisionmaker** decision or proposed resolution, he/she may request that the Superintendent submit the matter to a neutral mediator or to an impartial hearing officer. This request for mediation or a hearing should be made within fifteen (15) school days of the Superintendent's decision.

C. Mediation Procedures:

1. A parent/guardian or student aged 18 or older may request mediation with a neutral mediator to attempt to resolve a disagreement with the decisions made by the professional staff of the school district with respect to the identification, evaluation or educational placement of the student.

2. A request for mediation regarding a student's identification, evaluation or educational placement under Section 504 should be forwarded to the district's Section 504/ADA Coordinator within thirty (30) school days of the alleged date that the dispute regarding the student's identification, evaluation, and/or education placement arose or within fifteen (15) school days of the Superintendent's decision in reviewing a complaint handled through the grievance/complaint procedure described in Section III.B, above. Mediation shall only occur by mutual agreement of the parties.

3. The request for mediation concerning a disagreement relating to a student's identification, evaluation or educational placement should contain the following information:

- a. Full name of the student, age, and grade level;
- b. Name of parent(s);
- c. Address and relevant contact information for parent/complainant;
- d. Date of complaint;
- e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
- f. Remedy requested.

4. Upon receipt of a request for mediation, the Section 504/ADA Coordinator shall:

i. Forward a copy of the request for mediation to the Superintendent of Schools;

ii. Inform the parent/guardian or student 18 years old or older as to whether the district agrees to mediation in writing;

iii. If the district agrees to mediation, the Board shall retain a neutral mediator who is knowledgeable about the requirements of Section 504/ADA and has an understanding of a free appropriate public education ("FAPE") under Section 504 and the distinctions between and among Section 504, the ADA and the Individuals with Disabilities Education Act ("IDEA").

iv. If the district does not agree to mediation, the Section 504/ADA Coordinator shall inform the parent/guardian or student aged 18 or older of their right to request an impartial hearing.

5. The mediator shall inform all parties involved of the date, time and place of the mediation and of the right to have legal counsel or other representation at the complainant's own expense, if desired.

6. The mediator shall meet with the parties jointly, or separately, as determined by the mediator, and shall facilitate a voluntary settlement of the dispute between the parties, if possible.

7. All statements, offers, or discussions and/or information shared during the mediation process, but not available from other means, shall be confidential, and may not be used in a subsequent hearing or other administrative or judicial proceeding related to the disagreement that is the subject of the mediation.

8. If the parties are not able to reach a voluntary settlement of the dispute, the complainant may request an impartial hearing, as described below.

D. Impartial Hearing Procedures:

An impartial due process hearing is available to a parent/guardian of a student, or a student aged 18 years of age or older who disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation or educational placement of the student, or otherwise makes a claim of discrimination relating to the identification, evaluation or educational placement of the student.

1. The request for a due process hearing concerning a disagreement relating to a student's identification, evaluation or educational placement should contain the following information:

- a. Full name of the student, age, and grade level;
- b. Name of parent(s);
- c. Address and relevant contact information for parent/complainant;
- d. Date of complaint;

- e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
- f. Remedy requested.

2. Upon receipt of a request for an impartial due process hearing, the Board shall retain an impartial hearing officer. The impartial hearing officer must be someone who is knowledgeable about the requirements of Section 504/ADA and has an understanding of a free appropriate public education ("FAPE") under Section 504 and the distinctions between and among Section 504, the ADA and the Individuals with Disabilities Education Act ("IDEA").

3. The impartial hearing officer shall schedule a pre-hearing conference with the District and the parent(s) or student aged 18 years of age or older (and/or legal counsel for the student) to identify the issue(s) for hearing, set the hearing schedule and address other administrative matters related to the hearing, including the option for mediation.

4. The impartial hearing officer shall inform all parties involved of the date, time and place of the hearing and of the right to present witnesses, other evidence and to be represented by legal counsel at each party's own expense, if desired.

5. The impartial hearing officer shall hear all aspects of the complainant's complaint concerning the identification, evaluation or educational placement of the student and shall reach a decision within forty-five (45) school days of receipt of the request for hearing. The decision shall be presented in writing to the complainant and to the Section 504/ADA Coordinator. The impartial hearing officer's decision shall be final.

