

Woodbridge Board of Education Ad Hoc
Policy Committee
Thursday, July 7, 2011 6:00 PM

WBOE Ad Hoc Policy Committee 6:00 PM
July 7, 2011 District Office Conference Room
40 Beecher Road South Woodbridge, CT 06525

Agenda

- I. **Call to Order**
- II. **Continue Review of 9000 Series**
- III. **Review 0000 Series**
- IV. **Review Policy 5141 - Student Health Services**
- V. **4. Review Policy 5141.3 - Health Assessments and Immunizations**
- VI. **Adjourn**

CABE Policy Service

Connecticut Association of Boards of Education, Inc.

81 Wolcott Hill Road • Wethersfield, CT 06109-1242 • (860) 571-7446 • Fax (860) 571-7452

February 25, 2011

Dr. Guy Stella
Superintendent of Schools
Woodbridge Public Schools
40 Beecham Street South
Woodbridge, CT 06525-2006

Dear Dr. Stella:

Enclosed is the first section of the manual to be reviewed, along with a few handouts to help explain the process. This section, Series 9000 (Bylaws), should be reviewed by the Policy Review Committee.

Here is the tentative order in which the sections of the manual will be reviewed. This can be modified when we initially meet to review this process.

- Series 9000 Bylaws of the Board
- Series 0000 Philosophy/Goals/Objectives
- Series 1000 Community Relations
- Series 2000 Administration
- Series 3000 Business and Non-Instructional Operations
- Series 4000 Personnel - Certified/Non-Certified
- Series 5000 Students
- Series 6000 Instruction
- Series 7000 New Construction

There are a few comments concerning the review process to keep in mind:

1. The Policy Review Committee will be the first group to review and edit each section of the policy manual. This committee should not be too large. Policy review committees engaged in this process are usually composed of the Superintendent or designee, a few Board of Education members and other appropriate individuals. Some districts change the composition depending upon the series being reviewed i.e., the Business Manager is involved during the review of the business section, the Pupil Personnel Supervisor is involved for review of material relating to personnel and students.

2. While I have tried to eliminate all typos in this draft some have probably managed to sneak by me. Please note any spelling errors - ten eyes are more apt to catch an error than two eyes!
3. All bylaws (policy and regulation for other sections of the manual) will have a notation at the top of the page. This is to clarify where the bylaw originated or the questions I have for the Policy Review Committee or Board concerning a particular issue.
4. Some bylaws (policies and regulations in other sections) are longer than one page. If this is the case, the number in the top right-hand corner of the page will be followed by a letter in parenthesis, i.e. 9132(a), 9132(b).
5. The last page of any bylaw, policy or regulation will have the adoption/approval date and district's name at the bottom:

Bylaw adopted by the Board:

Woodbridge Public Schools
Woodbridge, Connecticut

6. For each section of the manual there are a few steps to follow:

STEP ONE - Policy Review Committee reviews and edits the first draft.

STEP TWO - A marked up copy is sent to CAFE. CAFE makes the changes to the material pursuant to the request of the Policy Review Committee.

Notations at the top of the pages will be updated to reflect the types of changes made by the Policy Review Committee. These notations assist the Board during their review of the material.

STEP THREE - CAFE sends an annotated, revised annotated copy to the district. The Superintendent or designee disseminates this draft to the full Board for their review, edit, and adoption/approval.

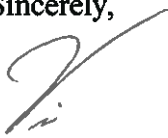
STEP FOUR - Upon the Board's adoption/approval, return the material to CAFE. Note the date of adoption/approval of the policies, regulations and bylaws. At this step the editorial remarks and notes will be removed and the adoption/approval date(s) incorporated. After the changes are completed, this section of the manual will be brought to the printers. Policies and bylaws will be copied onto blue paper and regulations will be copied onto yellow paper.

STEP FIVE - CABE will send this newly printed section to the Board so it can be added to their new policy binder. This process will be followed for each Series of the manual.

7. An important point to remember in reviewing this section is that bylaws are the Board's guidelines for its own conduct. Make sure the content of the bylaw is appropriate for the Board of Education and try to avoid getting hung-up on where to place commas. Should the punctuation need to be changed, have one person assume the responsibility.

I look forward to meeting with your committee soon to review the process and to clarify any issues or details. Please call me to set up a meeting. I look forward to working with you on this project.

Sincerely,



Vincent A. Mustaro
Senior Staff Associate
for Policy Service

Enclosures

pb



CUSTOMIZED POLICY SERVICE

Thank you for your interest in **CABE's** Policy Service programs. Since 1988, Policy Service has assisted school districts around the state with policy development through the following seven services:

1. Sample policies, regulations and bylaws upon request
2. Consultant Services
3. Policy Workshops
4. Update Service
5. Connecticut Reference Manual (CORE)
6. Policy Audit Service
7. Customized Policy Service

CUSTOMIZED POLICY SERVICE

The Customized Policy Service creates a policy manual tailored to the specific needs and priorities of the community as determined by the board of education. This service provides your district with the opportunity to overhaul, update, and revise your existing policy manual. You provide **CABE** with the:

- Existing board manual
- Selected board minutes (optional)
- Student, parent and faculty handbooks
- Negotiated contracts
- City/Town Charter (if Board actions are dictated by Charter)
- Other material which may have implicit or explicit policy information

The Customized Policy Service includes:

- A review and analysis of existing policies and regulations for relevancy and compliance with federal and state statutes and regulations and judicial decisions.
- Review of current contracts, student, parent and faculty handbooks for policy implications.
- On-site consultation for school board members and administrators by **CABE** staff.
- Updates to existing policies.
- Legal referencing of policies to Connecticut and U.S. statutes, federal/state court decisions.
- Development of needed policies, regulations and bylaws.
- Codification of policies under the **CABE** Codification System.
- Printing of policies and arrangement in a codified manual.
- One copy of the manual on diskette.

THE POLICY REVIEW PROCESS

Congratulations on your decision to work with CABE's Policy Service on your customized policy project. We look forward to collaborating with you in the production of a manual which will be comprehensive, up-to-date and tailored to the needs of your district.

Now that the task of creating your custom manual has begun, we thought it might be helpful to review the process, and offer some suggestions for managing the project successfully.

Steps in the Process

While not limited to the list below, the steps to complete your manual will follow this general plan:

Your District Will	Policy Service Will
gather existing school district materials as outlined in our agreement	review and edit these materials and develop <i>working drafts</i> for each Series
form a Policy Review Committee	send <i>working draft</i> to Policy Review Committee for review
review, edit and return <i>working draft</i> to C A B E	incorporate changes from the returned <i>working draft</i> , send <i>revised draft</i> (Committee Approved Draft) for the full board to review
review and edit <i>revised draft</i> , vote on adoption of this <i>revised, committee approved, draft</i>	incorporate additional changes, adoption date, make copies and bind the finished manual

Your District Provides C A B E with:

Existing district policy manual; faculty, student and parent handbooks; personnel contracts (certified and non-certified); selected board minutes impacting policy decisions and any other documents which might include implicit or explicit policy, such as the town/city charter.

STEP ONE: Editing Your Materials and Writing Drafts

After you supply us with materials outlined above, we will thoroughly examine them for existing policies and/or policy issues. From these we will develop drafts, adding new policies as appropriate. Each policy or regulation will include an annotation at the top of the page indicating whether it's an existing policy or sample material from C A B E's extensive policy library.

Because receiving the entire manual at once can be rather intimidating, we will send you installments based upon on a numbering system, which ranges from Series 0000s through the 9000s. We usually send out the manual Series by Series. While waiting for the first Series, you have a chance to lay some groundwork for the second step in the process.

STEP TWO: Reviewing the Drafts

The purpose of the review is to ensure that all policies are in keeping with the desires of the district. The drafts we send are not carved in stone: you may delete, revise, or add to them as desired. If you make changes or add new policies, we will analyze them for regulatory and legal compliance.

Remember, this step is more than a “read-through.” Reviewers should carefully analyze each policy for both content and clarity. Some questions to keep in mind are:

1. Do the policies in this draft accurately reflect the current practice of the district?
2. If not, should current practices be changed?
3. In the opinion of the Board, do any policies need to be revised, expanded, or simply deleted?
4. Do the added policies anticipate district needs?

Meeting and foreseeing the needs of your school district, and establishing standards for district operations—these are the goals of policy making.

Why you review is evident, but how you go about reviewing may not be as clear. We suggest the following steps:

1. Designate a Project Manager

Before you begin, you may wish to wish to designate a “Project Manager,” one person who will coordinate the entire review process. In our experience, either a board member, the Superintendent or an Assistant Superintendent has taken on this duty.

The Project Manager should first establish a timeline and then set deadlines for reviewing drafts, which are consistent with the timeline. He or she should then read through the drafts with committee members (described below), and encourage them to stick to the deadlines. Once an installment has been reviewed, the manager will return it in time for us to incorporate any changes, and consult with us either in person or by phone, as appropriate.

2. Establish Policy Review Committee

In order to review more efficiently, we suggest that you set up a Policy Review Committee. This committee should be composed of the Superintendent or his/her designee, board members and administrators. Board members should be involved from start to finish, since they will be responsible for adopting the policies under consideration. Committee members may vary depending upon the Series being reviewed, the individual’s specialty, and the size of your district. Committee size should not exceed five to seven members.

Members of the Policy Review Committee should read the material provided by CAFE prior to the Policy Review Committee meeting, taking note of any areas of concern. At the committee meeting, members discuss these policies, and edit the draft provided by CAFE as needed. Multiple committees can also be formed to review parts of the Series. They can cover a lot of ground quickly, especially in a large district. Sub-committee managers may supervise policies directly related to their position (see chart). Their input will allow Board members to foresee how policies will affect the entire district. To ensure that all sub-committees follow the same timeline, these managers should report directly to the Project Manager about their progress.

Whether one or several, committee size(s) should be limited to five to seven members. A small committee can work efficiently and give concise reports on its progress.

STEP THREE: Approval and Adoption

Once a Series has been reviewed by the committee(s), the Project Manager will then return the working draft to **CABE**. The annotations at the top of the pages will be removed and changes suggested by the Policy Review Committee will be incorporated into a second draft, with the annotation that this draft has been reviewed by the Policy Review Committee. After the changes have been incorporated, the revised Series will be mailed to the district. This revised draft, known as the "Committee Approved Draft," must be presented to the entire Board for its consideration and adoption. The Board should then decide whether any additional changes are necessary, pencil them in and then adopt the Series.

CABE will then make any final suggested changes, eliminate the notation at the bottom of the material, and incorporate the adoption or approval date. The material is then printed by **CABE**. Policies are printed on blue paper and regulations are printed on yellow paper.

Having an established review procedure will produce long-term benefits for your board. Whether you update existing policies or draft your own, this experience will guarantee thoughtful editing and save hours of preparation time.

We hope these suggestions will prove helpful, and we would be happy to answer any questions you may have as we work with you to develop your custom policy manual. The following chart is an example of a plan developed by a district that used multiple committees to review installments.

Example:

Project Manager: Assistant Superintendent		
Section	Staff Assigned	Board Members
0000 - Philosophy	Assistant Superintendent	J. Smith; A. Morse
1000 - Community Relations	Coordinator of Community Relations	M. Berger; P. Samson
2000 - Administration	Superintendent	T. Theroux
3000 - Business	Business Manager	S. Brown
4000 - Personnel	Director of Personnel	A. Fenton
5000 - Students	Guidance Counselor	P. Hoffman
6000 - Instruction	Director of Instruction	S. Brown; E. Mueller
7000 - Construction	Business Manager	E. Mueller; P. Samson
9000 - Bylaws	Director of Personnel	T. Theroux

CABE reviews all material, looks for implicit policy statements, and codifies material into appropriate sections.



Series 0000	(Mission/Goals/Objectives)
Series 1000	(Community Relations)
Series 2000	(Administration)
Series 3000	(Business/Non-Instruction Operations)
Series 4000	(Personnel)
Series 5000	(Students)
Series 6000	(Instruction)
Series 7000	(New Construction)
Series 9000	(Bylaws of the Board)

STEPS TO FOLLOW IN THE PROCESS:

- FIRST:** Policy Review Committee:
- Reads Draft
 - Suggests changes
 - Decides what to recommend to entire Board for adoption/approval
- SECOND:** CABE makes the changes suggested by the Policy Review Committee
- THIRD:** CABE sends a clean copy back to the Superintendent or designee in charge of the project
- FOURTH:** Board of Education reviews the Committee Approved draft:
- Makes changes if necessary
 - Adopts the Series
 - Sends material back to CABE for final printing
- FIFTH:** CABE makes changes pursuant to Board and incorporates an adoption date for the third and final draft
- SIXTH:** CABE returns the adopted series to district for inclusion in the Policies, Regulations and Bylaws Manual

***“TEAMWORK
is the key to
the door of
SUCCESS”***

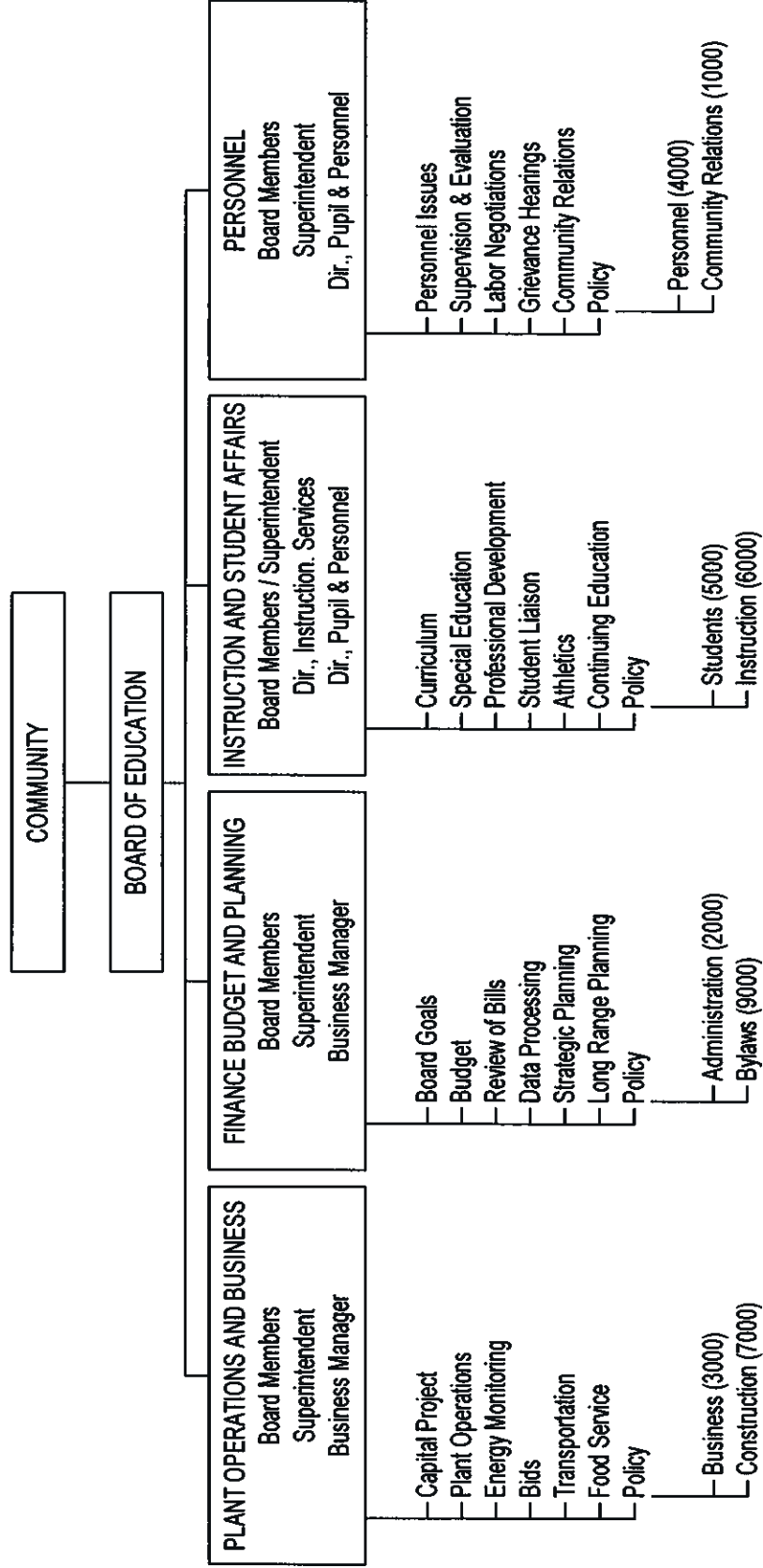
(Repeat steps with each series until process is complete)

TENTATIVE ORDER
FOR THE DEVELOPMENT OF THE POLICY MANUAL

The following is a tentative order for the development of the policy manual. If there is a section of the manual which needs to be addressed sooner, please indicate this by renumbering the items listed below:

- 1. Bylaws (Series 9000)
- 2. Mission/Goals/Philosophy (Series 0000)
- 3. Community Relations (Series 1000)
- 4. Administration (Series 2000)
- 5. Business and Non-Instructional Operations (Series 3000)
- 6. Personnel-Certified/Non-Certified/Non-Union (Series 4000)
- 7. Students (Series 5000)
- 8. Instruction (Series 6000)
- 9. Construction (Series 7000)

POLICY ORGANIZATIONAL CHART



**THE GOVERNANCE MANUAL: What It Should
Contain for Board Bylaws - Series 9000**

Fundamental Bylaws

The very nature of bylaws makes their formation and amendment the first legislative function of the Board. Without a bylaw on the topic, the Board has no framework within which to develop rules governing its own actions. Most parliamentary authorities recommend advance notice of adoption or amendment of bylaws and at least a majority vote of the whole membership to effect a change. Since Connecticut laws do not detail voting requirements for adoption, amendment, or repeal of bylaws, a Board must enact such a rule for its own governance to protect the rights of the whole Board against the desires of a temporary voting majority to alter operating methods for its own advantage.

Because policy-making is the most important legislative function of the Board, the bylaw on policy development must be complete and detailed. A policy statement as well as a bylaw should be representative of the positions of the full Board. Policy matters should be voted on only after sufficient notice is given to all members of the Board so that they can acquaint themselves with the proposed policy. Such notice will also permit staff, students and the public to consider their positions and address their opinions to the Board. Since the law does not mention the nature of the vote required for adoption of a policy, the Board itself must make this decision.

A word about voting - the law specifies some actions require affirmation of a majority of the full Board (*CGS 10-233d Expulsion of students.*). All matters not covered by specific statute require only a majority vote of the members present and voting, unless the district's bylaws provide otherwise. This is particularly important in the case of abstentions which might otherwise distort the vote.

The Board delegates its executive authority to the appropriate administrator in a bylaw which authorizes him/her to prepare the rules and procedures needed to control the day-to-day operations of the school district.

When the laws dealing with membership on the Board allow some leeway - as in the filling of vacancies, the removal of a member, or the election of officers - the Board should adopt bylaws on these matters. A Board may wish to limit the number of terms the same member can hold the Chairperson's position to ensure rotation and "new blood" from time to time.

Some decisions should be made with regard to Board committees. Standing committees, as established in the bylaws, perform a continuing function; members are appointed annually by either the Board Chairperson or the whole Board.

THE GOVERNANCE MANUAL: What It Should Contain

Fundamental Bylaws (continued)

The usual function of a standing committee is to exercise some control over particular areas of district operation, make recommendations to the Board and act in an advisory capacity, but not to take any action which could bind the full Board. Areas of concern which might be assigned a standing committee are: finance, buildings and grounds, curriculum, policy and personnel. Careful delineation of the area of responsibility of each committee will avoid much possible friction.

Special (not standing) committees established by the Board often serve useful purposes. The main reasons for creation of a special committee are to:

- Study a one-time problem or situation;
- Present advice received from experts and the community;
- Involve people outside the Board who have a legitimate interest in the issue.

The law having the most impact on Board meeting bylaws is the Freedom of Information Act (FOI) - sometimes referred to as the Sunshine Law (*CGS 1-18a Definitions and 1-21 Meetings of government agencies to be public. Recording of votes. Schedule and agenda of meetings to be filled. Notice of special meetings. Executive sessions.*). The FOI covers all public bodies organized by law and collectively empowered to spend public funds or affect peoples' rights. The local school district Board is one such body. Under the provisions of this law, the public must be given adequate notice of and be permitted to attend all meetings except those specifically exempted in the law itself. All discussions and official actions of the Board must take place in public. The votes of each member shall be put into writing and made available for public inspection within forty-eight hours and shall also be recorded in the Board minutes. Applied properly, the FOI and the meeting bylaws give the Board an opportunity to strengthen its relationship with the community. The Board has the right to permit, regulate, or prohibit active participation of the public at any meeting. A bylaw will regulate who may speak before the Board, when, how long, and whether advance permission must be sought.