6. An impartial hearing officer under Section 504 does not have jurisdiction to hear claims alleging discrimination, harassment or retaliation based on an individual's disability unless such a claim is directly related to a claim regarding the identification, evaluation, or educational placement of a student under Section 504.

7. The time limits noted herein may be extended for good cause shown for reasons including, but not limited to, permitting more time for thorough review of the record, presentation of evidence or opportunity for resolution.

E. Drug/Alcohol Violations

If a student with a disability violates the Board's policies relative to the use or possession of illegal drugs or alcohol, the Board may take disciplinary action against such student for his/her illegal use or possession of drugs or alcohol to the same extent that the Board would take disciplinary action against nondisabled students. Such disciplinary action is not subject to the complaint or due process procedures outlined above.

IV. The Section 504/ADA Coordinator for this district is:

Director of Pupil and Special Education Services
Windsor Public Schools
601 Matianuck Avenue
Windsor, CT 06095
860-687-2000 x 1238

V. Complaints to Federal Agencies

At any time, the complainant has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111); <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>.

Regulation approved: March 17, 2020

Windsor Public Schools
Windsor, CT

Noha Abdel-Hady, EdD
Acting Superintendent of Schools

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY
5708 SOUTH CAMPUS DRIVE
CHICAGO, ILLINOIS 60637

RECEIVED

TO THE DIRECTOR OF THE DIVISION OF THE PHYSICAL SCIENCES
FROM THE DEPARTMENT OF CHEMISTRY
DATE

RECEIVED

DEPARTMENT OF CHEMISTRY
5708 SOUTH CAMPUS DRIVE
CHICAGO, ILLINOIS 60637

RECEIVED



Rational for Revised Policy/Administrative Regulation

**P/ AR 6172.2 Policy Addressing Enrollment in an Advanced Course or Program and
Challenging Curriculum**

The U.S. Department of Education Office for Civil Rights released a fact sheet regarding meaningful participation in advanced coursework and specialized programs for students who are English learners. In light of this fact sheet, we have revised our model policy and administrative regulations to specifically address students who are English learners/multilingual learners and to include additional optional sections related to reducing barriers to opportunities for advanced courses and programs for English learners/multilingual learners.

POLICY ADDRESSING ENROLLMENT IN AN ADVANCED COURSE OR PROGRAM AND CHALLENGING CURRICULUM

The Windsor Board of Education (the "Board") understands the importance of providing opportunities for students to enroll in an advanced course or program and offering students challenging curriculum in the Windsor Public Schools (the "District"). In accordance with Connecticut law, this policy shall explain the manner in which the District determines eligibility for enrollment in advanced courses or programs and creates academic plans for students in the District.

I. Definitions

For purposes of this policy:

"Advanced course or program" means an honors class, advanced placement class, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board in grades nine to twelve, inclusive.

"Advanced placement" program is a program authorized by the College Board that offers college-level courses and exams that students take in high school.

"Dual credit/Dual enrollment" courses are college courses offered by high schools in partnership with a college or university. Students taking these courses in high school are simultaneously enrolled with the partner higher education institution. Students who successfully complete a dual credit/dual enrollment course earn credit toward high school graduation as well as college course credit that appears on a student transcript issued by a college or university.

"Prior academic performance" means the course or courses that a student has taken, the grades received for such course or courses and a student's grade point average.

II. Eligibility Criteria

Consistent with state law, the District will identify students in grades eight and nine who may be eligible to take or enroll in an advanced course or program. Students will be eligible to enroll in advanced courses or programs throughout their high school career, even if they are not identified as eligible in grades eight or nine.

Eligibility for enrollment in an advanced course or program shall not be based exclusively on a student's prior academic performance. There are multiple methods by which a student may satisfy the eligibility criteria for enrollment in an advanced course or program, including:

- Recommendations from teachers, administrators, school counselors or other school personnel.
- A student's prior academic performance, as determined by evidence-based indicators of how a student will perform in an advanced course or program.

Instruction

POLICY ADDRESSING ENROLLMENT IN AN ADVANCED COURSE OR PROGRAM AND CHALLENGING CURRICULUM

The Windsor Board of Education (the "Board") understands the importance of providing opportunities for students to enroll in an advanced course or program and offering students challenging curriculum in the Windsor Public Schools (the "District"). In accordance with Connecticut law, this policy shall explain the manner in which the District determines eligibility for enrollment in advanced courses or programs and creates academic plans for students in the District.

I. Definitions

For purposes of this policy:

"Advanced course or program" means an honors class, advanced placement class, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board in grades nine to twelve, inclusive.

"Advanced placement" program is a program authorized by the College Board that offers college-level courses and exams that students take in high school.

"Dual credit/Dual enrollment" courses are college courses offered by high schools in partnership with a college or university. Students taking these courses in high school are simultaneously enrolled with the partner higher education institution. Students who successfully complete a dual credit/dual enrollment course earn credit toward high school graduation as well as college course credit that appears on a student transcript issued by a college or university.

"Prior academic performance" means the course or courses that a student has taken, the grades received for such course or courses and a student's grade point average.

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- Recommendations from teachers, administrators, school counselors or other school personnel.

- A student's prior academic performance, as determined by evidence-based indicators of how a student will perform in an advanced course or program.
- The District administration may, in its discretion, identify and publicize additional criteria, including but not limited to student or parent request. Any such criteria shall be established prior to the commencement of an academic term.

III. Creation of an Academic Plan/Challenging Curriculum

The District will create an academic plan for each student who is identified in grade eight or nine as eligible for enrollment in an advanced course or program. Such plan will be designed to enroll the student in one or more advanced courses or programs and allow the student to earn college credit or result in career readiness. Such academic plan will also be aligned with:

- The courses or programs offered by the Board,
- The student's student success plan, created pursuant to Conn. Gen. Stat. § [10-221a\(j\)](#),
- High school graduation requirements, and
- Any other policies or standards adopted by the Board relating to the eligibility for student enrollment in advanced courses or programs.

The academic plan may be part of the student's success plan, which plan is required for each student by Conn. Gen. Stat. § [10-221a](#).

A student, or the student's parent or guardian, may decline to implement the provisions of an academic plan created for such student.

IV. Guiding Principles and Implementation

The Board recognizes that course access and academic planning should be guided by considerations beyond traditional course eligibility criteria. Specifically, the Board recognizes that academic achievement and engagement in middle school are strong precursors to high school success. In addition, the Board recognizes the importance of engaging with a student's parents and/or guardians throughout the student's educational experience, reducing barriers to opportunities for advanced courses and programs, and providing a wide range of advanced courses that appeal to students with various interests.

The Superintendent or designee shall be responsible for implementing this policy and developing procedures in furtherance of this policy and in accordance with guidance provided by the Connecticut Department of Education.

Legal Reference:

Connecticut General Statutes § [10-221a](#)

Connecticut General Statutes § [10-221w](#)

Connecticut General Statutes § [10-221x](#)

Connecticut State Department of Education, District Guidance for Developing an Advanced Course Participation Policy (April 2022)

Policy Adopted: December 20, 2022

Windsor Public Schools
Windsor, CT

AR 6172.2

Instruction

ADMINISTRATIVE REGULATIONS ADDRESSING ENROLLMENT IN AN ADVANCED COURSE OR PROGRAM AND CHALLENGING CURRICULUM

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1. The District will identify students in grades eight and nine who may be eligible to take or enroll in an advanced course or program. Students will be eligible to enroll in advanced courses or programs throughout their high school career, even if they are not identified as eligible in grades eight or nine.
2. Eligibility for enrollment in an advanced course or program shall be based on the following:
 - Recommendations from teachers, administrators, school counselors or other school personnel.
 - Student's prior academic performance.
3. In addition to or as part of student success plans required by Conn. Gen. Stat. § 10-221a(j), the District will create an academic plan for each student who is identified in grade eight or nine as eligible for enrollment in an advanced course or program. A student, or the student's parent or guardian, may decline to implement the provisions of an academic plan created for such student.
4. Such academic plan will be designed to enroll the student in one or more advanced courses or programs and allow the student to earn college credit or result in career readiness.