Proper bylaws on agenda preparation, notice of meetings, advance delivery of materials, public participation, parliamentary rules, and voting method will pave the way for optimum accomplishment.

Here are some important matters which should be covered in bylaws:

- Organization of the Board: Officer and Committees
- Legal limitation of the power of an individual Board member
- Conflict of interest
- Policy formation, adoption and amendment
- Public participation at Board meetings
- Board meeting agenda preparation
- Parliamentary procedure
- Voting methods

WHAT ARE BYLAWS?

Bylaws are policies stating the Board's guidelines for its own proper operation and conduct. They are an internal mechanism for Board organization and procedure. A Board with a full set of bylaws will reap substantial benefits because bylaws encourage efficiency and establish authority in the actions of the Board.

Here are some important matters which should be covered in bylaws:

- Organization of the Board: Officer and Committees
- Legal limitation of the power of an individual Board member
- Conflict of interest
- Policy formation, adoption and amendment
- Public participation at Board meetings
- Board meeting agenda preparation
- Parliamentary procedure
- Voting methods

For a more extensive look at bylaws which are good for the Board to adopt, please look at the next sheet, **CABE's Policy Review of the District's Existing Material**. On this sheet you will see which existing bylaws were used, where replacements are suggested and areas where new bylaws are provided.

The Board may decide that it does not want a bylaw on a topic (and that's okay). Many topics and issues will be discussed during this review process. Some issues it may be decided that a bylaw is necessary and for other issues a bylaw may not be necessary.

CABE's Policy Review of Woodbridge's Existing Policy Material
Series 9000 **Bylaws of the Board**

Page 1

Policy Topic Title	Number	Former Number	Action Taken			Date Adopted		
			Appropriate as written	Same Modified	Not Used		Sample provided Policy	Regulation
Role of Board and Members (Powers, Purposes, Duties)	9000	9000	X					12/15/08
Statement of Integrity	9005					X		
Limits of Authority	9010	9010	X					12/15/08
Accountability	9011					X		
Legal Responsibilities of Boards of Education	9012					X		
Public Statements	9020					X		
Advocacy	9020.1					X		
Commitment to Democratic Principles in Relation to Community, Staff, Students	9030					X		
Conflicts in Public Education	9030.1							
Board-Related Responsibilities	9040	9040	X					12/15/08
Organization	9100							
Number of Members, Terms of Office	9110	9110	X					6/15/09
Officers and Auxiliary Personnel	9120	9120	X					6/15/09
Chairperson	9121	9121	X					1/17/06
Vice-Chairperson	9122	9122	X					6/15/09
Secretary of the Board	9123	9123	X					1/17/06
Recording Secretary/Clerk	9124							
Attorney(s)/Corporation Counsel	9125					X		
Treasurer	9126							
Auditor	9127					X		
Committees	9130					X		
Committee of the Whole	9131	9131	X					12/15/08
Standing Committees	9132	9132	X					12/15/08
Facilities Committee	9132.5	9132.5	X					12/15/08
Special Committee	9133					X		
Board Representatives	9140					X		
Board Consultants	9150					X		

**CABE's Policy Review of Woodbridge's Existing Policy Material
Series 9000 Bylaws of the Board**

Page 2

Policy Topic Title	Number	Former Number	Action Taken				Date Adopted
			Appropriate as written	Same Modified	Not Used	Sample provided Policy Regulation	
Student Representation on Board	9160						
Members	9200						
Oath of Office	9212	9223	X			X	12/19/05
Qualifications of Board Members	9210	9210	X				11/21/05
Election	9220						
Filling Vacancies	9221					X	
Resignation/Removal from Office	9222	9222	X				6/15/09
Orientation	9230	9230	X				12/19/05
Board Member Development	9240					X	
Remuneration and Reimbursement	9250					X	
Protection	9260					X	
Conflict of Interest	9270	9270	X				11/21/05
Code of Ethics	9271	9271	X			X	12/19/05
Code of Conduct on Data Use	9272	9272	X				11/21/05
Methods of Operation	9300	9300	X				12/19/05
Development, Distribution and Maintenance of Manual of Policies, Regulations, Bylaws	9310					X	
Formulation, Adoption, Amendment of Policies	9311	9311	X				12/19/05
Review of Board Policy	9311.1					X	
Formulation, Adoption, Amendment of Bylaws	9312	9312	X				12/19/05
Administrative Regulations (Rules)	9313	9313	X				12/19/05
Suspension of Policies, Bylaws, Regulations	9314	9314	X				11/25/05
Meetings	9320						
Time, Place, Notification for Meetings	9321	9321	X				10/15/09
Work Sessions	9321.1					X	
Public and Executive Sessions	9322	9322	X				11/21/05
Agenda Construction	9323	9323	X				1/17/06
Advance Delivery of Meeting Materials	9324					X	
Meeting Conduct	9325	9325	X				7/21/03

WOODBRIIDGE PUBLIC SCHOOLS

BYLAWS OF THE BOARD

SERIES 9000

	Bylaw Number	
0. Role of Board and Members (Powers, Purposes, Duties).....	9000	B
A. Statement of Integrity.....	9005	B
B. Limits of Authority.....	9010	B
C. Accountability.....	9011	B
D. Legal Responsibilities of Boards of Education.....	9012	B
E. Public Statements.....	9020	B
(1) Advocacy.....	9020.1	B
F. Commitment to Democratic Principles in Relation to Community, Staff and Students.....	9030	B
G. Board-Related Responsibilities.....	9040	B
 1. Organization		
A. Number of Members; Terms of Office.....	9110	B
B. Officers and Auxiliary Personnel.....	9120	B
(1) Chairperson.....	9121	B
(2) Vice-Chairperson.....	9122	B
(3) Secretary.....	9123	B
(4) Recording Secretary/Clerk.....	9124	B
(5) Attorney.....	9125	B
(6) Auditor.....	9127	B
C. Committees.....	9130	B
(1) Committee of the Whole.....	9131	B
(2) Standing Committee.....	9132	B
(3) Facilities Committee.....	9132.5	B
(4) Special/Advisory Committees.....	9133	B
D. Board Representatives.....	9140	B
E. Board Consultants.....	9150	B
 2. Members		
A. Election		
(1) Qualifications of Board Members.....	9210	B
(2) Oath of Office.....	9212	B
(3) Filling Vacancies.....	9221	B
(4) Resignation/Removal from Office.....	9222	B
B. New Board Member Orientation.....	9230	B
C. Board Member Development.....	9240	B
D. Remuneration and Reimbursement.....	9250	B
E. Board Member Protection.....	9260	B
F. Conflict of Interest.....	9270	B
(1) Code of Ethics.....	9271	B
(2) Code of Conduct on Data Use.....	9272	B

WOODBRIIDGE PUBLIC SCHOOLS

BYLAWS OF THE BOARD

SERIES 9000

		Bylaw Number	
3.	Methods of Operation	9300	B
	A. Development, Distribution and Maintenance of Manual of Policies, Regulations, Bylaws	9310	B
	(1) Formulation, Adoption, Amendment of Policies	9311	B
	(a) Review of Board Policy	9311.1	B
	(2) Formulation, Adoption, Amendment of Bylaws	9312	B
	(3) Formulation, Adoption, Amendment of Administrative Regulations.....	9313	B
	(4) Suspension of Policies, Bylaws, Regulations	9314	B
	B. Meetings		
	(1) Time, Place, Notification of Meetings	9321	B
	(2) Work Sessions	9321.1	B
	(3) Public and Executive Sessions	9322	B
	(4) Construction of the Agenda	9323	B
	(a) Advance Delivery of Meeting Materials.....	9324	B
	(5) Meeting Conduct	9325	B
	(a) Quorum	9325.1	B
	(b) Order of Business.....	9325.2	B
	(c) Consent Agenda.....	9325.21	B
	(d) Parliamentary Procedures	9325.3	B
	(e) Vote Recording.....	9325.4	B
	(f) Attendance via Electronic Communications	9325.43	B
	(6) Minutes/Taping/Broadcasting	9326	B
	(a) Taping/Recording Board Meetings	9326.1	B
	(7) Electronic Mail Communications	9327	B
	C. Board/School System Records	9330	B
	D. School Board Memberships.....	9340	B
	E. Hearings	9350	B
	F. Legislative Program.....	9360	B
4.	Monitoring Products and Processes	9400	B
5.	Public Announcement Of Accomplishments	9410	B
	A. Recognition of Accomplishments by Citizens, Staff Members or Members of the Board of Education.....	9420	B

Existing bylaw, number 9000 adopted 12/15/08, appropriate as written.

Bylaws of the Board

Role of the Board and Member (Powers, Purposes, Duties)

The Woodbridge Board of Education is the governing body of the Woodbridge School District and derives its authority from, and exists under the Constitution and General Statutes of the State of Connecticut and the Charter of the Town of Woodbridge.

Legal Reference: Connecticut General Statutes

1-200 Definitions

10-186 Duties of local and regional boards of education

10-220 Duties of boards of education.

10-221 Boards of education to prescribe rules

10-240 Control of schools

10-241 Powers of school districts

Charter of the Town of Woodbridge

Bylaw adopted by the Board:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

This "Statement of Integrity" was developed and adopted by the New Hartford Board of Education. It may be of interest to your Board.

Bylaws of the Board

Role of the Board and Its Members

Statement of Integrity

The long term health of a representative democracy requires that citizenship and leadership act upon what is right, rather than what is popular. As Board of Education members, our goal is to improve the education of our children and to advocate for them and their best interests. Board members must be working effectively together and with others in the community to successfully reach this goal. A Board of Education that operates with integrity will be a more effective Board. Integrity is first, discerning what is right and what is wrong, second, acting upon what you have discerned even at personal cost; and third, saying openly that you are acting on your understanding of right from wrong. It requires that students, colleagues, constituents, and others in the community be considered in every decision. A Board of Education with a sense of integrity will consider what is right, and what is wrong. This takes discipline and an awareness of one's environment.

To this end, as a Board of Education with integrity, we will:

- Understand that our first and greatest concern is the educational welfare of the students, and that all decisions must be based on this understanding;
- Render all decisions based solely on our judgment of the available facts and not surrender that judgment to individuals, special interests, or our own personal agendas;
- Attend all Board meetings insofar as possible, and be responsible for becoming informed on any and all issues coming before the Board, as well as being prepared to discuss and/or act upon all agenda items;
- Be responsible for becoming informed on any and all issues coming before the Board;
- Seeks to facilitate ongoing communication between the Board and students, staff, parents and all elements of the community;
- Conduct our meetings and foster an environment where all elements of the community can express their ideas;
- Declare a conflict of interest when it arises and excuse ourselves from related discussion and action on that issue;
- Refrain from using our position on the Board for personal or partisan gain;

Bylaws of the Board

Role of the Board and Its Members

Statement of Integrity (continued)

- Insist on regular and impartial evaluation of all staff, and conduct a yearly self-evaluation and set annual goals;
- Fairly assess all non-instructional aspects of the school operation;
- Support all decisions by the Board to the community once a decision has been reached;
AND
- Attend all Board meetings insofar as possible and be responsible for becoming informed on any and all issues coming before the Board, as well as being prepared to discuss and/or act upon all agenda items;
- Understand that we have no authority beyond that which is exercised at the Board meeting, and that we shall not lend the impression that we are speaking on the Board's behalf unless that authority has been so delegated.

The New Hartford Board of Education is committed to the highest legal and ethical standards essential in governing its school system. It endeavors to encourage growth and support established and innovative educational objectives.

(cf. 9000 - Role of Board and its Members)

(cf. 9271 - Code of Ethics)

Bylaw adopted by the Board:

cps 5/98

rev. 7/01

Existing bylaw, number 9010 adopted 12/15/08, appropriate as written.

Bylaws of the Board

Limits of Authority

The nine member Woodbridge Board of Education is the unit of authority. A Board member has no individual authority. Individually, a Board member may not commit the district to any policy, act or expenditure. A Board member is prohibited from doing business with the Woodbridge School District, and from being employed for compensation by the Woodbridge School, nor shall the Board member have an interest in any contract with the Woodbridge School District. A Board member does not represent any factional segment of the community, but is rather a part of the body which represents and acts for the community as a whole.

No individual member of the Board, by virtue of holding office, shall exercise any administrative responsibility with respect to the schools, nor as an individual command the services of any school employee.

No members of the Board of Education shall be asked to perform any routine or clerical duties which may be assigned to an employee.

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education.

10-232 Restrictions on employment of members of the board of education.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

A sample policy to consider.

Bylaws of the Board

Accountability

The public is accountable for:

- Maintaining a vigorous interest in, concern for, and constructive criticism of the schools;
- Electing the most able men and women available to represent them on the Board of Education;
- Providing the resources necessary or the Board and staff to accomplish publicly endorsed goals and objectives of the school district.

The Board is accountable for:

- Being responsive to the community's desires and concerns regarding the quality and performance of the school system;
- Carrying out its mandate to plan, to make policy, and to lead in the identification of goals and objectives;
- Requesting the resources necessary for the achievement of the goals and objectives through the budget process;
- Evaluating the degree to which the goals and objectives are accomplished;
- Selecting and evaluating the Superintendent of Schools.

The Superintendent is accountable for:

- Providing creative professional leadership counsel and management in all aspects of the school district programs;
- Being responsive to the Board of Education's desires and concerns regarding the quality and performance of the school district;
- Effecting the policies, goals and objectives established by the Board of Education;
- Providing fiscal leadership in the implementation of the budget process;
- Selecting and evaluating all professional staff.

Bylaws of the Board

Accountability (continued)

The administration, the teachers and other employees are accountable for:

- Achieving the goals and objectives related to their stated job responsibilities;
- Being responsive to the Superintendent of School's desires and concerns regarding the quality and performance of their job responsibilities;
- Maintaining communications with students, parents and the community regarding their stated job responsibilities;
- Conforming to the policies established by the Board of Education.

The parents are accountable for:

- Providing an atmosphere that supports the education of their child;
- Maintaining close communication with the school.

The students are accountable for:

- Diligently pursuing their own learning;
- Following the rules of the school district.

Legal Reference: Connecticut General Statutes
10-220 Duties of boards of education.

Bylaw adopted by the Board:

cps 1/02

A sample bylaw.

Bylaws of the Board

Legal Responsibilities of Board of Education

The Board of Education shall have authority to take all action necessary or advisable to meet its responsibilities under state statute and Town Charter including but not limited to the following:

1. To annually establish, with the Superintendent of Schools, educational priorities for the school district.
2. Create, abolish, modify and maintain such positions, schools, divisions and classifications as may be necessary for the efficient administration of the educational enterprise.
3. To elect a Superintendent of Schools in accordance with state statutes.
4. To consider and adopt an annual budget, prepared by the Superintendent of Schools.
5. To determine the number, classification, duties and remuneration of employees.
6. To establish policy for employment, promotion and dismissal of personnel in accordance with state statutes.
7. To provide for the appraisal of the performance of personnel.
8. To initiate and approve the acquisition and disposition of school sites and to initiate and approve plans for school buildings.
9. To consider any specific recommendations made by the Superintendent of Schools.
10. To keep the citizenry informed of purposes, values, conditions and needs of public education in the Town.
11. To consider, revise and adopt any changes in the curriculum.
12. To take any other actions required or permitted by law.
13. To make reasonable provision to implement the educational interests of the State, as defined by law, so that
 - (a) each child shall have for the period prescribed in the General Statutes equal opportunity to receive a suitable program of educational experiences;
 - (b) the school district shall finance at a reasonable level an educational program designed to achieve this end;

Bylaws of the Board

Legal Responsibilities of Board of Education (continued)

- (c) the school district shall provide educational opportunities for its students to interact with students and teachers from other racial, ethnic and economic backgrounds;
- (d) the mandates in the General Statutes pertaining to education within the jurisdiction of the State Board of Education shall be implemented.

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education.

Charter, Town of Windham, Ch. X Sec. 6, "Duties of Board of Education on Budget," November 3, 1992, p. 18

Bylaw adopted by the Board:

cps 12/06

Sample bylaw to consider.

Bylaws of the Board

Public Statements

The Woodbridge Board of Education recognizes that communication is a continuous two-way process. The Board believes that it is important to keep the public informed about educational programs, and, in turn, that the community should have the opportunity to provide input.

Communication will be a concurrent responsibility of the Board of Education and the Superintendent of Schools. The Superintendent of Schools will work with the members of the Board of Education to conduct an active and comprehensive program throughout the school district and community for the prompt dissemination of information about decisions made at all Board meetings. Releases to the press and brief summaries of Board meeting actions prepared for distribution to staff members and parent/guardians are regarded as appropriate media of information for meeting the requirements of this bylaw. Press releases relative to Board of Education action shall be released only by the Board Chairperson or the delegated agent of the Board.

(cf. 1112.2 - School News Releases)

(cf. 1120 - Board of Education Meetings)

Bylaw adopted by the Board:

An optional bylaw to consider.

Bylaws of the Board

Public Statements

Advocacy

The Board of Education believes that advocacy is a critical part of its activity and an important responsibility of school Board members. Advocacy is engagement in the political process at local, state and national levels to influence the public policies that affect Boards of Education and school children.

Education advocacy requires the Board of Education to publicly state what is needed to achieve effective public education. It is a recognition that the Board of Education has an important message to deliver to all governmental levels, the media and community, that affect educational policy and power to influence outcomes.

Education must be a priority in local, state and national policy and actions. Advocacy is necessitated by the many laws mandated on the school district by the state and federal government as well as regulations promulgated by State and Federal Departments of Education.

School Board members, respected by legislators are powerful advocates, with the responsibility to explain to legislators, the local impact of state and federal policy decisions. Local school Board members must help the Connecticut Association of Boards of Education deliver its message to legislators.

In fulfilling its advocacy responsibilities, the Board of Education will cooperate with parent groups, other educators, special interest groups, business and service organizations other school Boards, CABE, and community members to achieve favorable legislation on education issues. Coalition building is critical to effective advocacy.

The Board of Education will develop a plan to fulfill its advocacy responsibilities.

Bylaws of the Board

Public Statements

Advocacy (continued)

To fulfill its advocacy role, the Board of Education will:

1. join a broad advocacy network, including CAFE membership, at the state and national levels;
2. nominate, at the annual organizational meeting, a point person to be the conduit for information and action; with the power to write and contact legislators on behalf of the entire Board;
3. schedule time at Board meetings for a report on state and national advocacy issues;
4. recognize the Board of Education Chairperson, or his/her designee, as the press spokesperson for the Board of Education on state and national educational issues;
5. use varied available means of communication, such as newsletter, general media, public forums to publicize federal and state legislative policy issues being addressed by the Board;
6. agree, as a Board, in its lobbying effort on the particular issues and tactics, to be given priority;
7. cooperate, in a coalition with other Boards of Education, teachers parents, administrators, local elected officials, business and community leaders on agreed upon education lobbyist issues;
8. use media as an advocacy tool, meeting with the editorial board of newspapers serving the local area, writing letters to the editor and talking with reporters on educational legislative issues.

Bylaw adopted by the Board:

(Optional bylaw to consider. It may help clarify roles/responsibilities of Board members.)

Bylaws of the Board

Commitment to Democratic Principles in Relation to Community, Staff, Students

Board-Staff Communications

The Woodbridge Board of Education recognizes the need to maintain open communication between itself and the staff. Essentially, communications with staff deal with three general areas -- administration, policy and philosophy. While the Board recognizes the necessity for Board-staff communications, it also recognizes that administrative matters must be dealt with through its chief administrator. Hence, the basic line of communication for administrative matters shall be through the Superintendent.

1. Staff Communications to the Board

All formal reports to the Board or any Board committee from administrators, supervisors, teachers or other staff members shall be submitted through the Superintendent. This necessary procedure shall not be construed as denying the right of any employee to appeal to the Board from administrative decisions on important matters, provided that the Superintendent shall have been notified of the forthcoming appeal and that it is processed in accordance with the Board's policy on complaints and grievances. (cf. 4135.4 and 4235.4 re Complaints/Grievances)

Staff members are also reminded that Board meetings are public meetings. As such, they provide an excellent opportunity to observe and participate first hand the Board's deliberations on problems of staff concern.