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Connecticut General Statutes § [10-221w](#)

Connecticut General Statutes § [10-221x](#)

Connecticut State Department of Education, District Guidance for
Developing an Advanced Course Participation Policy (April 2022)

Regulation Approved: Terrell M. Hill, PhD
Superintendent of Schools

Windsor Public Schools
Windsor, CT

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Eligibility for enrollment in an advanced course or program shall not be based exclusively on a student's prior academic performance. There are multiple methods by which a student may satisfy the eligibility criteria for enrollment in an advanced course or program, including:

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The Board recognizes that course access and academic planning should be guided by considerations beyond traditional course eligibility criteria. Specifically, the Board recognizes that academic achievement and engagement in middle school are strong precursors to high school success. In addition, the Board recognizes the importance of engaging with a student's parents and/or guardians throughout the student's educational experience, reducing barriers to opportunities for advanced courses and programs, and providing a wide range of advanced courses that appeal to students with various interests.

The District will utilize practices designed to ensure that eligibility for enrollment in an advanced course or program, including appropriate evaluation and testing procedures, do not screen out students who are English learners/multilingual learners because of their limited English proficiency unless an advanced or specialized program is demonstrated to require proficiency in English for meaningful participation.

The Superintendent or designee shall be responsible for implementing this policy and developing procedures in furtherance of this policy and in accordance with guidance provided by the Connecticut State Department of Education.

Legal Reference:

Connecticut General Statutes § [10-221a](#)

Connecticut General Statutes § [10-221w](#)

Connecticut General Statutes § [10-221x](#)

Connecticut State Department of Education, District Guidance for Developing an Advanced Course Participation Policy (April 2022)

United States Department of Education, Office for Civil Rights, Ensuring Meaningful Participation in Advanced Coursework and Specialized Programs for Students Who Are English Learners (June 2023)

Policy Adopted: December 20, 2022

Policy Revised: _____

Windsor Public Schools
Windsor, CT

**ADMINISTRATIVE REGULATIONS ADDRESSING ENROLLMENT IN AN
ADVANCED COURSE OR PROGRAM AND CHALLENGING CURRICULUM**

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Regulation Approved: December 20, 2022

Regulation Revised: _____

Windsor Public Schools
Windsor, CT

Noha Abdel-Hady, EdD
Acting Superintendent of Schools



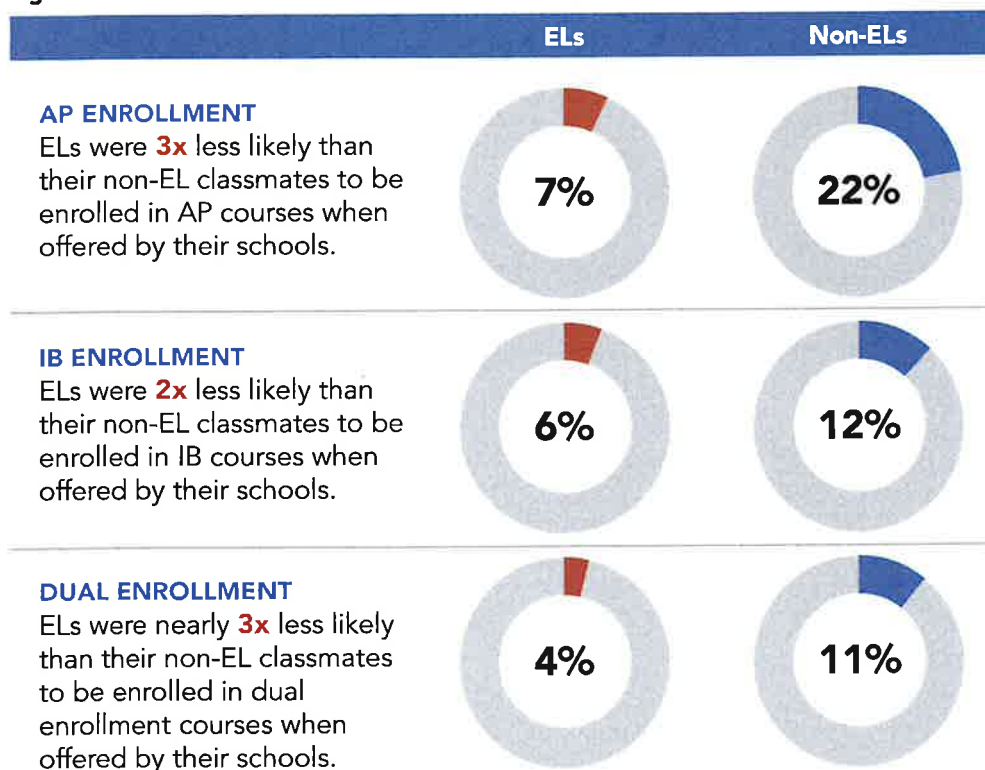
ENSURING MEANINGFUL PARTICIPATION IN ADVANCED COURSEWORK AND SPECIALIZED PROGRAMS FOR STUDENTS WHO ARE ENGLISH LEARNERS