2. Board Communication to Staff

All official communications, policies and directives of staff interest and concern will be communicated to staff members through the Superintendent, and the Superintendent will employ all such media as are appropriate to keep staff fully informed of the Board's problems, concerns and actions. (cf. 9020 - Public Statements)

3. Visits to Schools

Individual Board members interested in visiting schools or classrooms will make arrangements for visitations through the administrators of the various schools. Such visits shall be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Board members will be conducted only under Board authorization and with the full knowledge of staff, including the Superintendent, building administrators and other supervisors.

Bylaws of the Board

Commitment to Democratic Principles in Relation to Community, Staff, Students (continued)

4. Social Interaction

Staff and Board members share an interest in the schools and in education generally, and it is to be expected that when they meet at social affairs and other functions, they will informally discuss such matters as educational trends, issues, and innovations and general school district problems. Individual Board members have no special authority except when they are convened at a legal meeting of the Board or vested with special authority by Board action. Board of Education members are expected to avoid discussion of:

- A. Matters that are, or have the potential of becoming, the subject of an executive session;
- B. Information and data contained in personnel records protected by the privacy act;
- C. Contested issues that may require final resolution by the Board.

(cf. 2220 - Representative and Deliberative Groups re staff involvement in decision making)

(cf. 5145 - Civil and Legal Rights & Responsibilities)

(cf. 9133 - Special/Advisory Committee re: staff advisory committee and student advisory committee)

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education.

Bylaw adopted by the Board:

Existing bylaw number 9040 adopted 12/13/08, appropriate as written.

Bylaws of the Board

Board-Related Responsibilities

The Board of Education shall:

1. Employ an able and qualified Superintendent of Schools.
2. Adopt policies to govern the operation of the school system.
3. Communicate the educational program to the people of the community.
4. Keep abreast of future educational needs of the Town as well as the present.
5. Adopt an annual budget.
6. Take such specific actions as are required by law.

Legal Reference: Connecticut General Statutes

10-186 Duties of local and regional boards of education.

10-220 Duties of boards of education.

10-221 Boards of education to prescribe rules.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing bylaw, number 9110 adopted 6/13/09, appropriate as written.

Bylaws of the Board

Number of Members, Terms of Office, Election of Members

The Board of Education shall consist of nine members. Their terms of office shall be four years in length in accordance with the Woodbridge Town Charter and any other governing laws. Before entering upon their official duties, members of the Board of Education shall take the oath of office before the Town Clerk or their designee.

No more than five nor less than four members of the Board of Education shall be elected to each serve for a four year term at each regular town election.

The Board of Education shall elect from its members at the organizational meeting, a Chairperson, Vice-Chairperson and a Secretary. The organizational meeting shall be called to order by the current Board Chairperson who will preside until a Chairperson is elected. In the absence of the Chairperson, the Vice-Chairperson or Secretary in that order shall preside until a new Chairperson is elected. Election of officers shall be in writing and the vote of each member shall be made available for public inspection within forty-eight hours and recorded in the minutes of the meeting. If a Chairperson and/or Secretary are not chosen within one month, because of a tie vote of the members, Town Selectmen shall choose such officers from the Board membership.

(cf. 9321 – Time, Place, Notification of Meetings)

Legal Reference: Connecticut General Statutes

10-218 Officers. Meetings

Charter of the Town of Woodbridge Section 8-15(a)(b)

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing bylaw, number 9120 adopted 6/13/09, appropriate as written.

Bylaws of the Board

Officers

The officers of the Board of Education shall consist of the Chairperson, the Vice-Chairperson and the Secretary.

Legal Reference: Connecticut General Statutes

10-218 Officers. Meetings

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing bylaw, number 9121 adopted 1/17/06, appropriate as written.

Bylaws of the Board

Chairperson

A Chairperson of the Woodbridge Board of Education shall be elected by a majority of the members of the Board biannually at the July organizational meeting of the Board. There is no restriction on the number of terms a Board member may serve as Chairperson.

The Chairperson shall preside at all meetings of the Board, appoint committees, sign financial and other records of the Board, and perform such other duties as may be prescribed by law, State Department of Education regulations, or the action of the Board.

In carrying out these responsibilities, the Chairperson shall:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Board.
2. Consult with the Superintendent in the planning of the Board's agendas.
3. Confer with the Superintendent on crucial matters which may occur between Board meetings.
4. Appoint Board committees, subject to Board approval.
5. Call special meetings of the Board as necessary.
6. Be public spokesperson for the Board at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all Board meetings.

As presiding officer at all meetings of the Board, the Chairperson shall:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Board in its proper order.
3. Enforce the Board's policies relating to the order of business and the conduct of the meetings.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if it is not clear to every member.
6. Restrict discussion to the question when a motion is before the Board.
7. Answer all parliamentary inquiries, referring questions of legality to the Board attorney.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.
9. Declare the meeting adjourned.

The Chairperson shall have the right, as other Board members have, to offer resolutions, discuss questions, and to vote.

The Chairperson of the Board may be removed as Chairperson by the affirmative vote of six (6) members taken at a duly constituted meeting for which the matter appeared as an agenda item.

Bylaws of the Board

Chairperson (continued)

(cf. 9121 - Bylaws of the Board of Education Officers)
(cf. 9324 - Meeting Conduct and Parliamentary Procedure)

Legal Reference: Connecticut General Statutes
 10-218 Officers. Meetings.
 10-224 Duties of the Secretary.
 10-225 Salaries of Secretary and Attendance Officers.

Existing bylaw, number 9122 adopted 6/13/09, appropriate as written.

Bylaws of the Board

Vice-Chairperson

A Vice-Chairperson of the Woodbridge Board of Education shall be elected by a majority of the members of the Board bi-annually at the July organizational meeting of the Board.

The Vice-Chairperson shall preside at Board meetings and shall perform such other duties of the Chairperson as necessary due to the absence or inability of the Chairperson.

(cf. 9324 Meeting Conduct and Parliamentary Procedure)

(cf. 9121 Chairperson)

(cf. 9321 Time, Place, Notification of Meetings)

Legal Reference: Connecticut General Statutes
 10-218 Officers. Meetings.
 10-224 Duties of the Secretary.
 10-225 Salaries of Secretary and Attendance Officers.

Bylaw adopted by the Board:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing bylaw, number 9123 adopted 1/17/06, appropriate as written.

Bylaws of the Board

Secretary of the Board

A Secretary of the Board of Education shall be selected by a majority of the members of the Board bi-annually at the July organizational meeting of the Board.

In the absence of the Clerk of the Board, the Secretary shall record and maintain a record of all meetings and proceedings of the Board.

In the absence of the Chairperson and the Vice-Chairperson, the Secretary is authorized to release checks for payment of Board of Education accounts.

(cf. 9324 - Meeting Conduct and Parliamentary Procedure)

(cf. 9121 - Bylaws of the Board of Education Officers)

Legal Reference: Connecticut General Statutes
 10-218 Officers. Meetings.
 10-224 Duties of the Secretary.
 10-225 Salaries of Secretary and Attendance Officers.

Optional bylaw.

Bylaws of the Board

Recording Secretary/Clerk

The Board of Education shall be staffed by an individual who will serve as Recording Secretary.

Optional Language to add:

The Recording Secretary/Clerk shall be responsible for accurate records of the proceedings of the Board; and for the preservation of reports of committees and communications addressed to the Board, reports of the Chairperson/President, and reports of the Superintendent.

Legal Reference: Connecticut General Statutes

10-218 Officers.

10-224 Duties of secretary.

10-225 Salaries of secretary and attendance officers.

Bylaw adopted by the Board:

Sample bylaw to consider.

Bylaws of the Board

Attorney

The attorney of the Woodbridge Board of Education shall be the legal advisor of the Board and its officers in questions related to their official duties. The Board of Education may appoint, either on a full-time or retainer basis, an attorney or attorneys to serve as school attorney. The primary function of the attorney is to provide professional legal counsel and representation for the Board and Superintendent.

Alternate language: The Board recognizes that the increasing complexity for school district operations frequently requires procurement of professional legal services. Therefore, the Board shall designate an attorney and/or law firm to provide such services on an ongoing basis. The school attorney(s) shall be admitted to practice law in Connecticut. The Board reserves the right to obtain legal services outside of its designated attorney/law firm as deemed appropriate.

A decision to seek legal advice or assistance on behalf of the District shall normally be made by the Superintendent or Board Chairperson in accordance with Board policy and when an obvious need exists. Such services may also be obtained as a consequence of a formal vote of the Board.

Alternate language: To ensure the prudent and cost-effective use of legal services, the District will limit and designate the persons with the authority to request services or advice from contracted legal counsel. [The persons authorized to confer with and/or seek the legal advice of the Board attorney include the Superintendent or his/her designee, Business Manager, Special Education Director, and Chairperson of the Board.] The Board may authorize a specific member to confer with legal counsel on its behalf. Legal counsel will not be used unnecessarily to make management decisions or to obtain readily available information such as district policies.

The attorney shall:

1. Represent the Board of Education in legal proceedings.
2. Give his/her written opinion on all legal questions referred to him/her by the Woodbridge Board of Education or the Superintendent.
3. Attend Woodbridge Board of Education meetings, conferences and other meetings as requested by the Board, Superintendent, Board Chairperson or Board committee.
4. Fulfill such other legal duties as the Woodbridge Board of Education may assign.

Bylaws of the Board

Attorney (continued)

Alternate language:

Legal services required by the District may include, but not be limited to:

1. Providing general legal advice to the Board and/or administration;
2. Assisting with labor negotiations;
3. Assisting with personnel matters;
4. Assisting with expulsions and other disciplinary matters;
5. Conduct and/or assist with pending or actual litigation involving the District;
6. Other specialized legal services; and
7. Attendance at Board meetings or other activities as appropriate.

The performance of the school attorney(s) shall be subject to annual evaluation by the Woodbridge Board of Education and the Superintendent. Such evaluation shall include the areas of efficiency and adequacy of advice; results obtained for the District; reasonableness of fees; and responsiveness to and interactions with the Board, administration, and community.

The Board retains the right to terminate the service of any attorney.

Bylaw adopted by the Board:

rev 1/11

Another sample to consider.

Bylaws of the Board

Attorney

The Board of Education will appoint an attorney for the district. The attorney must be admitted to the Bar of Connecticut. The attorney will be the legal advisor to the Board. In that capacity, the attorney's duties will be:

1. to advise the Board with respect to all legal matters relating to the district, including but not limited to, interpretation of the Connecticut General Statutes and all other statutes, rules or regulations affecting the district;
2. to be easily accessible to the Board and the Superintendent of Schools (and, at the discretion of the Superintendent, to his/her administrative staff), with respect to legal matters issuing out of the day-to-day administration of the district;
3. to review and to represent the district in the preparation of any and all contracts which the district may be obliged to execute (other than purchase orders usually issued for the purchase of goods, equipment and services);
4. to advise and assist in matters of litigation;
5. to review at the discretion of the Board, a proposed policy and/or regulation to be adopted by the Board;
6. to review and advise with respect to any process served upon the district;

All requests for written opinions on school-related matters shall be directed to the attorney through either the Superintendent or the Board Chairperson. Such written opinions shall be provided to all Board members.

Alternate language: A decision to seek legal counsel or advice on behalf of the District shall normally be made by the Superintendent or by persons specifically authorized by the Superintendent or by the Chairperson of the Board. It may also take place as a consequence of formal Board direction.

The attorney shall receive a retainer or fee as per an agreement between the Board and the attorney.

Bylaws of the Board

Attorney (continued)

Optional language to consider: Many types of legal advice to the District may be considered routine and may not require specific Board approval or prior notice. However, when the administration concludes that unusual types or amounts of professional legal service may be required, the Board directs the Superintendent to so advise it, and to expeditiously seek either initial or continuing authorization for such service.

Selection Procedures

The attorney of the Board of Education will be appointed at the annual reorganizational meeting. In order to provide an opportunity for firms or attorneys to apply periodically for the position, the Board shall every three years adhere to the following selection procedures:

1. the district will first locate prospective qualified lawyers/law firms by:
 - a. advertising in trade journals;
 - b. checking listings of lawyers/law firms; or
 - c. making inquires of other districts or other appropriate sources.
2. The district will then prepare a well-planned, written request for a proposal which will contain critical details of the services sought and submit this request to prospective applicants.
3. In selecting a School Attorney, the district will consider the cost of a retainer (or hourly fee), as well as such other factors as:
 - a. the special knowledge or expertise of the lawyer/law firm;
 - b. the quality of the service provided by the lawyer/law firm;
 - c. the staffing of the lawyer/law firm;
 - d. the lawyer's/law firm's suitability for the district's needs; and
 - e. the lawyer's membership and participation in the state and national council of school attorneys.
4. The district will maintain documentation of the written proposals submitted by lawyer/law firm applicants for the position of School Attorney.

Bylaw adopted by the Board:

rev. 1/11

A sample policy for a regional school district to consider.

Bylaws of the Board

Auditor

The Board shall appoint an Auditor at its regular June meeting for the ensuing year.

The duties of the independent auditor shall be as follows:

1. To examine the balance sheet of the district as at the close of its fiscal year and the related statements of transactions in the various funds for the fiscal year then ended.
2. To conduct such examination in accordance with generally accepted auditing standards and to include such tests of the accounting records and such other auditing procedures as are necessary in the circumstances.
3. To render an opinion on the financial statements prepared at the close of the fiscal year.
4. To prepare such financial statements for publication as may be required by law.
5. To make such recommendations to the Board concerning its accounting records, procedures, and related activities as may appear necessary or desirable.
6. To perform such other related services as may be requested by the Board of Education.
7. To submit an annual auditor's report to the Chairman of the Board, the Treasurer and Superintendent of Schools. A copy of the annual auditor's report shall be filed with the Town Treasurer of _____.
(name the towns in the regional school district)

Bylaw adopted by the Board:

cps 4/09

Sample bylaw.

Bylaws of the Board

Committees

Committees of the Woodbridge Board of Education shall be established at the first regularly scheduled meeting in December, or as needed, by a majority vote of the Board.

Duties of each committee shall be determined as a committee is formed.

Each committee may make a report through its Chairperson at each regular meeting of the Board of Education. Each committee shall make its annual report at the meeting **prior to** the first regularly scheduled meeting in December.

No committee shall have power other than to recommend to the Board of Education unless specially authorized. No committee, or member of a committee, is authorized to make any contract or enter into any agreement which involves the expenditure of money, unless such contract or agreement is authorized by the Board either in regular or special meeting.

All committees of the Board of Education shall follow the provisions of the Freedom of Information Act as required by statute.

The Board of Education shall act as a committee of the whole in final consideration of all matters.

Record Keeping

All committees shall keep minutes of business conducted at meetings. The minutes will be kept on file in the Superintendent's office and available at all times to the Board of Education members. The minutes shall include the names of the committee members in attendance, listing of topics discussed and committee recommendations.

(cf. 9131 – Committee of the Whole)
(cf. 9132 - Standing Committees)
(cf. 9133 - Special/Advisory Committees)

Legal Reference: Connecticut General Statutes
1-200 through 1-241 of the Freedom of Information Act.
1-200 Definitions.
1-225 Meetings of government agencies to be public.

Bylaw adopted by the Board:

cps 4/99
rev. 1/06

Existing bylaw, number 9131 adopted 12/15/08, appropriate as written.

Bylaws of the Board

Committee of the Whole

The Woodbridge Board of Education shall act as a committee of the whole in final consideration of all matters. No member or committee has authority to act as an individual or group on behalf of the Board unless specifically directed to do so by the Board as a whole.

Legal Reference: Connecticut General Statutes
 10-218 Officers. Meetings.
 10-224 Duties of the Secretary.
 10-225 Salaries of Secretary and Attendance Officers.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing bylaw, number 9132 adopted 12/15/08, appropriate as written.

Bylaws of the Board

Standing Committee

The following shall be the standing committees of the Woodbridge Board of Education. The Chairperson shall appoint at least three Board members to each committee and may revise committee appointments at any time. The Chairperson shall be an ex-officio member of each committee. The Woodbridge Education Association and the Beecher Road School PTO may each designate one individual per committee to represent the respective organization at committee meetings. The Superintendent is a member of each committee and may appoint up to two additional administrators/supervisors to serve on each committee. Policy decisions of the committees are nonbinding, only the Woodbridge Board of Education may determine policy.

The standing committees:

- A. Finance
- B. Policy
- C. Facilities
- D. Curriculum

Bylaw adopted by the Board:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing bylaw, number 9132.5 adopted 12/15/08, appropriate as written.

Bylaws of the Board

Standing Committee

Facilities Committee

A Facilities Committee consisting of those members of the Woodbridge Board of Education appointed by its Chairperson shall be a standing committee of the Board. The Facilities Committee shall meet as needed:

1. To serve as Board of Education liaison on matters relating to the effective utilization, operation and maintenance of the school facilities.
2. To study, investigate and examine, when necessary, future building and grounds needs of the district and report such findings to the Board.
3. To serve as Board of Education liaison on the review of the district's five-year capital improvement plan.

The Facilities Committee will make recommendations for action to the Board as necessary.

Legal Reference : Connecticut General Statutes
1-200 through 1-241 of the Freedom of Information Act
1-200 Definitions
1-226 Meetings of Government Agencies to be Public
10-220 Duties of Boards of Education

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

*It is optional for a Board to have a bylaw on this topic.
This is sample bylaw A. Option B follows.*

Bylaws of the Board

Special Committees/Advisory Committees

The Chairperson of the Board of Education shall appoint temporary and special committees as may be deemed necessary or advisable by the Board of Education, and the Chairperson shall be an ex-officio member of each committee.

The duties of the committee shall be outlined at the time of appointment, and the committee shall be considered dissolved when its final report has been made to the Board of Education.

All committees of the Board of Education shall follow the provisions of the Freedom of Information Act as required by statute.

Optional language to consider:

In contrast to standing committees, advisory committees are appointed to perform a specific task. Advisory committees may include administrators, staff, parents, students and/or community representatives as well as Board members. When it has made its final report or recommendation to the Board, the advisory committee ceases to exist.

(cf. 9130 – Committees)

(cf. 9131 – Committee of the Whole)

(cf. 9132 – Standing Committees)

Legal Reference: Connecticut General Statutes

1-200 through 1-241 of the Freedom of Information Act.

1-200 Definitions.

1-226 Meetings of government agencies to be public.

Bylaw adopted by the Board:

cps 4/99

rev 1/06

*Sample bylaw B.***Bylaws of the Board****Special Committees/Temporary Committees/Ad Hoc Committees**

The Chairperson of the Board of Education shall appoint temporary and special committees as may be deemed necessary or advisable by the Board of Education, and the Chairperson shall be an ex-officio member of each committee.

The duties of the committee shall be outlined at the time of appointment, and the committee shall be considered dissolved when its final report has been made to the Board of Education.

All committees of the Board of Education shall follow the provisions of the Freedom of Information Act as required by statute.

Ad Hoc Committees

Ad Hoc committee members shall be designated in the first instance by the Chairperson. Any Board member interested in serving on an Ad Hoc committee shall notify the Chairperson promptly concerning his/her interest. Any member who is interested in attending Ad Hoc committee meetings may do so. They may not take part in the discussion.

In the event of vacancies on Ad Hoc committees, the Chairperson shall have the power to appoint new committee members. All appointments expire when the committee as a whole expires.

Upon completion of the assigned task, the committee will cease to function.

Record Keeping

All committees shall keep minutes of business conducted at meetings. The minutes will be kept on file in the Superintendent's office and available at all times to the Board of Education members.

(cf. 9130 – Committees)

(cf. 9131 – Committee of the Whole)

(cf. 9132 – Standing Committees)

Legal Reference: Connecticut General Statutes
 1-200 through 1-241 of the Freedom of Information Act.
 1-200 Definitions.
 1-226 Meetings of government agencies to be public.

Bylaw adopted by the Board:

cps 4/99

rev 1/06

Optional bylaw - Sample A. Sample B follows.

Bylaws of the Board

Board Representatives

Appointments to Town Boards, Committees and/or Commissions

The Chairperson shall appoint representatives of the Board of Education to Town Boards, Committees or Commissions. Such appointments shall be for one year or until the discharge of the assigned function of said Board, Committee or Commission.

Optional bylaw - Sample B.

Bylaws of the Board

Board Representatives

The _____ Board of Education designates the Superintendent of Schools as the official representative of the Board on matters of common concern, as determined by the Board as being negotiable, in the preliminary stages of negotiations. However, the final decision on any matter and/or problem of common concern, considered by the Board as negotiable, shall be made by the Board. One or more members of the administrative staff may also be appointed by the Superintendent to serve on the Board's negotiating committee.

Optional bylaw - Sample C.

Bylaws of the Board

Board Representatives

The Chairperson shall appoint Board members as representatives and alternates to organizations, such as the following: CABE, ACES.

Additional appointments as required shall be made by the Chairperson. (cf. 9121 - Chairperson)

Bylaw adopted by the Board:

Sample bylaw.

Bylaws of the Board

Board Consultants

The Willington Board of Education will from time to time engage the services of qualified professional consultants to provide new insights and ideas for dealing with especially difficult problems and/or to provide special services which present staff is unable to provide. The kinds of assistance sought from consultants may include, but will not necessarily be limited to the following:

1. Conducting fact-finding studies, surveys, and research;
2. Providing counsel or services requiring special expertise;
3. Assisting the Board in developing policy and program recommendations.

Before engaging a consultant, the Board may require submission of a written proposal which can be incorporated into a contract or purchase order if it satisfies the wishes of the Board. Proposals will detail:

1. The specific objectives to be accomplished by the consultant;
2. The specific tasks to be performed;
3. The procedures to be used in carrying out the tasks;
4. The target dates for completion of tasks;
5. The method to be used to report results to the Board and/or to deliver any "product" (e.g., long-range plans, codified policy manual, etc.) to the Board; and
6. Costs.

Bylaw adopted by the Board:

Existing bylaw, number 9210 adopted 11/21/05, appropriate as written.

Bylaws of the Board

Qualifications of Board Members

A member of the Board of Education must be a resident of Woodbridge. No member of the Board of Education may be employed by the Woodbridge School District.

(cf. 9324 - Meeting Conduct and Parliamentary Procedure)

(cf. 9121 - Bylaws of the Board of Education Officers)

Legal Reference: Connecticut General Statutes
 10-218 Officers. Meetings.
 10-224 Duties of the Secretary.
 10-225 Salaries of Secretary and Attendance Officers.

Existing bylaw presently numbered 9223 adopted 12/19/05, appropriate as renumbered except for addition of legal reference. A sample follows for comparison and consideration.

Bylaws of the Board

Oath of Office

A member of the Board of Education must swear or affirm the faithful performance of duties prior to participating in official actions of the Board.

Legal Reference: Connecticut General Statutes

10-218a Oath of office

1-25 Forms of oaths

Bylaw adopted by the Board:

WOODBRIAGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Sample bylaw to consider.

Bylaws of the Board

Oath of Office

Board of Education members, before taking office, shall take the following oath or affirmation:

“I do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of Connecticut and that I will honestly, faithfully, and impartially discharge my duties as a school board member to the best of my ability.”

Legal Reference: Connecticut General Statutes

10-218a Oath of office

1-25 Forms of oaths

Bylaw adopted by the Board:

cps 1/02

Suggested bylaw.

Bylaws of the Board

Filling Vacancies

Any vacancy occurring on the Board, unless otherwise provided by charter or special act, shall be filled by a vote of the remaining members of the Board until the next regular election.

Such vacancies will be formally announced to the Board at one of its regularly scheduled meetings. The next regularly scheduled meeting at which time the vacancy will be filled by majority vote of all members of the Board of Education and the action shall be recorded in the minutes of that meeting.

Legal Reference: Connecticut General Statutes

7-107 Vacancy appointments by selectmen.

9-204 Minority representation on boards of education.

10-219 Procedure for filling vacancy on board of education.

10-156e Employees of boards of education permitted to serve as elected officials; exception.

10-232 Restriction on employment of members of the board of education.

Charter of the Town of Woodbridge
Article VIII, Section 8-9(a)
Article VIII Section 8-15(d)

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Another version to consider.

Bylaws of the Board

Filling Vacancies

Board Member Vacancies

Any vacancy occurring on the Ledyard Board of Education, unless otherwise provided by charter or special act, shall be filled by a vote of the remaining members of the Board until the next regular town election.

The vacancy will be filled by majority vote of all members of the Board of Education at a regularly scheduled meeting, and the action shall be recorded in the minutes of that meeting.

Board Officer Vacancies

Whenever there is a vacancy in the Office of Chairperson or Secretary, the Board shall elect a new officer to fill the vacancy for the unexpired term of office.

(cf. 9120 - Officers)

Legal Reference: Connecticut General Statutes

9-204 Minority representation on boards of education.

10-219 Procedure for filling vacancy on board of education.

10-156e Employees of boards of education permitted to serve as elected officials; exception.

10-232 Restriction on employment of members of the board of education.

Bylaw adopted by the Board:

Existing bylaw number 9222 adopted 6/15/09, appropriate as written.

Bylaws of the Board

Resignation/Removal From Office/Censure

A prospective Board member should realize that there is a great deal of investment in time, effort and dedication expected of each member of the Board. Before he/she seeks an appointment, this should be made clear to the candidate and that it is expected that he/she will serve a full four-year term of office.

However, if for reasons of health, change in domicile, or any other compelling reason a member does decide to terminate service, the Board requests earliest possible notification of intent to resign so that the Board may plan appropriately for this exigency.

Whenever a member of the Board of Education shall cease to be a bona fide resident of the Town of Woodbridge, membership in the Board shall immediately cease. Any member who fails to attend three consecutive meetings of the Board without good cause may be removed by it.

A Chairperson or Vice-Chairperson of the Board of Education may be removed from their position as Chairperson/Vice-Chairperson by the affirmative vote of six (6) members of the Board, and in case the office of the Chairperson or Vice-Chairperson shall become vacant the Board shall, within 30 days thereafter, fill the vacancy for the unexpired term.

The Board may vote to censure or reprimand a member by a two-thirds vote of the membership of the whole Board.

(cf. 9324 - Meeting Conduct and Parliamentary Procedure)

(cf. 9120 - Officers of the Board)

(cf. 9121 - Chairperson)

(cf. 9122 - Vice-Chairperson)

Legal Reference: Connecticut General Statutes
 7-103 Resignation of Municipal Officers

Existing bylaw number 9320 adopted 12/19/05, appropriate as written.

Bylaws of the Board

Orientation of Board Members

The Board of Education and the administrative staff shall assist each new member-elect to understand the Board of Education's functions, policies and procedures and operation of the school system before the member takes office. The following methods shall be employed:

1. The incoming member shall be given selected material on the function of the Board of Education and the school system.
2. The incoming member shall be invited to attend Board meetings and to participate in its discussions.
3. The incoming member shall be invited to meet with the Superintendent and other administrative personnel to discuss their duties and responsibilities, and continuing Board members shall be notified and invited to such meetings.
4. Immediately following the election, incoming members shall be provided with a copy of the Board's policies and bylaws, administrative regulations and copies of pertinent materials developed by the Connecticut Association of Boards of Education.
5. The incoming member may attend, at district expense, workshops for newly elected members as approved by the Board of Education.

A bylaw to consider.

Bylaws of the Board

Professional Development/In-Service

School Board Conferences, Conventions, and Workshops

Attendance at meetings, such as conferences and conventions, directly or indirectly related to education or to school matters, should be encouraged for the values that they have to the school system and the professional growth of Board members. The Board Chairperson and the Superintendent will notify Board members of all such scheduled meetings.

Board members will be reimbursed for normal and reasonable business expenses incurred for out-of-district travel, lodging, meals, and related expenses. Each person is expected to account for all expenditures and to attach expense receipts to reimbursement applications.

Board members will report to the Board as a whole within a reasonable period of time following their return to the district.

Prior Travel Notification

For major conferences (two days or longer), Board members will notify the Board Chairperson and the Superintendent of their intention to travel at school system expense. Unless indicated otherwise, such notification will constitute travel approval. Consideration needs to be given to advanced registration discounts.

Expense Reports

Completed expense reports should be submitted for approval to the Board Chairperson. Upon approval, the expense report form will be forwarded to the business office where the report will be reviewed again for accuracy. Should the business office have reason to question an expense, the question should be directed to the Superintendent who will confer with the Board Chairperson. The Board Chairperson's decision will be final and the bill will be scheduled for payment. Approved expense reports are not returned to the person submitting the report. If an "Advance Request" was approved by the Board Chairperson, any portion of the advance in excess of claimed expenses must be returned as soon as possible by check, payable to the school district or to the business office.

Required Receipts

Must be attached to the expense report and, in general, are required as follows:

Bylaws of the Board

Professional Development/In-Service

School Board Conferences, Conventions, and Workshops (continued)

Required Receipts

- **Lodging**-Lodging accommodations should provide normal comforts and services well located in relation to the area in which business is to be conducted.
- **Meals**-Reasonable expenditures are allowed for meals. Expenses that are lavish or extravagant must not be incurred. Any expenses that might seem unreasonable should be carefully documented and explained. Receipts are required for individual meals costing \$10.00 or more.
- **Taxi or bus fare**-Receipts, when attainable, are required for bus/limousine fares and taxi fares of \$10.00 or more.
- **Parking fees or toll charges**-Receipts are required for parking fees or tolls of \$2.00 or more.

Personal Cars

In ordinary circumstances, the use of personal cars for travel on out-of-district school system business is not encouraged. If a personal car is used, the travel expense approved will be no greater than the expense that would have been incurred if had been by airplane. When private car is used, the mileage must be listed in the expense report.

Inter-City Transportation

The most economical type of transportation should be selected. The standard airline accommodation is coach class and reservations should be made well in advance to take advantage of discount rates. When coach accommodations are not available, the next higher price available accommodations may be used in emergency situations if the airline ticket reflects that coach class was not available.

Personal Telephone Calls

Personal telephone calls to the home should be kept to a minimum and be of reasonable duration. Unusually lengthy or frequent calls must be explained on the travel and conference report.

Other Expenses

Expenses for baggage handling and telephone are reimbursable. Non-reimbursable items include: travel insurance; child care fees; personal items such as clothing, toiletries, barber, etc.; liquor and tobacco; personal side trips; luggage; cost of personal credit cards; gifts.

Bylaws of the Board

Professional Development/In-Service

School Board Conferences, Conventions, and Workshops (continued)

Travel Expense For Spouse

Travel expenses for a spouse are not reimbursable.

Gratuities

Other than for normal tips for taxis, bellboys, maids (for extended stays), baggage handling, and meals, gratuities are not authorized. If gratuities of an unusual amount or nature are required for a major meeting, convention, etc., they must be approved in advance and detailed on the individual travel expense report.

Charge Accounts

The establishment and/or use of charge accounts in the name of the school system is prohibited as is the establishment and/or use of personal charge accounts with a school system address. Payment of expenses charged on personal charge accounts is permitted but does not eliminate the need for documentation required herein.

Guidelines For Board Members Eligible For Travel and Conference Reimbursement

POSITION	GEOGRAPHIC LIMITATIONS	AIR TRAVEL	LODGING*	MEALS*	CASH ADVANCE
Board Members	Unlimited	Coach	<u>\$180.00</u> a night	<u>\$38.00</u> a day	50% of estimated cost of prepayment

*The prices of lodging and meals may vary according to the location of the conference or convention. Board members should strive for lower prices whenever possible. A request for waiver of the lodging guideline should be submitted to the Chairperson prior to conference/convention attendance.

Bylaw adopted by the Board:

cps 4/09

(Attach All Bills and Receipts to this Report)

Date of Report _____
 Name of Board Member _____
 For Attendance At _____
 Sponsored By _____
 Location _____
 Date(s) _____

I. Travel Expenses—(Expenses other than privately-owned automobile-expenses over \$10.00 must be accompanied by receipt)

ITEMS	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.	AMOUNT
Transportation Air, Rail, Bus								\$
Local Transportation Taxi, etc.								
Hotel								
Breakfast								
Lunch								
Dinner								
Telephone/Telegraph								
Tolls								
Parking								
Registration Fee								
Other								

Sub-Total \$ _____

II. Mileage Allowance – (for the use of privately-owned auto on trip)

DATE	Odometer		MILES	AMOUNT
	Start	Finish		

I hereby certify that the travel indicated hereon was accomplished; that no part of compensation claimed was of a personal nature.

Sub-Total	\$	
Total Travel Expense I & II		
Cash Advanced (Check# _____)		
Balance Due Employee.....		(-)

Signed _____
 Board Member

Approved _____
 Chairperson, Board of Education

Approved _____
 Director of Business Services

Suggested bylaw.

Bylaws of the Board

Remuneration and Reimbursement

Remuneration

Board of Education members shall receive no compensation for their services.

Reimbursement

1. Out-of-State Travel

Board members authorized to attend educational conferences out of state shall be reimbursed, upon submitting vouchers and supporting documentation, for reasonable expenditures, transportation costs to and from the destination and registration fees. Board members must have approval in advance from the Board of Education.

2. In-State Travel

Board members shall be reimbursed, upon submitting vouchers and supporting documentation, for reasonable expenditures incurred in connection with the performance of their official Board duties.

Legal Reference: Connecticut General Statutes

10-225 Salaries of secretary and attendance officers.

10-232 Restrictions on employment of members of board of education.

Bylaw adopted by the Board:

Optional bylaw.

Bylaws of the Board

Board Member Protection

The Woodbridge Public Schools shall maintain adequate insurance to protect the district and its Board of Education against loss because of fire, damage to school property, loss to other property, or general liability resulting as a responsibility of the school district, and save harmless its Board and staff while acting in behalf of the school district.

Legal Reference: Connecticut General Statutes

10-235 Indemnification of teachers, board members and employees in damage suits; expenses of litigation.

10-236 Liability insurance.

10-236a Indemnification of educational personnel assaulted in the line of duty.

Bylaw adopted by the Board:

Existing bylaw, number 9120 adopted 6/13/09, appropriate as written.

Bylaws of the Board

Conflict of Interest

Board members shall comply with laws regarding conflict of interest and attempt to avoid situations which might have even the appearance of a conflict and avoid actions that might embarrass themselves or the Board. Two areas of Board operations must be approached with particular care to prevent any real or seeming conflict of interest - purchasing and personnel hiring. Therefore:

No member of the Board of Education or employee shall have any direct monetary interest in contracts with the school system nor shall he/she furnish directly any labor, equipment or supplies to the district. However, the district may contract with corporations or businesses in which a Board member is an employee. In such instances, the member must declare his/her association with the firm and refrain from debating or voting on any related votes.

No member of the Board of Education may be employed for compensation by the Woodbridge School District.

The following rules shall govern conflict of interest in the employment of staff and members of the Board of Education:

1. No spouse, including a domestic partner of a civil union, minor child or dependent of a Board of Education member shall be appointed to a full-time position in the Woodbridge School District.
2. Persons related otherwise by blood or marriage to a Board of Education member may be employed following full disclosure of the relationship by the Board of Education member in a public meeting and sufficient vote of appointment without counting the vote of the related Board of Education member.
3. A spouse or child of a Board of Education member may be employed for limited term or short-term employment on a competitive basis among persons who are eligible.

All members and employees of the Board of Education are prohibited from accepting gifts other than of minimal value as defined by current IRS regulations from any person(s) doing or planning to do business with the school system.

This policy should not be construed so as to prohibit an employee or member of the Board of Education who is a candidate for any office (including re-election to the Board of Education) from receiving campaign contributions that he/she would otherwise be legally entitled to accept.

Bylaws of the Board

Conflict of Interest

Legal Reference: Connecticut General Statutes
7-479 Conflict of Interest
10-156e Employees of Boards of Education Permitted to Serve as Elected Officials; Exception
10-225 Salaries of Secretary and Attendance Officers
10-232 Restrictions on Employment of Members of the Board of Education

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing bylaw, number 9271 adopted 12/19/05, appropriate as written except for addition of references. A more recent version follows for consideration.

Bylaws of the Board

Code of Ethics for Board Members

The success of every school system depends on an effective working relationship between the Board of Education and Superintendent. This code incorporates those standards and responsibilities most critical to productive Board and Superintendent relations. Members of the Board of Education subscribe to the “Standards of Leadership for Members of Boards of Education” recommended by the Connecticut Association of Boards of Education Board of Directors, as follows:

1. I will be a staunch advocate of high quality free public education for all Connecticut children. In fulfilling my responsibilities, I will think of “children first”.
2. I will, as an agent of the state, uphold and enforce all laws, rules, regulations and court orders pertaining to public schools. I will strive to bring any needed change only through legal and ethical procedures.
3. I will strive to help create public schools which meet the individual educational needs of all children regardless of their ability, race, creed, sex, physical condition or social standing.
4. I will work unremittingly to help my community understand the importance of proper support for public education.
5. I will recognize the need for fiscal responsibility in the decision-making process especially as it relates to cost/benefit considerations.
6. I will join with my Board, staff, community and students in becoming fully informed about the nature, value and direction of contemporary education in our society. I will support needed change in our schools.
7. I will strive to serve as a communications link between the community and our schools to ensure that the community is fully and accurately informed about our schools, and that the school staff understands the aspirations and desires of the community.
8. I will recognize that my responsibility is not to “run the schools” through administration, but together with my fellow Board members to see that they are well-run through effective policies.
9. I will confine my Board action to policy-making, planning and appraisal, and will help to frame policies and plans only after my Board has consulted those who will be affected by its actions.
10. I will arrive at conclusions only after discussing all aspects of the issue at an open meeting. I will respect the opinions of others, and abide by the principle of majority-rule.
11. I will recognize that authority rests only with the whole Board assembled in meeting, and will make no personal promises nor take any private action which may compromise the Board.

Bylaws of the Board

Code of Ethics for Board Members (continued)

12. I will acknowledge that the Board represents the entire school community, and will refuse to surrender my independent judgment to special interests or partisan political groups. I will never use my position on the Board for personal gain or for friends.
13. I will hold confidential all matters pertaining to schools which, if disclosed, might needlessly injure individuals or the schools.
14. I will insist that all school business transactions be open and ethical.
15. I will strive to appoint the best professional leader available when a vacancy exists in the chief administrative position.
16. I will strive to appoint the best trained professional personnel available, upon recommendation by the appropriate administrative officer.
17. I will support and protect school personnel in the proper performance of their duties. I will strive to ensure that all personnel have not only the requisite responsibilities, but the necessary authority to perform effectively.
18. I will refer all complaints through the proper "chain of command" within the system, and will act on such complaints at public meetings only when administrative solutions fail.

Reference: "Connecticut Code of Ethics for Boards of Education" printed in Responsibilities of Board of Education Membership (revised June, 1989)

This Code of Ethics was adopted by the CABE Board of Directors on April 17, 1997 as a model for school Boards.

Bylaws of the Board

Code of Ethics

The success of every school system depends on an effective working relationship between the Board of Education and Superintendent of Schools. This code incorporates those standards and responsibilities most critical to productive Board and Superintendent relations.

- Boards members and Superintendents ensure the opportunity for high quality education for every student and make the well being of students the **fundamental goal** of all decision-making and actions.
- Board members and Superintendents are **staunch advocates** of high quality free public education for **all** Connecticut children.
- Board members and Superintendents **honor all** national, state and local laws and regulations pertaining to education and public agencies.
- Board members and Superintendents recognize that **clear** and **appropriate communications** are key to the successful operation of the school district.
- Board members and Superintendents will always carry out their respective roles with the highest levels of **professionalism, honesty** and **integrity**.
- Board members recognize that they represent the **entire** community and that they must ensure that **the** community remains fully informed on school-related matters.
- Superintendents and Board members recognize that the Superintendent serves as the Board of Education's **agent** and will, in that role, **faithfully apply** the policies and contracts adopted by the Board.

Board members adhere to the principle that they shall confine the Board's role to **policy-making, planning** and **appraisal** while the Superintendent shall **implement** the Board's policies.

- Board members and Superintendents both recognize that they serve as a part of an educational team with **mutual respect, trust, civility** and **regard** for each other's respective roles and responsibilities.
- Board members are committed to the concept that the strength of the Superintendent is in being the **educational leader** of the school district.
- Board members and Superintendents practice and promote **ethical behavior** in the **Boardroom** as a **model** for all district employees.
- Board members and Superintendents consider and decide all issues **fairly** and **without bias**.

(cf. 2000.1 - Board-Superintendent Relationship)

(cf. 2300 - Statement of Ethics for Administrators)

Bylaw adopted by the Board:

Existing bylaw number 9272 adopted 11/21/05, appropriate as written.