Many elementary and secondary school districts offer educational programs and services that are specialized or advanced. Examples include Advanced Placement (AP), gifted and talented education, honors, International Baccalaureate (IB), career and technical education, pre-collegiate experiences, career pathways, dual enrollment, dual credit, and concurrent enrollment programs. Such programs are often designed to boost college access, degree attainment, and occupational skills, especially for students typically underrepresented in higher education. However, as shown in Figure 1, during the 2017-18 school year, the most recent year for

which civil rights data are available,¹ students who are ELs had lower participation in such specialized or advanced programs.

Schools must ensure that eligibility for such programs, including appropriate evaluation and testing procedures, do not screen out students who are ELs because of their limited English proficiency unless an advanced or specialized program is demonstrated to require proficiency in English for meaningful participation. Additionally, students who are ELs remain entitled to appropriate language assistance services while participating in advanced or special programs.

Figure 1



The U.S. Department of Education (Department), Office for Civil Rights (OCR) enforces Title VI of the Civil Rights Act of 1964 (Title VI), which prohibits discrimination based on race, color, or national origin in any program or activity that receives federal financial assistance from the Department. In *Lau v. Nichols*, the U.S. Supreme Court determined that in order for public elementary and secondary schools to comply with their legal obligations under Title VI, they must take affirmative steps to ensure that students who are English learners (ELs) can meaningfully participate in their educational programs and services.

Source: OCR's 2017-18 Civil Rights Data Collection

1. OCR postponed the 2019-20 Civil Rights Data Collection (CRDC) due to the pandemic and anticipates releasing data from the 2020-21 CRDC this year.



Examples of the kinds of practices that could, depending on facts and circumstances, raise Title VI discrimination concerns include the following:²

1. Categorically excluding students who are ELs from advanced or specialized programs.
2. Creating scheduling barriers for participation (e.g., scheduling the only AP calculus class for the same period as EL instruction).
3. Using selection criteria that are not directly related to the advanced course or specialized program, and that negatively affect students who are ELs (e.g., requiring a 3.75 GPA for students to be able to take any AP classes, including AP Spanish).
4. Using different selection criteria for students who are ELs.
5. Counseling students who are ELs against taking advanced or specialized programs based on a generalized view that such courses would be too difficult for them or based on a view that students who are ELs should focus on their language skills first.
6. Providing information about advanced or specialized programs exclusively to non-EL student populations.
7. Excluding teacher recommendations or failing to request recommendations from teachers of EL classes for students who are ELs to be admitted to specialized or advanced programs.

How Can I File a Complaint with OCR?

If you believe a school district has discriminated against a student who is an EL by not taking appropriate steps to overcome language barriers and ensure that they can participate meaningfully in the district's educational programs, you can file a complaint with [OCR at www.ed.gov/ocr/complaintintro.html](http://www.ed.gov/ocr/complaintintro.html) (to file a complaint in English) or www.ed.gov/ocr/docs/howto.html (to file a complaint in a non-English language).