Bylaws of the Board

Code of Conduct on Data Use

As a guide to the appropriate use of data in the decision-making process, Board members should:

1. Request information and data gathered by District staff that helps the Board members make better-informed decisions about policies affecting student achievement district-wide.
2. Request data as a Board or Committee, not as an individual, unless the information is readily available and will not redirect staff time.
3. Use data to represent all of the Board members' constituents honestly and equally and refuse to surrender the Board members' responsibilities to special interest or partisan political groups.
4. Avoid using the Board position, and the information data supplies as a result of Board membership, for personal gain.
5. Recognize that decisions can be made only by a majority vote at a Board meeting after everyone on the Board has had adequate time to review all the data and information.
6. Respect the confidentiality of privileged information.

Bylaw adopted by the Board:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing bylaw number 9300 adopted 12/19/05, appropriate as written.

Bylaws of the Board

Methods of Operation

The Woodbridge Board of Education shall concern itself only with broad questions of policy and not with administrative details. The Board shall rely upon the Superintendent to recommend policies for adoption and to administer policies enacted by the Board. Such policies shall be broad enough to indicate a line of action to be taken by the Superintendent in meeting a number of problems and jobs. Application of such policies to individual problems and jobs is an administrative function to be performed by the Superintendent.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Optional bylaw.

Bylaws of the Board

Development, Distribution and Maintenance of Manual of Policies, Regulations, Bylaws

Policy Dissemination

The Superintendent of Schools is directed to preserve and to make accessible the policies adopted by the Woodbridge Board of Education and the administrative rules and regulations needed to put them into effect.

All policy manuals distributed to anyone shall remain the property of the Woodbridge Board of Education and shall be considered as "on loan" to anyone, or any organization, in whose possession they might be at any time. They are subject to recall at any time deemed necessary by the administrative head of the school district for purposes of updating.

Manual Maintenance/Updating

The Board of Education directs the Superintendent to recall all policy manuals during the months of July and August for purposes of administrative updating and Board review.

The Board shall follow through the policies it has formulated. It shall evaluate how the policies have been executed by the school staff, and shall weigh the results. The Board shall rely on the school staff, students, and the community to provide evidence of the effect of the policies which it has adopted.

Bylaw adopted by the Board:

Existing bylaw, number 9311 adopted 12/19/05, appropriate as written.

Bylaws of the Board

Formulation, Adoption, Amendment of Policies

Policy proposals, suggested amendments to or revisions of existing policies shall normally be submitted in writing to all members of the Board of Education by the Superintendent of Schools prior to a regularly scheduled Board of Education meeting. Proposed policies, amendments, or revisions, thereof, shall be read and discussed.

Policies will, barring emergencies, be adopted or amended after consideration at two meetings of the Woodbridge Board of Education. The agenda and minutes shall be marked to indicate policy matters.

The formal adoption of policies shall be by majority vote of all members of the Board of Education present and the action shall be recorded in the minutes of the meeting. Only those written statements so adopted and so recorded shall be regarded as official policy.

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to Prescribe Rules, Policies and Procedures.

Robert's Rules of Order, Newly Revised

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

The newest version of this bylaw.

Bylaws of the Board

Board Policies

Within the context of current law, the District shall be guided by Board-adopted written policies that are given appropriate distribution and are accessible to staff members, parents, students, and community residents.

Legally referenced policies contain provisions from federal and state statutes and regulations, case law, and other legal authority that together form the framework for local decision making and implementation. These policies are binding on the District until the cited provisions are repealed, revised, or superseded by legislative, regulatory, or judicial action.

No policy or regulation, or any portion thereof, shall be operative if it is found to be in conflict with applicable law.

If any portion of a policy or its application to any person or circumstance is found to be invalid, that invalidity shall not affect other provisions or applications of policy that can be given effect without the invalid provision or application; and to this end the provisions of this policy manual are declared to be severable.

Policies and policy amendments may be initiated by the Superintendent, Board members, school personnel, or community citizens, but generally shall be recommended for the Board's consideration by the Superintendent.

The Board shall designate one copy of the policy manual as the official policy manual of the District. The official copy shall be kept in the Superintendent's office, and the Superintendent or designee shall be responsible for its accuracy and integrity and shall maintain a historical record of the District's policy manual.

Local policies may be adopted or amended by a majority of the Board at any regular or special meeting, provided that Board members have advance written notice of the proposed change and that it has been placed on the agenda for such meeting.

Local policies become effective upon Board adoption or at a future date designated by the Board at the time of adoption.

After Board review of legally referenced policies and adoption of local policies, the new material shall be incorporated into the official policy manual and into other localized policy manuals maintained by the District. If discrepancies occur between different copies of the manual distributed throughout the District, the version contained in the official policy manual shall be regarded as authoritative.

Bylaws of the Board

Board Policies

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules, policies and procedures

Bylaw adopted by the Board:

cps 6/04

Existing bylaw, number 9123 adopted 12/19/05 appropriate as written.

Bylaws of the Board

Formulation, Adoption Amendment of Bylaws

Proposed new bylaws and suggested amendments to or revisions of existing bylaws shall be adopted by a majority vote of all members of the Woodbridge Board of Education. This will usually occur during the second of two regularly scheduled meetings of the Board not less than four (4) weeks apart. The proposed additions, amendments, or revisions shall be described in writing in the Board member packet prepared for the first Board meeting at which the changes shall be considered by the Board.

Legal Reference: Connecticut General Statutes
10-221 Boards of Education to Prescribe Rules, Policies and Procedures.
Robert's Rules of Order, Newly Revised

Bylaw adopted by the Board:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing bylaw, number 9313 adopted 12/19/05 appropriate as written.

Bylaws of the Board

Formulation, Adoption Amendment of Administrative Regulations

The Woodbridge Board of Education normally does not adopt administrative regulations unless specifically required to do so by law, or unless requested to do so by the Superintendent of Schools. When required by law to adopt administrative regulations, the Woodbridge Board of Education-adopted regulations shall be by the same procedure as that specified for policies in the Bylaw numbered 9311, regarding formulation, adoption, amendment of policies.

The Board reserves the right to review and direct revisions of administrative regulations should, in its judgment, the Board find a regulation to be inconsistent with the policies adopted by the Woodbridge Board of Education.

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to Prescribe Rules, Policies and Procedures.

Robert's Rules of Order, Newly Revised

Existing bylaw, number 9321 adopted 6/15/09, appropriate as written except for update to legal references.

Bylaws of the Board

Time, Place and Notification of Meetings

Organizational Meeting

The Board of Education shall conduct its organizational meeting at its first meeting in July following Board elections, and at this meeting Board officers shall be elected — Chairperson, Vice-Chairperson and Secretary. The organizational meeting shall be called to order by the current Chairperson who will preside until his/her successor is chosen by a majority vote of the Board. In the absence of the Chairperson, the Vice- Chairperson or Secretary in that order shall preside until a new Chairperson is elected.

Election of officers shall be in writing and the vote of each member shall be made available for public inspection within forty-eight hours and recorded in the minutes of the meeting. If a Chairperson, and/or Secretary are not chosen within one month, Town Selectmen shall choose such officers from the Board membership.

Upon his/her election the Chairperson shall assume the chair and proceed with the election of the Board Vice Chairperson and Secretary.

If the office of Chairperson, Vice Chairperson or Secretary becomes vacant between organizational meetings, the Board shall, within 30 days thereafter, fill the vacancy for the unexpired term by a majority of the members of the Board present, at a meeting warned for that purpose.

Regular Meetings

There shall be a regular meeting of the Board each month unless canceled by special action of the Board. The Woodbridge Board of Education shall file with the Woodbridge Town Clerk, not later than January 31st of each year, the schedule of the regular meetings of the Board of Education, for that year. No regular meeting shall be held sooner than thirty (30) days after such filing. The schedule will include the date, time, and location of each meeting.

All regular meetings shall be open to the public and the press. Changes of regular meetings from normal dates shall be filed with the Town Clerk and publicized in accordance with requirements of the Freedom of Information Commission. Only items on the regular meeting agenda may be taken up by the Board unless a two-thirds vote of the Board approves additions to a regular meeting agenda.

Special Meetings

Special meetings may be called by the Chair or Vice-Chairperson when the Vice-Chairperson is acting as Chairperson whenever he/she deems it necessary and must call a special meeting when requested to do so by three members of the Board. The Vice-Chairperson shall, in the absence of the Chairperson or in his/her inability to act, have the powers of the Chairperson to call special meetings as outlined herein.

Bylaws of the Board

Time, Place and Notification of Meetings (continued)

Notice of each special meeting of the Woodbridge Board of Education shall be given at least twenty-four hours in advance of the meeting by filing a notice of the time, place and business to be conducted in the Office of the Town Clerk; however, in case of emergency, any such special meeting may be held without complying with the foregoing requirement for the filing of notice, but a copy of the minutes of any such special meeting adequately setting forth the nature of the emergency and the proceedings occurring at such meeting shall be filed with the Town Clerk not later than 72 hours following the holding of such meeting. No other business shall be considered by the Board at that special meeting. In addition, such written notice delivered to the Town Clerk less than 24 hours in advance of the meeting must also be delivered to the residence of each Board member, unless at, or prior to, the time the special meeting convenes a Board member files with the Town Clerk or Clerk of the Board of Education a written waiver of such notice.

In determining the time within which or by when a notice is required to be given, made available, posted or filed, Saturdays, Sundays, legal holidays, and any other day when the Town Clerk's office is closed shall be excluded.

- (cf. 1331 - Smoke Free Environment)
- (cf. 9121 - Board of Education Officers)
- (cf. 9323 - Agenda Construction)
- (cf. 9325 - Meeting Conduct & Parliamentary Procedures)
- (cf. 93251 - Quorum)
- (cf. 93252 - Order of Business)
- (cf. 9326 - Minutes)

Legal Reference: Connecticut General Statutes
 1-200 (2) Definitions. "Meeting"
 1-206 Denial of access to public records or meetings.
 1-225 Meetings of government agencies to be public, as amended by June 11 Special Session, PA 08-3
 1-227 Mailing of notice of meetings to persons filing written request
 1-228 Adjournment of meetings. Notice.
 1-229 Continued hearings. Notice.
 1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.
 10-218 Officers. Meetings

An optional bylaw to consider.

Bylaws of the Board

Board of Education Work Sessions

The Board may schedule special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Topics for discussion and study will be announced publicly. Work sessions will be conducted in accordance with the state law on public meetings.

Legal Reference: Connecticut General Statutes

1-206 Denial of access to public records or meetings.

1-225 Meetings of government agencies to be public.

1-227 Mailing of notice of meetings to persons filing written request.

1-228 Adjournment of meetings. Notice.

1-229 Continued hearings. Notice.

1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.

10-218 Officers. Meetings

Bylaw adopted by the Board:

cps 4/99

Existing bylaw, number 9322 adopted 11/21/05, appropriate as written.

Bylaws of the Board

Public and Executive Sessions

All meetings, as defined in the Freedom of Information statutes, of the Woodbridge Board of Education shall be open to the public with the exception of executive sessions which shall be held as consistent with law. A chance or social meeting, a caucus or a discussion of strategy or negotiations with respect to collective bargaining are not defined as “meetings” under the Freedom of Information Act.

Executive Sessions

The public may be excluded from meetings of the Board of Education which are declared to be executive sessions. Executive sessions may be held on a two-thirds vote of the members present and voting taken at a public meeting for one or more of the following reasons, consistent with law:

1. Discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee, provided that such individual may require that discussion be held at an open (public) meeting.
2. Strategy and negotiations with respect to pending claims or pending litigation, as defined by law.
3. Matters concerning security strategy or the deployment of security personnel, or devices affecting public security.
4. Discussion of the selection of a site or the lease, sale or purchase of real estate when publicity regarding such subjects would cause a likelihood of increased price until such time as all of the property has been acquired or all proceedings or transactions concerning same have been terminated or abandoned.
5. Discussion of any matter which would result in the disclosure of public records or the information therein described in Connecticut General Statutes section 1-19(b).

At an executive session of the Board of Education, attendance shall be limited to members of the Board and persons invited by the Board to present testimony or opinion pertinent to matters before the Board, provided that such persons' attendance shall be limited to the period for which their presence is necessary to present such testimony or opinion; minutes of executive sessions shall disclose all persons in attendance with the exception of job applicants who attend the executive session to be interviewed by the Board.

Smoking will not be permitted in any room in which a meeting of the Board of Education is being conducted, nor during the time immediately prior to the meeting.

Bylaws of the Board

Public and Executive Sessions (continued)

- (cf. 1330 Use of School Facilities)
- (cf. 1331 Smoke Free Environment)
- (cf. 9314 Suspension of Policies, Bylaws, Regulations)
- (cf. 9321 Time, Place, and Notification for Meetings)
- (cf. 9323 Agenda Construction/Advance Delivery of Meeting Materials)
- (cf. 9324 Meeting Conduct & Parliamentary Procedure)
- (cf. 9325.1 Quorum)
- (cf. 9325.2 Order of Business)
- (cf. 9326 Minutes)

Legal Reference: Connecticut General Statutes

1-200 Definitions. (as amended by PA 02-130)

1-206 Denial of access to public records or meetings.

1-210 Access to public records.

1-225 Meetings of government agencies to be public.

1-226 Recording, broadcasting or photographing meetings.

1-231 Executive sessions.

19a-342 Smoking prohibited in certain places.

Existing bylaw, number 9323 adopted 1/17/06, appropriate as written.

Bylaws of the Board

Construction of Agenda

The Superintendent shall prepare all agendas and supportive materials for meetings of the Board. In doing so, the Superintendent shall consult with the Board Chairperson and appropriate members of the administrative staff. Any Board member who wishes to have an item included on the agenda should notify the Superintendent in sufficient time for the Superintendent to review the request with the Board Chairperson for his/her decision on agenda placement.

The agenda shall provide time for members of the public who wish to speak briefly on an item before the Board. The agenda and supporting materials will contain matters to be considered and shall be distributed to Board members prior to the Board meeting in sufficient time to allow the members to consider the issues carefully. A notation of "provided for informational purposes only" will be included on all agendas. Agendas shall also be made available to others upon request to the Board Clerk.

Posting of Agenda

Agendas for regular Board of Education meetings shall be made available to the public in the Superintendent's Office and shall be filed with the Town Clerk, not less than 24 hours in advance of the meeting time. The same requirements shall be met for special meetings of the Board unless called in an emergency with less than 24 hours notice.

(cf. 1120 Public Participation at Board Meetings)
 (cf. 1331 Smoke Free Environment)
 (cf. 9121 Board Officers)
 (cf. 9321 Time, Place, Notification for Meetings)
 (cf. 9324 Meeting Conduct & Parliamentary Procedures)
 (cf. 9325.1 Quorum)
 (cf. 9325.2 Order of Business)
 (cf. 9326 Minutes)

Legal Reference: Connecticut General Statutes

1-225 Meetings of Government Agencies to be Public. Recording of Votes.
 Schedule and Agenda of Meetings to be Fixed. Notice of Special Meetings.
 Executive Sessions. (subsection (a) re Agenda)

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

Sample bylaw to consider.

Bylaws of the Board

Advance Delivery of Meeting Materials

The Board meeting materials shall be disseminated as follows:

1. The complete Board of Education agenda and the appropriate materials pertaining thereto shall be sent to each Board member, Board clerk, and student representatives.

The agenda will be available to the public at the administration building after 3:00 P.M. on Fridays preceding each regular Board of Education meeting. An agenda will also be available to each member of the press on Friday afternoons.

2. Two copies of the agenda shall be sent to each building principal, one copy of which is to be posted upon the bulletin board in each school office.
3. Copies of the agenda shall be forwarded through school mail to presidents of each bargaining unit and presidents of PTA/PTO organizations.

(cf. 9323 - Construction/Posting of Agenda)

Bylaw adopted by the Board:

Existing bylaw, number 9325 adopted 7/21/03, appropriate as written except for addition of legal references. Other versions follow for comparison and consideration.

Bylaws of the Board

Meeting Conduct

Meetings of the Woodbridge Board of Education shall be conducted by the Chairperson in a manner consistent with the bylaws of the Board.

All Board meetings shall commence at the stated time, or at which time a quorum of at least five (5) members is present, and shall be guided by an agenda which will have been prepared and delivered in advance to all Board members and other persons designated by the Chairperson. All votes of the Board will be by the majority vote of those members present unless these bylaws state otherwise.

The conduct of meetings shall, to the fullest possible extent, enable members of the Board: (1) to consider problems to be solved, weigh evidence related thereto, and make wise decisions intended to solve the problems; (2) to receive, consider and take any needed action with respect to reports of accomplishment both as to students and as to school system operations; and (3) to plan for the future of the school district.

Members of the Board may express opinions, raise questions, ask for information or reports, make motions, and otherwise address the Board at the properly designated time for Board member comments and reports.

Provisions for permitting any individual or group to address the Board concerning any subject that lies within its jurisdiction shall be as follows:

1. The Chairperson may allot to each speaker 5 minutes and 20 minutes to each subject matter.
2. No boisterous conduct shall be permitted at any Woodbridge Board of Education meeting. Persistence in boisterous conduct shall be grounds for summary termination, by the chair, of that person's privilege of address. If necessary, the chairperson may ask a disruptive individual to leave the meeting and/or clear the room so that the Board may continue the meeting.
3. No oral presentation shall include charges or complaints against any employee of the Board, regardless of whether or not the employee is identified in the presentation by name or by another reference which tends to identify. All charges or complaints against employees shall be submitted to the Board under provisions of Woodbridge Board of Education policy.
4. The Board may, by a majority vote, decide to cancel, reduce or extend the 20 minutes allotted per item of the agenda.
5. Questions which can be answered during the meeting may be answered at the option of the Board. Other inquiries, which may require analysis/investigation will, at the option of the Board, be answered at a future specified time.

Bylaws of the Board

Meeting Conduct (continued)

Legal Reference: Connecticut General Statutes

1-200 Definitions

1-206 Denial of access of public records or meetings. Notice. Appeal

1-210 Access to public records

1-225 Meetings of government agencies to be public

1-226 Recording, broadcasting or photographing meetings

19a-342 Smoking prohibited in certain places. Sign required. Penalty

1-231 Executive sessions

1-232 Conduct of meetings (re disturbances)

10-224 Duties of the Secretary

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Another version of this bylaw.

Bylaws of the Board

Meeting Conduct

Meetings of the Board of Education shall be conducted by the Chairperson of the Board of Education in a manner consistent with the adopted Bylaws of the Board.

All Board meetings shall commence at the stated time or as soon thereafter as a quorum is present and shall be guided by an Agenda which will have been prepared and delivered in advance to all Board Members and other designated persons.

The meetings shall, to the fullest possible extent, enable Members to conduct the business of the Board in an orderly, expeditious manner.

Provisions for permitting any individual or group to address the Board concerning any subject that lies within its jurisdiction shall be as follows:

1. A 3 minute time limit may be allowed to each speaker with a maximum of 20 minutes per meeting being allocated for any one item of the Agenda. *(Optional: Speakers are asked to express themselves in a civil manner, with due respect for the dignity and privacy of others who may be affected by their comments. While it is not the Board's intent to stifle public comment, speakers should be aware that if their statements violate the rights of others under the law of defamation or invasion of privacy, the speaker may be held legally responsible. Speakers unsure of the legal ramification of what they are about to say are urged to consult first with their legal advisor.)*
2. The Chairperson shall not permit actions which disrupt or interrupt the orderly conduct of the Board meeting. A willful participant in such conduct will be asked to leave the meeting of the Board. In case of a general disturbance the meeting room may be cleared except for non-participating representatives of the press.
3. The Board may, by a majority vote, decide to cancel or extend the 20 minutes allotted per item of the Agenda.
4. Questions which can be answered during the meeting may be answered at the option of the Board. Other inquiries which may require analysis/investigation will, at the option of the Board, be answered at a future specified date.

Bylaws of the Board

Meeting Conduct

5. No speaker making an oral presentation shall include charges or complaints of a personal nature against any individual Board member or individual employee of the Board of Education, whether named or not. All such charges or complaints concerning individual Board members or the Superintendent should be sent to the Chairperson of the Board and to such other Members as deemed appropriate. All such charges or complaints concerning individual deemed appropriate. All such charges or complaints concerning individual employees of the Board should be sent to the immediate superior of the person to whom the complaint relates. If a satisfactory answer is not received, then a written appeal may be filed with the next higher authority.