How Can I Learn More About the Rights of English Learners?

For more information, please contact OCR at 1-800-421-3481 (TDD 1-800-877- 8339) or ocr@ed.gov, or visit www.ed.gov/ocr. Information regarding schools' civil rights obligations to students who are ELs and parents and guardians with limited English proficiency is also available on OCR's Equal Opportunities for English Learners website at <https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/issues/roi-issue03.html>.

How Can I Request Translation Services?

To request language access services or resources, which may include oral technical assistance or written translation of Department information, free of charge, contact OCR@ed.gov. If you need more information about interpretation or translation services, call 1-800-USA-LEARN (1-800-872-5327) (TTY: 1-800-877-8339). To request documents in alternate formats such as Braille or large print, contact the Department at 202-260-0818 or ofe_eeos@ed.gov.

For additional information, please see these resources:³

- [Dear Colleague Letter: English Learner Students and Limited English Proficient Parents](#) (January 2015)
- [Fact Sheet: Ensuring English Learners Can Participate Meaningfully and Equally in Educational Programs](#) (January 2015)
- [Fact Sheet: Confronting Discrimination Based on National Origin and Immigration Status](#) (August 2021)

For examples and resources that may support schools' efforts to increase access to advanced or specialized programming for students who are ELs, please see the Office of English Language Acquisition's resource, Practices to Increase Access to Advanced Coursework and Specialized Programs for Students Who Are English Learners, available at <https://ncela.ed.gov/resources/oela-resources/briefs>.

This fact sheet does not have the force and effect of law and is not meant to be binding, beyond what is required by statutory and regulatory requirements. All enforcement determinations made by OCR are based on the particular factual circumstances presented in each individual case.

2. See generally 42 U.S.C. § 2000d to d-7 (prohibiting race, color, or national origin discrimination in any program or activity receiving Federal financial assistance); see also, 34 C.F.R. § 100.3(b)(1) and (2) (describing discrimination prohibited under Title VI and identifying specific prohibited actions).

3. The U.S. Departments of Education and Justice both enforce Title VI of the Civil Rights Act of 1964. The Department of Justice also enforces the Equal Educational Opportunities Act of 1974, which requires state educational agencies and school districts to take appropriate action to overcome language barriers that impede English Learner students from participating equally in state and district educational programs. 20 U.S.C. §§ 1701-1758. You may file a complaint with the Civil Rights Division at the Department of Justice at civilrights.justice.gov.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: October 21, 2025

PREPARED BY: Dr. Noha Abdel-Hady

PRESENTED BY: Tracey Zotter

ATTACHMENTS: N/A

SUBJECT: Long-Range Planning Cost/Benefit Analysis

BACKGROUND:

The Long-Range Planning Committee has created a Project Plan for a Cost Benefit Study to assess the current state, future needs, and potential options (including renovation, consolidation, and new construction) for the town's elementary school facilities.

The elementary school buildings are assets owned by the Town, and initiating this essential Cost Benefit Study requires the commitment and appropriation of funds, which must be reviewed and authorized by the Town Council.

STATUS:

The Long-Range Planning Committee met on September 9, 2025 to discuss the potential of a cost benefit study project plan for the four district elementary schools. This topic was moved to the whole board for discussion.

RECOMMENDATION:

Move the Board of Education approve the Project Plan for the Elementary School Building Cost Benefit Study as presented, sending it to the Town Council for review.

Recommended by the Superintendent:


Agenda Item # 10.b.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: October 21, 2025

PREPARED BY: Danielle Batchelder

PRESENTED BY: Danielle Batchelder

ATTACHMENT: None

SUBJECT: Discussion of Transportation Contract

BACKGROUND:

The current transportation contract is ending on June 30, 2026

STATUS:

Discussion regarding the potential risks and benefits of entering into negotiations with DATTCO for a renewal of contract verses putting a Request for Proposal for WPS Transportation Services.

RECOMMENDATION: Possible executive session with action anticipated in open session.

Reviewed by: 

Recommended by the Superintendent: 

Agenda Item # 13.