Bylaw adopted by the Board:

rev 10/10

A version from Madison.

Bylaws of the Board

Public Participation At Board Meetings

All regular and special meetings of the Board will be open to the public. Because the Board desires to hear the viewpoints of citizens throughout the district, it will schedule one or more periods during each meeting for public participation. It may set a time limit on the length of this period and/or a time limit for individual speakers.

Comments and questions at a regular meeting may deal with any topic related to the Board's conduct of the schools. Comments at special meetings must be related to the call of the meeting.

The Board Chairperson will be responsible for recognizing all speakers. To maintain proper order and to adhere to any set time limits, all speakers must properly identify themselves. Questions asked by the public will, when possible, be answered immediately by the Chairperson or referred to staff members present for appropriate reply. Questions requiring investigation will be referred to the Superintendent for consideration and later response.

Members of the public will only be recognized by the Chairperson as the Board conducts its official business at the discretion of the Board.

(cf. 1120 - Board of Education Meetings re Public Participation)

(cf. 1312 - Public Complaints)

(cf. 9321 - Time, Place, Notification of Meetings)

(cf. 9322 - Public and Executive Sessions)

(cf. 9323 - Construction/Posting of Agenda)

Legal Reference: Connecticut General Statutes
 1-200 Definitions
 1-206 Denial of access of public records or meetings. Notice. Appeal
 1-210 Access to public records
 1-225 Meetings of government agencies to be public
 1-226 Recording, broadcasting or photographing meetings
 19a-342 Smoking prohibited in certain places. Sign required. Penalty
 1-231 Executive sessions
 1-232 Conduct of meetings (re disturbances)
 10-224 Duties of the Secretary

Bylaw adopted by the Board:

cps 11/00

A sample bylaw to consider.

Bylaws of the Board

Quorum

A majority of the members of the Board shall constitute a quorum for the transaction of business.

Bylaw adopted by the Board:

cps 4/99

Another version of this bylaw to consider.

Bylaws of the Board

Quorum and Voting Procedures

1. The majority of all members of the Board shall be necessary to constitute a quorum for the transaction of business.
2. No member can vote on a question in, which he/she has a direct personal or pecuniary interest.
3. Members may vote for themselves for any office or other position.
4. While it is the duty of every members who has an opinion on a question to express it by vote, he/she cannot be compelled to do so.
5. A member may abstain from voting (with the knowledge that the effect is the same as if he/she had voted on the prevailing side).
6. The votes of each member of the Board upon any issue before the Board shall be recorded in the minutes of the session at which the vote is taken.
7. Any Board member shall have the opportunity to explain his/her vote for recording in the minutes.

Bylaw adopted by the Board:

cps 12/06

Suggested bylaw to consider.

Bylaws of the Board

Order of Business/Agenda

The order of business shall be at the discretion of the Chairperson may include the following items:

1. Call to Order
2. Pledge of Allegiance
3. Requests from Citizens
4. Approval of the Minutes
5. Disbursement Journal
6. Budget Update
7. Committee Reports
8. Communication/Correspondence
9. Report of the Superintendent
10. Information Items
11. Action Items
12. Discussion Items
13. Adjournment

Access to Agenda by Disabled Persons

The District will ensure equally effective communications are provided to qualified persons with disabilities upon request as required by the Americans with Disabilities Act.

Appropriate auxiliary aids and services may include large print, Braille, audio recordings and readers. Primary consideration will be given to the requests of the person with a disability in the selection of appropriate auxiliary aids and services.

Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, alternate, equally effective communications will be used.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual.

Bylaw adopted by the Board:

rev 6/10

An optional bylaw to consider.

Bylaws of the Board

Order of Business

Consent Agenda

To make more efficient use of meeting time, the Board of Education authorizes the use of a consent agenda as part of its regular meeting agenda. The consent agenda will condense the routine business of the Board (e.g., approving Board minutes, reviewing monthly expenses) into either a single motion or several categorical motions.

The consent agenda will be prepared by the Superintendent of Schools in consultation with the Chairperson of the Board.

Items on a consent agenda will not be discussed prior to action. However, if any Board member believes that any item on the consent agenda requires discussion, that Board member may remove the item from the consent agenda merely by requesting same. The exempted item then moves to the regular agenda, and the Board may take action as it deems appropriate. All non-exempted items will be moved, seconded, and voted upon either in one motion or in several categorical motions without discussion.

Routine, standard, non-controversial, and self explanatory items are those that will be placed on the consent agenda. Examples include:

- Committee and previous Board meeting minutes
- Office reports
- Routine correspondence
- Minor changes in a procedure (i.e., e-mail added as method of communication to announce a change in a meeting schedule)
- Routine revisions of a policy (changes in dates, dollar amounts due to changes in law or regulation, changes to legal references)
- Standard contracts used regularly (i.e., confirmation of using the traditional in-house contract with a new vendor)
- Confirmation of conventional actions required in the bylaws (Signatory authority for a bank account, acceptance of gifts)

Bylaw adopted by the Board:

rev 7/02

Suggested bylaw to consider.

Bylaws of the Board

Parliamentary Procedures

Rules of Order

The current edition of Robert's Rules of Order, Newly Revised, shall govern the proceedings of the Board of Education except when in conflict with Board policy.

Bylaw adopted by the Board:

Another version of this bylaw to consider.

Bylaws of the Board

Parliamentary Procedures

Rules of Order

Regular and special meetings of the Board of Education are held in public, but they are not public hearings unless so designated. Comments from those citizens present will be welcomed at times indicated by the Chair, but such participation shall not be allowed to interfere with the conduct of business by the Board.

Procedure will normally be informal for the sake of simplicity and to minimize diversion of discussion to procedural questions. Board members may, however, involve Robert's Rules of Order, Revised.

A majority of the Board members present is required to approve a motion.

When comments from the public would be particularly helpful to the Board in reaching a decision on an item, the Board may schedule a public hearing devoted exclusively to that item. In any case, final action, on a change in Board policy will not normally be taken at the time of its first discussion or at a public hearing unless postponement until the next Board meeting would hinder the intent of such action.

Upon a 2/3 vote of the members of the Board, new business, not listed on the agenda, may be considered and acted upon at a regular meeting of the Board.

No new topic will be started after 10:30 p.m. except by a 2/3 vote of the members present and voting.

If a person or group of persons is so disruptive that the meeting cannot proceed in an orderly fashion, the meeting may be cleared, except for representatives of the news media not involved in the disturbance. A meeting may be adjourned or continued to a time and place specified in the adjournment or continuance.

Legal Reference: Connecticut General Statutes
 1-200 Definitions
 1-206 Denial of access of public records or meetings. Notice. Appeal
 1-210 Access to public records
 1-226 Recording, broadcasting or photographing meetings
 19a-342 Smoking prohibited in certain places. Signed required. Penalty
 1-231 Executive sessions
 1-232 Conduct of meetings (re disturbances)
 10-224 Duties of the Secretary

Bylaw adopted by the Board:
cps 9/03

Sample bylaw to consider.

Bylaws of the Board

Vote Recording

The votes of each member of the Board upon any issue before any regular, special or emergency session meeting of the Board shall be reduced to writing and made available for public inspection within 48 hours, (excluding any Saturday, Sunday or legal holiday for votes or minutes of special and emergency special meetings) and shall also be recorded in the minutes of the session at which taken, which minutes shall be available for public inspection as noted below.

Minutes

The Secretary of the Board of Education shall keep minutes of all meetings of the Board. Copies of the proceeding shall be made for distribution to the Board members with the agenda for the next regular meeting. The official minutes of the Board of Education meetings and the master copy of the policy manual shall be kept in the central office. Minutes shall be made available to the public for inspection within seven days after each meeting. The votes or minutes of a special meeting shall be made available to the public for inspection within seven days after each such meeting, excluding any Saturday, Sunday or legal holiday. The minutes of any emergency special meeting shall specify the nature of the emergency and shall be available within 72 hours of the meeting.

Legal Reference: Connecticut General Statutes

1-225 (formerly 1-21) Meetings of government agencies to be public. Recording of votes. Schedule and agenda of meetings to be filed. Notice of special meetings. Executive sessions. (as amended by P.A. 99-71: An Act Clarifying Certain Time Periods in the Freedom of Information Act Eliminating Outdated and Unnecessary Freedom of Information Provisions.)

Bylaw adopted by the Board:

cps 4/99
rev 7/99
rev 4/00

Electronic Participation at Board Meetings

Update Mailing No. 1

November 15, 2010

There are times when a member of a board of education may not be able to attend and be physically present at an officially posted meeting of the board. In our current technological society, this raises the question of whether it is legally possible for a board member to attend and participate in the meeting of the board by electronic means, such as by telephone or even video.

The original Freedom of Information Act allows for participation by electronic means. Therefore such participation is legally permissible. However, if the board does not have a policy or bylaw in place regarding electronic participation, the chairperson of the board might need to make an ad hoc decision whether to permit such participation.

Therefore, it is recommended that this issue be decided in advance via policy or bylaw language which would answer questions pertaining to the number to be allowed at any meeting to be involved electronically, the conditions to be met regarding such involvement, issues of voting, and the conditions to prompt such electronic participation.

Policy Implications:

A new bylaw, with several versions to consider has been developed. Bylaw #9325.43, "Attendance at Meetings via Electronic Communications," follows for your consideration and use. This is considered a recommended bylaw for inclusion in a district's policy manual.

An optional bylaw to consider.

Bylaws of the Board

Attendance at Meetings via Electronic Communications (Version 1)

Recognizing the inherent responsibility and statutory duties of Board members, the Board strongly encourages members to attend and participate at all meetings of the Board. Though great importance is given to the physical presence of Board members at meetings, the attendance and participation of members electronically is authorized under limited conditions.

The Boards recognizes that factors such as illness, travel, schedule conflicts and weather conditions can make impossible the physical presence of a Board member at a Board meeting, and that electronic communications can enable a Board member to participate in a meeting from a remote location.

A Board member shall be able to attend a Board meeting, and participate in Board deliberations and voting, through electronic communications, but only under extraordinary circumstances. The reason that such attendance is not reasonably practical shall be stated in the minutes of the meeting.

The Board authorizes the administration to provide the equipment required to implement this Board procedure.

Guidelines

A Board member who attends a meeting through electronic communications shall be considered present only if the member can hear everything said at the meeting and all those attending the meeting can hear everything said by that member. If the Board Chairperson determines either condition is not occurring, he/she shall terminate the Board member's attendance through electronic communications.

A quorum of Board members shall be physically present at a Board meeting when a Board member attends through electronic communications.

To attend a Board meeting through electronic communications, a Board member shall comply with the following conditions:

- a. Submit such request to the Board Chairperson at least three (3) school days prior to the meeting.
- b. Ensure that the remote location is quiet and free from background noise and interruptions.
- c. Participate in the entire Board meeting.
- d. Board members participating electronically may cast votes. However, if a Board member electronically joins the meeting after an item of business has been opened, the remotely located member shall not participate, nor cast any vote, until the next item of business is opened.

Bylaws of the Board

Attendance at Meetings via Electronic Communications (Version 1) (continued)

- e. When a member attends a meeting electronically, all votes shall be by roll call vote. A member who is attending electronically must identify him/her self by name and be recognized by the Chairperson before speaking.

Electronic Participation (Version 2)

The Board may allow members to participate in meetings by telephone or other electronic means. Board members may not simply vote electronically, but must be connected with the meeting throughout the discussion of business. If a Board member electronically joins the meeting after an item of business has been opened, the remotely located member shall not participate until the next item of business is opened.

If the Board allows a member to participate electronically, the member will be considered present and will have his or her actual physical presence excused. The member shall be counted present for purposes of convening a quorum. The Board Secretary will document it in the minutes when members participate in the meeting electronically.

Board members participating electronically may cast votes. However, if a Board member electronically joins the meeting after an item of business has been opened, the remotely located member shall not participate, nor cast any vote, until the next item of business is opened.

Any Board member wishing to participate in a meeting electronically will notify the Board Chairperson and Superintendent as early as possible. The Superintendent will arrange for the meeting to take place in a location with the appropriate equipment so that Board members participating in the meeting electronically may interact and the public may observe or hear the comments made. The Superintendent will take measures to verify the identity of any remotely located participants.

Each part of a meeting required to be open to the public shall be audible or otherwise discernable to the public at the location specified in the meeting notice as the location of the meeting. Each member participating electronically or otherwise must be able to simultaneously hear each other and speak to each other during the meeting, and shall be audible or otherwise discernable to the public in attendance at the meeting's location. Any member participating in such fashion shall identify the persons present in the location from which the member is participating. No meeting shall be conducted by electronic mail or any other form of communication that does not permit the public to hear, read, or otherwise discern meeting discussion contemporaneously at the meeting location specified in the meeting notice.

A member participating in a meeting by the means described in this paragraph is deemed to be present at the meeting for purposes of voting. All votes taken during such a meeting shall be by roll call vote.

Bylaws of the Board

Electronic Participation (Version 3)

Except as provided hereafter, the Board of Education shall not conduct any meeting wherein the public business is discussed or transacted through telephonic, video, electronic, or other communication means where the members are not physically assembled.

A Board member may participate in a meeting through electronic communication means, only when a quorum of the Board is physically assembled at the meeting, from a remote location that is not open to the public:

if, on the day of a meeting, the Board member notifies the Board Chairperson that he or she is unable to attend the meeting due to an emergency and identifies with specificity the nature of the emergency, and the Board (1) approves the member's participation by a majority vote of the members present and (2) records in its minutes the specific nature of the emergency and the remote location from which the member participated.

Such participation by a Board member shall be limited each calendar year to two meetings or 25 percent of the meetings of the School Board, whichever is fewer; or if a Board member notifies the Chairperson of the Board that he or she is unable to attend a meeting due to a temporary or permanent disability or other medical condition that prevents the member's physical attendance and the Board records this fact and the remote location from which the member participated in its Minutes.

A school board member may participate in a meeting by electronic means pursuant to this section only when:

- a quorum of the Board is physically assembled at the meeting location; and
- the Board makes arrangements for the voice of the remote participant to be heard by all persons at the primary or central meeting location.

Electronic Participation (Version 4)

This sample text can be added to bylaw #9321, "Time, Place, Notification for Meetings," or bylaw #9322, "Public and Executive Sessions," if a separate bylaw pertaining to electronic participation is not wanted.)

Bylaws of the Board

Electronic Participation (Version 4) (continued)

Provided a quorum of the Board is physically present at a Board meeting, a Board member may attend a meeting by video or audio conference if he or she is prevented from physically attending because of: (1) personal illness or disability, (2) employment or District business, or (3) a family or other emergency. Therefore, the Board authorizes that the Chairperson or presiding officer may allow Board members to participate electronically in a Board meeting if there is good cause why the Board member cannot attend in person and the request is received sufficiently in advance to allow a good quality electronic connection to be established. Members who participate in a Board meeting through electronic means may be counted in the quorum. The location of the meeting must be in the normal location at _____ to allow the public to adequately monitor the meeting. Due to security concerns, electronic participation in closed executive sessions will not be permitted.

Additional language to consider for any of the versions:

1. Minutes of all meetings shall specify if a member was physically present or present electronically. Lack of such a specification shall be deemed to indicate that the member in question was physically present.
2. Electronic participation may only occur if the member is prevented from physically attending by (1) personal illness or disability, (2) employment purposes, (3) a family emergency, or (4) another emergency.
3. When a member attends a meeting electronically, all votes shall be by roll call vote. A member who is attending electronically must identify him/herself by name and be recognized by the Chairperson before speaking.
4. Participation from a remote location shall not occur unless the Board member who seeks to participate is prevented from attending the meeting by circumstances beyond the control of the member; such circumstances shall include, but not be limited to, natural disasters and temporary physical incapacity.

(cf. 9321 – Time, Place, Notification of Meetings)

(cf. 9322 – Public and Executive Sessions)

(cf. 9325.1 – Quorum)

(cf. 9325.4 – Voting Method)

(cf. 9326 – Minutes)

(cf. 9327 – Electronic Mail Communications)

Legal Reference: Connecticut General Statutes
1-225 Meetings of government agencies, as amended by June 11 Special Session, PA 08-3

Bylaw adopted by the Board:

cps 11/10

CABE's suggested bylaw to consider.

Bylaws of the Board

Minutes

The Secretary of the Board of Education shall keep minutes of all meetings of the Board. Copies of the proceeding shall be made for distribution to the Board members with the agenda for the next regular meeting. The official minutes of the Board of Education meetings and the master copy of the policy manual shall be kept in a fireproof vault. Minutes shall be made available to the public for inspection within seven days after each meeting.

Recording of Votes

Motions or resolutions shall be recorded as having passed or failed, and individual votes will be recorded. All motions and resolutions shall be numbered for each fiscal year beginning July 1.

Maintaining the Minutes

The minutes of meetings of the Board of Education shall be maintained as outlined below:

1. Content -- Board of Education procedure

- A. The date, place, and type of meeting
- B. Members present and members absent, by name
- C. Call to order, and opening ceremony
- D. Arrival of tardy members by name and time
- E. Departure of members by name before adjournment, or if absent when any agenda items are acted upon
- F. Record of written notice of special meetings
- G. Records of items of business to be considered at future regular or special meetings

Bylaws of the Board

Maintaining the Minutes (continued)

2. Content - Board of Education actions

- A. Approval or amended approval of the minutes of preceding meetings
- B. Complete information as to each subject of the Board of Education's deliberations
- C. Complete information as to each subject including the roll call record of the vote on a motion if not unanimous
- D. All Board of Education resolutions in complete context, numbered serially for each fiscal year
- E. A record of all contracts entered into
- F. All employment decisions and resignations or termination of employment
- G. A record by number of all purchase orders approved
- H. A record of all bid procedures, including calls for bids authorized, bids received, and other action taken
- I. A record by number of all warrants approved for payment
- J. Adoption of the annual budget
- K. Financial reports, including collections received and deposited, and sales of personal property, as presented to the Board of Education each month
- L. A record of all important correspondence
- M. A record of the Superintendent's reports to the Board
- N. Adoption of all policies and bylaws, and approval of regulations as required
- O. A record of all delegations appearing before the Board
- P. Adoption of the annual school calendar
- Q. Approval of job descriptions for each employee

Legal Reference: Connecticut General Statutes
 1-225 Meetings of government agencies, as amended by June 11 Special Session, PA 08-3 and PA 10-171.
 10-218 Election of officers.
 10-224 Duties of the secretary.

Bylaw adopted by the Board:

cps 4/99
 rev 8/08
 rev 7/10

Another version of this bylaw.

Bylaws of the Board

Broadcasting/Taping of Meetings

Photographic and electronic audio and video broadcasting and recording devices may be used at regular and special Board of Education meetings legally open to the public according to the following guidelines:

- Photographs, broadcasting, and recordings of meetings are permitted only when all parties involved have been informed that cameras, broadcasting, and/or recording devices will be used.
- Persons operating cameras, broadcasting, and/or recording devices must do so with a minimum of disruption to those present at the meeting. Specifically, the view between Board members and the audience must not be obstructed, interviews must not be conducted during the meeting, and no commentary is to be given in a manner that distracts Board members or the audience.
- The Board will make the necessary arrangements to have video recordings of all regular meetings and any special meeting that it deems appropriate. Through the facilities of public television, the Board will televise all regular meetings and any special meetings that it deems appropriate to meet the needs of the community and to better educate citizens about the schools. Following approval of the minutes which will be the official record of the meeting, video recordings will be held for six months for reference, then erased.
- Video recordings of special hearings will be retained for a minimum of three years. Video recordings, as specified, are for the use of staff members, residents of the school district, and representatives of the news media. Audio recordings are not to be considered part of the minutes of any meeting.
- Persons who wish to review any of the above should contact the Superintendent's office. The school system also will utilize the facilities of cable television in interpreting and promoting its various programs.

Legal Reference: Connecticut General Statutes

1-225 Meetings of government agencies

Bylaw adopted by the Board:

cps 11/00

A sample bylaw to consider

Bylaws of the Board

Taping/Recording Board Meetings

1. Board of Education public meetings shall be recorded.
2. The recordings shall be retained for one year.
3. The recordings are not to be considered part of the minutes.

Recording Devices

1. Broadcasting and recordings of meetings are permitted and electronic and photographic audio and video devices may be used at meetings of the Board of Education according to the following guidelines:
2. Persons operating recording devices are asked not to
 - a. Obstruct the view between members of the audience and the Board of Education,
 - b. Disrupt the proceedings by holding interviews,
 - c. Provide commentary in a manner that distracts Board members.

Bylaw adopted by the Board:

cps 9/03

Existing bylaw, number 9327 adopted 11/21/05, appropriate as written.

Bylaws of the Board

Electronic Mail Communication

The Board of Education believes that Board members electronically connected to other Board members is an efficient and convenient way to communicate. The main goal of electronic mail (email) is to expedite the passage of information. Email gives Board members quick access to one another. Communication among Board members via email should conform to the same standards as other forms of communication. (i.e., committee meetings, etc.) as directed by the Freedom of Information Act. When used properly, email is an effective communications tool and can provide a formal record.

Guidelines for Board E-Mail Usage

The Freedom of Information Act mandates that all meetings of public bodies such as school Boards be open to the public. It is the policy of the Board of Education that email shall not be used in such a manner as to deprive the public of the rights given to it under the Freedom of Information Act. For this purpose, this bylaw sets forth guidelines for the uses intended to be made of email by Board members when communicating with other Board members.

1. Email, like other written forms of communication relating to the conduct of the public business is subject to the Freedom of Information Act and subject to disclosure.
2. Board members shall not use e-mail as a substitute for deliberations at public Board meetings, and/or shall not discuss policy matters or vote informally on any issues.
3. Email should be used to pass along factual information.
4. Security of email communication cannot be assured. Board members shall not reveal their passwords to anyone. If any Board member has reason to believe a password has been lost or stolen, or that e-mail is being accessed by someone without authorization, he/she shall notify the Superintendent.
5. Personnel issues and other sensitive subjects should never be discussed online. The confidentiality of employee data, student data, and other sensitive subjects must always be maintained. Any usage contrary to the aforementioned shall be reported immediately to the Superintendent.

Legal Reference: Connecticut General Statutes
 The Freedom of Information Act.
 1-200 Definitions.
 1-210 Access to public records. Exempt records. 1
 1-211 Disclosure of computer-stored public records.

Bylaw adopted by the Board:

WOODBIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

CABE's sample bylaw to consider.

Bylaws of the Board

Board/School District Records

Any recorded data or information relating to the conduct of the public's business prepared, owned, used, received or retained by the Board of Education or the school district, whether handwritten, typed, tape-recorded, printed, photostated, photographed, or recorded by any other method is by definition a "public record" and access thereto during normal hours of business shall be granted to any citizen. The Board recognizes the need for its records to be stored as a blend of printed, bound and electronically recorded (i.e., audiotapes, videotapes, micro-fiche, computer disk) material. All such records shall be maintained at the office of the Superintendent of Schools, who shall be the custodian of all public records of the district.

Not included in the category of public records to which the privilege of access is given are the following:

1. Preliminary drafts or notes provided the custodian or the Board of Education has determined that the public interest in withholding such documents clearly outweighs the public interest in disclosure.
2. Personnel or medical files and similar files, the disclosure of which would constitute an invasion of personal privacy.
3. Records pertaining to strategy and negotiations with respect to pending claims and litigation to which the district is a party until such litigation or claim has been adjudicated or otherwise settled.
4. Trade secrets.
5. Test questions, scoring keys and other examination data used to administer a licensing examination, examination for employment or academic examinations.
6. The contents of real estate appraisals, engineering or feasibility estimates and evaluation made for or by the district relative to the acquisition of property or to prospective public supply and construction contracts, until such time as all of the property has been acquired or all proceedings or transactions have been terminated (except that the law of public domain is not affected by this provision).
7. Records, reports and statements of strategy or negotiations with respect to collective bargaining.
8. Records, tax returns, reports and statements exempted by federal law or state statutes or communications privileged by the attorney-client relationship.

Bylaws of the Board

Board/School District Records (continued)

9. Names or addresses of students enrolled in the public schools without the consent of each student whose name or address is to be disclosed who is eighteen or older and a parent or guardian of such minor student.
10. Records including engineering and architectural drawings; security systems' operational specifications (except a general description, cost and quality of the system); training manuals that describe security procedures, emergency plans or security equipment; internal security audits; and logs and other documents containing information on security personnel movement or assignments if reasonable grounds exist to believe their release would pose a safety risk, including harm to anyone, a facility or equipment.
11. Security manuals, emergency plans, emergency recovery or response plans and staff meeting minutes or records or portions of them that contain or reveal security information or otherwise exempt records.
12. Educational records not subject to disclosure under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 123g; as amended.
13. Records of standards, procedures, processes, software and codes not otherwise available to the public, the disclosure of which would compromise the security or integrity of an information technology system.

Availability of Records

Any person shall receive promptly on request, a plain or certified copy of any public record except those which access is not permitted under law, at a cost not to exceed fifty cents per page. If any copy requested required a printout or transcription, or if any person applies for a printout or transcription of a public record, the fee shall not exceed the cost to the school district. The district will require prepayment of the fee if the fee is estimated to be two dollars or more. There will be no sales tax for this service. There will be no charge if the person requesting the record is an indigent, the record requested is exempt from disclosure, or if, in the judgment of the custodian of records, compliance with the request benefits the general welfare.

An additional charge of one dollar for the first page and fifty cents for each additional page may be made for certification of any records or of any fact within the record.

The Superintendent, on behalf of the Board of Education, shall notify an employee in writing when a request is made for disclosure of the employee's personnel, medical or similar files, if the Superintendent reasonably believes disclosure would invade the employee's privacy.

Bylaws of the Board

Board/School District Records (continued)

Designation of Records Access Officer *(optional)*

1. The Superintendent of Schools is designated as Records Access Officer of the School District, who shall have the duty of coordinating the School District's response to public requests for access to records, in accordance with Connecticut Freedom of Information Commission rules and regulations.
2. The Records Access Officer is responsible for assuring that District personnel:
 - a. Assist the requester in identifying requested records, if necessary.
 - b. Upon locating the records, take one of the following actions:
 1. Make records promptly available for inspection; or
 2. Deny access to the records in whole or in part and explain the reasons therefore.
 - c. Upon the request for copies of records:
 1. Make a copy available upon payment or offer to pay established fees.
 - d. Upon request, certify that a transcript is a true copy of the records.
 - e. Upon failure to locate records, certify that:
 1. The District is not the legal custodian for such records.
 2. The records of which the District is a custodian cannot be found after diligent search.

Requests for Public Access to Records *(optional)*

1. Requests for inspection of records shall be made at least four (4) working days in advance to the Records Access Officer.
2. The Records Access Officer shall respond promptly to a request for records. Except under extraordinary circumstances, the District shall make response no more than four (4) working days after receipt of the request.
3. A request shall reasonably describe the record or records sought. Whenever possible, a person requesting records shall supply information regarding dates, file designations or other information that may help to describe the records sought.

Bylaws of the Board

Board/School District Records

Requests for Public Access to Records (continued)

4. If the District does not provide or deny access to the record sought within four (4) business days of receipt of a request, the District shall furnish a written acknowledgment of receipt of the request and statement of the approximate date when the request will be granted or denied. If access to records is neither granted nor denied within ten business days after the date of acknowledgment of receipt of a request, the request may be construed as a denial of access that may be appealed.

Denial of Access to Records *(optional)*

1. If the District fails to respond to a request within four (4) business days of receipt of a request, such failure shall be deemed a denial of access by the District.
2. Any person denied access to records may appeal to the State Freedom of Information Commission identifying:
 - a. The date and location of a request for records;
 - b. The records that were denied; and
 - c. The name and return address of the appellant.

Legal Reference: Connecticut General Statutes

1-15 Application for copies of public records.

1-200 Definitions.

1-210 to 1-213 Access to public records. (as amended by PA 02-113)

1-211 Access to computer stored records.

1-214 Public contracts as part of public records.

1-225 to 1-240 Meetings of public agencies.

Federal Rules of Civil Procedure – 2006 Amendments

Bylaw adopted by the Board:

rev 6/02

rev 2/07

rev 4/09

An optional bylaw to consider.

Bylaws of the Board

School Board Memberships

The Board of Education shall maintain membership in the Connecticut Association of Boards of Education (CABE). It holds indirect membership in the National School Boards Association through its affiliation with the state group.

It shall be the practice of the Board of Education to appoint one member to represent this Board at CABE meetings. That member shall report from time to time to the full Board on the activities of the State and National groups.

Bylaw adopted by the Board:

cps 9/03

Sample bylaw to consider.

Bylaws of the Board

Hearings

Public Hearings

All requests for public hearings to come before the Board of Education shall be presented to the Superintendent of Schools and the Chairperson of the Board in writing, stating clearly and definitely the purpose(s) of such requests and the action(s) desired thereon. Failure to adhere to these standards shall be reason for the Board to reject the request for hearing.

Bylaw adopted by the Board:

Second sample bylaw on hearings to consider.

Bylaws of the Board

Hearings

These rules shall apply to all formal hearings before the Board of Education in contested cases. Said rules shall not apply to conferences or other informal investigations or proceedings at or upon which no formal ruling or decision is made, or to any proceeding in a non-contested case.

Hearings or Appeals

All requests for hearing or appeals authorized under law, and regulations of the State of Connecticut or as otherwise provided for by resolutions of the Board of Education shall be in writing to the Board Chairperson or the Superintendent. Appeals from the decision of the Superintendent shall include the appellant's statement of the issues to be presented in said appeal. All hearings in personnel actions held under Notice of Hearing, 1., will not be public unless both parties agree. All hearings held under Notice of Hearing, 2., will be public.

Notice of Hearing

1. In personnel actions, written notice of hearing shall be sent by the Board Chairperson, or his/her designee, to all interested parties not less than 24 hours prior to the hearing. Such notice shall state the charges and/or issues. It shall also state the date, time and place of the hearing.
2. In all other cases involving appeals authorized by law, written notice of a hearing shall be sent by the Board Chairperson or his/her designee to all interested parties not less than 24 hours prior to the hearing and shall outline a counter statement of charges and/or issues, if any, involved in the proceeding, if the Superintendent shall deem such to be materially and substantially different from those previously raised or decided by said appellant before the Superintendent in the first instance. Any disagreement arising from the above shall be resolved by the Board.

Parties-Representation

1. "Party" includes any person or agency named or admitted as a party. Any person or agency may be admitted as a party for limited purposes upon the satisfactory demonstration of the nature and extent of its interest to the Board.
2. All parties appearing at formal hearings shall have the right to appear in proper person or with counsel. All such parties shall have the right to be accompanied, represented, and advised by counsel.

Bylaws of the Board

Hearings (continued)

Records - Transcripts

1. The Board shall prepare an official record, which shall include all pleadings, testimony, exhibits, and other memoranda or material filed in the proceeding.
2. A stenographic record of the proceedings shall be made at the expense of the school system and shall be transcribed. Cost of copies of the transcript of any proceedings, or part thereof, shall be paid by the party requesting such copy.

Presiding Officer - Duties and Authority

Each hearing shall be held before not less than a quorum of the Board. The Board Chairperson, or in his/her absence the Vice-Chairperson, and in the absence of both a member designated by the Chairperson, shall be the presiding officer and shall have charge of the hearing, with authority to permit the examination of witnesses testifying in the proceedings.

Order of Procedure

The order in which the parties shall present their case shall be determined by the presiding officer except in cases of appeals as follows:

1. In an appeal on a dismissal or suspension, the Superintendent shall proceed first.
2. In all other appeals, the appellant shall proceed first.

Examination of Witnesses and Introduction of Evidence

1. The strict judicial rules of evidence shall not be applicable to hearings conducted hereunder, and, in each case, the test of admissibility shall be whether the evidence is reasonably relevant to a material issue and whether it has substantial probative value with respect to such material issue. The presiding officer may limit or refuse to omit cumulative or repetitive evidence, and may curtail redundant questioning. The presiding officer may encourage (but shall in no event coerce) the parties, where possible, to make proffers and stipulations in place of cumulative evidence. All testimony shall be given under oath.

Bylaws of the Board

Hearings (continued)

Examination of Witnesses and Introduction of Evidence (continued)

2. Counsel for any party may submit evidence, examine and cross-examine witnesses, and file objections, exceptions, and motions; provided, however, that where a party is not represented by counsel, all such submission of evidence, examination of witnesses, and filing of objections, exceptions, and motions shall be done and presented by the party.
3. The presiding officer, or any person designated by him/her for the purpose, may examine all witnesses called by any party. The presiding officer may call as a witness any person whose testimony may be relevant. Any Board member may examine any witness.

Briefs

Any party may submit briefs of the issues of fact and law involved in the hearing in such form as the presiding officer may designate.

Counsel

The presiding officer of the Board may request the Board attorney to participate in any hearing as counsel for the Board.

Decision and Order

Each decision and order of the Board shall be delivered in writing, unless it shall immediately follow the hearing, in which case it shall be delivered orally and thereafter in writing, with copies to all parties. Each decision and order shall be accompanied by findings of fact, conclusions of law, and specific disposition of the case and shall be provided to the individual. Formal action of the Board shall be taken publicly at the next regular Board meeting following the hearing, but no other information will be released by the Board or school administration as noted above.

Legal Reference: Connecticut General Statutes

4-177 - re Contested Cases.

10-238 – Petition for hearing by board of education

Bylaw adopted by the Board:

Suggested bylaw to consider.

Bylaws of the Board

Legislative Program

The Board of Education, as an agent of the state, must operate within the bounds of the state and federal law affecting public education. If the Board is to meet its responsibilities to the residents and students of the community, it must work vigorously for the passage of new laws designed to advance the cause of good schools and for the repeal or modification of existing laws that impede this cause. To this end:

1. The Board will develop an annual legislative program through conferences with the Connecticut Association of Boards of Education and the National School Boards Association.
2. When appropriate, the Board will work for the achievement of common legislative objectives through these associations and with the other concerned groups.
3. The Board will also seek both direct and indirect representation of its position on pending legislation with appropriate state and federal legislators and legislative committees.

Bylaw adopted by the Board:

A sample to consider.

Bylaws of the Board

Monitoring Products and Processes

Members of the Board of Education willingly take on the difficult but crucially important task of grading themselves and the Board on which they serve.

An effective program of evaluation contains many essential features. The following conditions are crucial to an evaluation that has as its primary purpose the improvement of Board leadership:

1. Board members should know the standards against which they will evaluate themselves. Better yet, they should be involved in the development of the standards.
2. Evaluation should be at a time and place, with no other items on the agenda, at a study or executive session and with all Board members present.
3. The evaluation should be a composite of the individual Board member's opinion, but the Board as a whole should meet to discuss the results.
4. The evaluation should include a discussion of strengths.
5. The evaluation should be fairly frequent -- at least once a year.
6. The Board should not limit itself to those items which appear on an evaluation form. No form or set of guidelines could encompass the totality of a Board's responsibilities.
7. Each judgment should be supported by as much rational and objective evidence as possible.

Performance Objective

When the Board has received the composite profiles from the self evaluation, the members should then discuss the results in detail and formulate a series of objectives for the ensuing year. These objectives will be stated in the form of performance change or productivity gains. Implied in this approach is an assumption that an individual is capable of improvement. The chances that he or she will improve are enhanced if evaluation is carried out systematically in accordance with good planning, conscientious follow through and careful assessment of results.

Bylaws of the Board

Monitoring Products and Processes

Policy Review and Evaluation

The Board shall follow through the policies it has formulated. It shall evaluate how the policies have been executed by the school staff, and shall weigh the results. The Board shall rely on the school staff, students, and the community to provide evidence of the effect of the policies which it has adopted.

Legal Reference: Connecticut General Statutes

10-14m - 10-14r Education evaluation and remedial assistance.

10-220 Duties of boards of education.

Bylaw adopted by the Board:

Sample bylaw to consider.

Bylaws of the Board

Public Announcement of Accomplishments

The Board shall keep the public informed of the school system's progress in accomplishing its goals and priorities, including programs established to achieve them. The Superintendent shall maintain a communication program for this purpose, which shall include, but not be limited to, public meetings, publications in local newspapers and school newsletters, PTA meetings, and other appropriate methods.

Bylaw adopted by the Board:

rev 7/98

Sample bylaw to consider.

Bylaws of the Board

Recognition of Accomplishments by Citizens, Students, Staff Members or Members of the Board

Recognition for Accomplishment

The Board is committed to recognizing and reinforcing the positive efforts and performance of individuals involved in the school system. The Superintendent shall develop procedures to honor the distinguished or exceptional achievements of citizens, students, and staff. This should also include retiring staff who have contributed to the school system over an extended period of time. This may be done by recognition at Board meetings, letters of recognition, or other appropriate methods.

Bylaw adopted by the Board:

rev 7/98

Bylaws of the Board

Quick Reference for Appropriate Motions to Use in Various Situations

<u>If you want to...</u>	<u>Motion to use</u>	<u>Needs a second</u>	<u>Can be debated</u>	<u>Can be amended</u>	<u>Vote required</u>
Introduce an item for action	Main motion	Yes	Yes	Yes	Majority
Modify the motion	Amend	Yes	Yes	Once	Majority
	Divide the question	Yes	No	Yes	Majority
	Refer to committee	Yes	Yes	Yes	Majority
Defer action	Postpone	Yes	Yes	Yes	Majority
	Table	Yes	No	No	Majority
	Refer to committee	Yes	Yes	Yes	Majority
Prevent action	Before debate: object to consideration	No	No	No	Two-thirds
	After debate: postpone indefinitely	Yes	Yes	No	Majority
Reject the question	Before debate: object to consideration	No	No	No	Two-thirds
	Move previous question or close debate	Yes	No	No	Two-thirds
	After debate: postpone indefinitely	Yes	Yes	No	Majority
Consider a question second time	Take from the table	Yes	No	No	Majority
	Reconsider	Yes	Yes	No	Majority
	Rescind previous action: without previous notice	Yes	Yes	No	Two-thirds
	with previous notice	Yes	Yes	No	Majority
Vote on the question	Call for a vote	No	No	No	Majority
	Move previous question or close debate	Yes	No	No	Two-thirds
Re-open main question to debate	Reconsider	Yes	Yes	No	Majority
Change the form of debate	Limit debate	Yes	No	No	Two-thirds
	Move previous question or close debate	Yes	No	No	Two-thirds
Interrupt; make personal request	Rise for information	No	No	No	None
	Question of privilege	No	No	No	Decided by chair
	Withdraw a motion	No	No	No	Majority
	Parliamentary procedure inquiry	No	No	No	None
Correct a mistake in proceedings	Point of order	No	No	No	None
Propose action which violates a rule of the meeting	Suspend the rules	Yes	No	No	Two-thirds
Challenge a decision of the Chair	Appeal	Yes	No	No	Majority

CABE Policy Service

Connecticut Association of Boards of Education, Inc.

81 Wolcott Hill Road • Wethersfield, CT 06109-1242 • (860) 571-7446 • Fax (860) 571-7452

April 28, 2011



Dr. Guy Stella
Superintendent of Schools
Woodbridge Public Schools
40 Beecher Street South
Woodbridge, CT 06525-2006

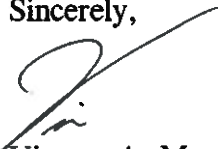
Dear Dr. Stella:

Enclosed is the first draft of Series 0000 (Mission-Goals-Objectives). These materials are to be copied for dissemination to the policy committee members.

The Series 0000 section is small. All the policies contained within it are optional, with the exception of #0200 and 0521. Moreover, I also recommend that a philosophy and mission statement be included.

Please call me if you have any questions regarding this section of the manual.

Sincerely,


Vincent A. Mustaro
Senior Staff Associate
for Policy Service

Enclosures

mke

THE GOVERNANCE MANUAL:

**What It Should Contain for
Mission/Goals/Objectives - Series 0000**

All policies in this area are considered optional. Policies in this category relate to the district's philosophy, mission statement, code of ethics, goals and objectives for the school district and planning. In addition it is recommended that a non-discrimination statement and grievance procedure be placed at the beginning of the manual.

CABE's Policy Review of Woodbridge Existing Policy Material
Series 0000 Mission Goals Objectives

Page 1

Policy Topic Title	Number	Former Number	Action Taken				Date Adopted	
			Appropriate as written	Same Modified	Not Used	Sample provided		
						Policy		Regulation
Mission Goals Objectives	0000	0000	X			X		11/18/02
Code of Ethics	0050					X		
School District Legal Status	0050.1					X		
Mission Statement	0100					X		
*Goals for the Public Schools	0200	District Website	X			X		Current
Goals/Objectives for Student Accomplishment	0210					X		
Guidelines for School Improvement	0210.1					X		
Student Learning Goals/Indicators of Success	0210.2					X		
Aims For Student Learning Programs	0211							
Goals/Objectives for School Operation	0220					X		
Policies	0300					X		
Evaluation: Achievement Assessment	0420					X		
Comprehensive Improvement Plans/Schedules	0500	0522		X		X		3/29/93
Nondiscrimination	0521	0410		X		X		3/18/02
Grievance Procedure for Section 504, Title IX and Title VII Regulations	0521.1						X	
Commitment to Religious Neutrality (Prayer in the Schools)	0521.2					X		
Racial Balance in the Public Schools	0522							
Monitoring and Reporting: State	0600					X		

***Bolded line indicates policies which boards of education must have due to federal or state law.**

WOODBRIIDGE PUBLIC SCHOOLS

MISSION-GOALS-OBJECTIVES

SERIES 0000

		Number	Policy or Regulation
0.	Mission and Functions	0000	P
1.	Code of Ethics	0050	P
	A. School District Legal Status	0050.1	P
	B. Mission Statement/Purposes.....	0100	P
2.	*Goals/Objectives.....	0200	P
	A. Goals/Objectives for Student Accomplishment	0210	P
	(i) Student Learning Goals/Indicators of Success.....	0210.1	P
	(ii) Guidelines for School Improvement Teams.....	0210.2	P
	B. Goals/Objectives for School Operations.....	0220	P
3.	Policies for the Public Schools	0300	P
4.	Evaluation: Achievement Assessment/Needs Identification.....	0420	P
5.	Comprehensive Improvement Plans/Schedules.....	0500	P
6.	Equal Opportunity Plan/Nondiscrimination.....	0521	P
	A. Grievance Procedure - Title IX/ Rehabilitation Act, Section 504	0521.1	R
	B. Religious Neutrality	0521.2	P
7.	Monitoring and Reporting: State.....	0600	P

***Bolded line indicates policies which boards of education must have due to federal or state law**

Existing policy, number 0000 adopted 11/18/02, appropriate as written. Some other versions from school districts follow for comparison and consideration.

Mission-Goals-Objectives

Vision, Mission, Beliefs, Principles

The Woodbridge Board of Education shall develop and maintain a complete system of public education opportunities for children in Grades PreK-6 in accordance with the law, needs and interests of the community. Our highest priority is the academic preparation and social development of our students Grades 7-12 and life-long learning.

Accordingly the purpose of the Woodbridge School District is to nurture children in Grades PreK-6 in our community by leading them to develop:

1. The academic and intellectual skills of knowledge;
2. Social skills and values; and,
3. Physical, and intellectual and social development emotional health needed to reach their potential and contribute to society.

Vision

The vision of education at Beecher Road School adopted by the Board of Education in collaboration with administration, staff and community members is:

Beecher Road School is a Place of Learning - a nurturing and stimulating environment that values achievement, creativity, respect and personal integrity. Each child has the opportunity to grow and develop intellectually, socially, emotionally and morally in an environment that promotes self-respect and self- discipline.

Mission

The mission of Beecher Road School adopted by the Board of Education in collaboration with administration, staff and community members is:

We, the Beecher Road School Community, commit ourselves to inspiring our children to become responsible citizens - caring and contributing members of the world's society. As a result of education at Beecher Road School, each child will pursue knowledge and learning throughout life.

Beliefs

The Woodbridge Board of Education seeks to provide a high quality education for all children. The guiding principles that serve to influence decisions of policy, teaching and learning in the school district are a reflection of this commitment.

1. Learning is a process of growth, change, choice and discovery.

Mission-Goals-Objectives

Vision, Mission, Beliefs, Principles

Beliefs (continued)

2. Every educational decision must be based on what is in the best interests of children.
3. Children learn best in an environment that is nurturing and supportive of the development of the whole child.
4. Every child wants to succeed. The obligation of the school is to engage and to inspire each individual child.
5. High performing schools are characterized by educators who are lifelong learners. It is the responsibility of the district to select the best personnel and provide high quality professional development.
6. In high performing schools, parents, community members and the school work in close relationships with a shared sense of purpose, commitment and mutual respect.
7. Parent involvement is essential to the overall success of our work with students. The school provides a range of opportunities for parents to support this work.
8. Children need a range of services to support teaching and learning. At the same time, we seek to individualize teaching and learning to the maximum extent feasible.
9. The single most powerful influence on a child's performance is the articulated belief by an adult(s) that the student is capable of high levels of performance.
10. High-performing schools provide important and frequent opportunities and experiences for children to grow in their understanding of the nature and responsibility of citizenship beginning with family and extending to school and community, state, country and the world.
11. High-performing schools expect all students to meet the highest standards.
12. High-performing schools gather and analyze data about student performance to make decisions that promote continuous improvement and energize learning.
13. It is essential for all the children to develop critical thinking skills as well as acquire a solid foundation in Reading, Writing, and Mathematics.
14. Teachers in high-performing schools place students at the center of the learning environment by facilitating their engagement in meaningful learning activities.

Mission-Goals-Objectives

Vision, Mission, Beliefs, Principles (continued)

Operating Principles

The process by which the Board seeks to promote and support the interactions of the school and community on behalf of the mission of Beecher Road School shall be guided by the following principles:

1. Using all resources (financial, human, etc) effectively and efficiently.
2. Continuously improving our communication process.
3. Proactively taking initiatives and responsibility to achieve district goals and objectives.
4. Creating and maintaining an environment that fosters mutual respect and achievement of the common good.
5. Using a shared decision-making process, which takes into consideration time constraints, the importance of the decision and its relevance to stakeholders.
6. Using data to inform our decisions.

Legal Reference: Connecticut General Statutes

10-22 Duties of Boards of Education

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

CABE's suggested policy.

Mission-Goals-Objectives

Code of Ethics

This Code of Ethics is based upon "Standards of Leadership for Members of Boards of Education" recommended by the CABE Board of Directors in 1977:

1. I will be a staunch advocate of high quality free public education for all Connecticut children. In fulfilling my responsibilities, I will think of "children first".
2. I will, as an agent of the state, uphold and enforce all laws, rules, regulations, and court orders pertaining to public schools. I will strive to bring any needed change only through legal and ethical procedures.
3. I will strive to help create public schools which meet the individual educational needs of all children regardless of their ability, race, creed, sex, or social standing.
4. I will work unremittingly to help my community understand the importance of proper support for public education, whether it be in providing adequate finance, optimum facilities, staffing and resources, or better educational programs for children.
5. I will join with my Board, staff, community, and students in becoming fully informed about the nature, value, and direction of contemporary education in our society. I will support needed change in our schools.
6. I will strive to ensure that the community is fully and accurately informed about our schools, and will try to interpret community aspirations to the school staff.
7. I will recognize that my responsibility is not to "run the schools" through administration, but together with my fellow Board members, to see that they are well run through effective policies.
8. I will attempt to confine my Board action to policy-making, planning and appraisal, and will help to frame policies and plans only after my Board has consulted those who will be affected by its actions.
9. I will arrive at conclusions only after discussing all aspects of the issue at hand with my fellow Board members in meeting. I will respect the opinions of others, and abide by the principle of majority-rule.
10. I will recognize that authority rests only with the whole Board assembled in public meeting, and will make no personal promises or take any private action which may compromise the Board.

Mission-Goals-Objectives

Code of Ethics (continued)

11. I will acknowledge that the Board represents the entire school community, and will refuse to surrender my independent judgment to special interests or partisan political groups. I will never use my position on the Board for personal gain.
12. I will hold confidential all matters pertaining to schools, which, if disclosed, might needlessly injure individuals or the schools.
13. I will insist that all school business transactions be open and ethical.
14. I will strive to appoint the best professional leader available when a vacancy exists in the chief administrative position.
15. I will strive to appoint the best trained technical and professional personnel available, upon recommendation by the appropriate administrative officer.
16. I will support and protect school personnel in the proper performance of their duties. I will strive to ensure that all personnel have not only the requisite responsibilities, but the necessary authority to perform effectively.
17. I will refer all complaints through the proper "chain of command" within the system, and will act on such complaints at public meetings only when administrative solutions fail.

Policy adopted:

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

A sample to consider.

Mission - Goals - Objectives

School District Legal Status

The United States Constitution leaves to the individual states the responsibility for public education. The Constitution of the State of Connecticut requires the Legislature to establish and maintain a system of free public schools open to all children of the State. To carry out this mandate, the Legislature has provided for a State Board of Education with broad powers for the general supervision and control of the educational interests of the State.

The unit of local school management and control is the Board. State statutes designate the town as a school district and, thus, the geographical limits and boundaries of the town are also the territorial limits and boundaries of the _____ Public School District.

Legal Reference: United States Constitution, Tenth Amendment

 Connecticut State Constitution, Art. VIII, Sec. 1

 Connecticut General Statutes

 10-1 et seq.i

 10-240 et seq.

Policy adopted:

Simsbury's version of this policy.

Mission-Goals-Objectives

Vision/Belief Statement

Vision Statement

The Simsbury Public Schools community cultivates the mind, body and character of each student.

We provide our students with a rich and rigorous academic foundation designed to stimulate the skills necessary to thrive in an ever changing and global society; critical and creative thought; problem-solving; effective communication; artistic expression; and understanding and appreciation of diverse cultures; and physical, social, and emotional wellness.

Supported by an exceptional faculty, committed families, and a generous community, we create a safe and supportive environment that fosters deep and enduring personal relationships. Within this caring atmosphere our students explore their talents and interests, set individual and group goals, and pursue courageous endeavors in all areas of their lives.

We value a culture of civility where students and adults are treated with fairness, are respected to their contributions and are celebrated for their successes.

Above all else, we prepare our students to embrace their lives with integrity, compassion, and resilience, enabling them to act knowledgably, lead thoughtfully, share generously, and contribute meaningfully.

Belief Statements

We believe in the unlimited potential of students by respecting and developing their unique learning styles and interests.

We believe in academic and extracurricular experiences that emphasize intellectual, physical, and social/emotional well-being.

We believe in setting challenging and demanding expectations of performance and supporting all students to achieve high standards.

We believe that effort makes a difference in achievement and that students should be provided with opportunities to pursue a rich and rigorous academic program.

We believe in developing students' ability to problem solve, think critically, work collaboratively, express themselves creatively, and communicate effectively.

We believe in developing a passion for lifelong learning and in the importance of connecting students to the school, community, and world.

Mission-Goals-Objectives

Vision/Belief Statement

Belief Statements (continued)

Faculty

We believe that faculty are experts in instruction and content knowledge and that they use curriculum to instill joy and excitement about learning.

We believe in the value of collaboration and communication among faculty within and across grade and department structures.

We believe that commitment to and implementation of continuous learning lead to improved student performance.

We believe in collecting, analyzing, and sharing data to guide decisions to improve student learning, individualized instruction, and promoting social, emotional and physical development.

We believe in the power of personal connections and relations between staff and students.

Parents and Community

We believe that families are essential in establishing the foundation of lifelong learning.

We believe that families know their children best, and we value their knowledge and input.

We believe in the importance of effective communication between families and school personnel to foster a safe and nurturing educational experience.

We believe that active involvement of family and community members enhances and enriches the learning experiences for all students and staff.

We believe in the importance of community partnerships in the education of all students.

System

We believe that the school community must, through reflection, strive for continuous improvement in order to become a center of educational excellence.

We believe in preparing students for a global, interconnected society, which will require facility with relationships, higher order thinking, technology, and languages.

Mission-Goals-Objectives

Vision/Belief Statement

System (continued)

We believe that an understanding of and respect for diverse beliefs, cultures, backgrounds, abilities, and perspectives enrich the lives and learning environment for all our students.

We believe in the importance of shared leadership, collaborative decision-making, and the systematic examination of our practice.

We believe in the appropriate allocation of resources to provide a cohesive, guaranteed, viable, and relevant curriculum for all students.

We believe in the importance of reasonable class size, which promotes a cohesive and safe environment and ensures personal connections between students and staff.

We believe in the proactive recruitment, retention, and ongoing professional development of exceptional staff, teachers, and administrators.

Policy adopted:

SIMSBURY PUBLIC SCHOOLS
Simsbury, Connecticut

cps 1/09

A sample from New Fairfield.

Mission-Goals-Objectives

Mission and Functions

Slogan:

New Fairfield Public Schools ... academic, social and personal excellence

The Mission Statement of Purpose

The New Fairfield School District is an institution of learning dedicated to improving the quality of student performance and achievement. To this end, we must create an environment that strives to foster and value diversity and ethical behavior, preserve dignity, and recognize the importance of a strong and supportive home atmosphere. As a district, we are committed to the academic, social and personal development of the students.

Goal: The New Fairfield Public Schools shall:

- Implement K-12 infrastructure that supports continuous improvement and measurable student achievement;
- Continuously evaluate our utilization of available resources based on stated goals and priorities;
- Ensure continued High School accreditation;
- Ensure continuous communication with school community and the community at large.

Core Beliefs: We believe that...

- each child is every adult's responsibility,
- high academic and instructional expectations enable each student to reach his or her personal best and inspires all individuals to become lifelong learners,
- we must nurture each child intellectually, physically, emotionally and socially,
- family and community are an integral part of each child's education,
- respect for individual differences, diverse needs and aspirations lead to a productive learning environment,
- a safe and health environment is essential.

Policy adopted:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

cps 9/03

Statement of Goals found on District's Website, are appropriate as written if still current. Samples follow for comparison and consideration.

Mission-Goals-Objectives

District Goals

2006-2009 Board of Education Goals

Goal 1

Prepare every child to be a highly successful and independent reader, writer, critical thinker and problem solver and build the foundations of character and wellness essential for responsible participation as a global citizen.

Goal 2

Improve internal and external communication to unite parents, educators, students and the community in working collaboratively to achieve our mission and goals for learning.

Goal 3

Implement a systematic process to ensure continuous improvement and proactive maintenance of the district's buildings, grounds and capital assets.

Some sample goal statements to consider, modify from various districts.

Mission-Goals-Objectives

District Goals

Version 1 (Berlin Board of Education)

Student Achievements

Each and every student in the Berlin Public Schools will achieve established, rigorous performance standards in all areas of student learning by becoming independent strategic readers, problem solvers, and critical thinkers.

Communication

The Berlin Board of Education will establish reciprocal communication that is accessible and understandable, and that unites all citizens around the belief that high quality public education is a community's most valuable asset.

Facilities and Educational Adequacy

The Berlin Board of Education will ensure all students have the opportunity to learn and achieve in safe and educationally adequate facilities by meeting the needs of the district with respect to adequate space and the quality of learning environments.

Board Governance

The Berlin Board of Education will institutionalize a focus on continuous improvement leading to student achievement and student success through its development of policy, ongoing evaluation, and commitment to individual and Board professional growth.

Version 2 (Plainville Board of Education)

Goal #1. Promote higher student achievement in all areas through continuous improvement

- a. Establish and maintain high standards for achievement
- b. Develop means to encourage and measure staff and student performance
- c. Provide instruction and support to students of all learning levels and styles to the end that they achieve at the highest possible level

Goal #2. Increase levels of parental and community involvement as it impacts the schools

- a. Develop an ongoing system of open communication between schools and families
- b. Develop an outreach program to link with parents and the community

Goal #3. Support strong co-curricular programs for students

- a. Provide a wide range of activities
- b. Develop school community partnerships

Goal# 4. Promote a safe, secure and positive learning environment

- a. Implement "Tools for Schools" to evaluate and address air quality issues
- b. Conduct school climate student to assess how people communicate, interact and solve problems

Mission-Goals-Objectives

District Goals (continued)

Version 3 (Old Saybrook Board of Education)

Educate the Whole Child

Academic Excellence:

- Promote high academic achievement for each student in all subjects
- Achieve state and national standards for each student
- Provide equal opportunities for all students to enhance their learning and performance
 - ❖ Maximize instructional strategies to prepare students for the challenges of the 21st Century
 - ❖ Analyze assessment data in a timely manner to inform instruction
 - ❖ Enhance professional development opportunities to maximize instructional practices
 - ❖ Further integrate technological strategies to support instruction
 - ❖ Assess the effectiveness of the curriculum and instructional program in preparing students for success after graduation

Child Advocacy:

- Promote the social, emotional, and physical well-being of each individual
- Integrate instruction and activities for wellness and nutrition
- Investigate and promote extended learning opportunities
- Promote the diversity and cultural differences of each student and family
- Recruit and retain highly qualified and diverse educators

Provide a Safe, Secure, and Orderly School Environment

- Increase civility and respect among all members of the school community
- Enhance district emergency management procedures for responding to physical, environmental, and health-related risks and threats
- Increase substance abuse awareness and prevention programs PreK-12
- Increase focus on environmental and sustainability issues

Promote Effective Communication

Communication:

- Provide timely and effective communication to all stakeholders
- Increase family/community awareness and participation to build strong partnerships

Technology:

- Continue to implement new technology to support instruction and enhance communication
- Provide efficient and integrated access to summative and formative data on all students
- Continue to maximize the potential of the Pre-K-12 Student Information System

Mission-Goals-Objectives

District Goals

Version 3 (Old Saybrook Board of Education)

Promote Effective Communication (continued)

Policy and Procedure:

- Establish policies and procedures that govern school actions
- Review Board policies to meet Federal and State legislative mandates
- Review district procedures and practices to ensure alignment with Board policy

Maintain Fiscal Responsibility

- Create and maintain a fiscally responsible annual budget
- Assess school expenditures and operations to augment the budget development process
- Assess facility improvements and their impact on school and district operations
- Continue a multi-year budget projection for long-range capital maintenance planning
- Seek creative solutions to preserve and enhance our comprehensive academic, athletic, and fine arts programs in a global environment of fiscal constraint

Version 4 (Plymouth Public Schools)

The Board's strategic three-year plan is based on long-range goals for high student performance, high quality teaching and administration, and a supportive environment for each child. Inherent in this plan is the use of data to measure academic progress.

The Plymouth School District will:

- GOAL 1:** Systematically improve student performance and accelerate academic achievement for all students.
- GOAL 2:** Promote collaboration among parents/school/community through proactive, ongoing, and open communication.
- GOAL 3:** Integrate technology to enhance instruction, information systems, and resource management.
- GOAL 4:** Develop a business plan that effectively manages district personnel and operations while improving fiscal responsibility.
- GOAL 5:** Implement Scientific Research Based Intervention (SRBI) to ensure that all students are receiving the necessary support and services in the classroom and outside the classroom to achieve mastery of the state and district standards.

Policy adopted:

cps 11/10

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

Mission-Goals-Objectives

Goals and Objectives

District Goals

Version #1

The District shall maintain a coordinated K-12 program designed to improve student achievement.

The following practices contribute to achieving this goal.

The District will develop a partnership with staff, parents and community members to identify and revise goals consistent with the goals adopted by the State Board of Education. To successfully prepare students to function effectively in a rapidly changing world and for the futures they choose to pursue, goals adopted by the District will:

1. Ensure that all students, regardless of linguistic background, culture, race, sex, capability or geographic location, have access to a quality education in a safe, motivating environment;
2. Hold all students to rigorous academic standards and expect them to succeed;
3. Provide students with opportunities to demonstrate their achievement in knowledge and skills;
4. Encourage parental and community involvement in their student's education;
5. Develop in students lifelong academic skills to prepare them for an ever-changing world;
6. Develop in students the core ethical values that our diverse society shares and holds important, including but not limited to: respect, responsibility, caring, trustworthiness, justice, fairness, civic virtue and citizenship; and
7. Equip students with the knowledge and skills necessary to pursue the future of their choice and to prepare students to function effectively in various life roles.

Version #2

The District shall maintain a coordinated K-12 program designed to improve student achievement and to successfully prepare students to function effectively in a rapidly changing world and for the futures they choose to pursue.

The District will work with staff, parents and community members to develop District goals. Goals will be adopted by the Board consistent with the goals adopted by the State Board of Education. Goals will be reviewed annually and revised as needed.

Policy adopted:

cps 3/04

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

A sample from Wilton to consider/modify.

Mission-Goals-Objectives

Goals/Objectives for Student Accomplishment

Specifically, each student should achieve the following goals within the context of their age and ability:

Goal 1 Master fundamental skills and acquire advanced knowledge in a variety of academic areas.

- a. Demonstrate mastery in reading, writing, speaking, and mathematics.
- b. Learn to think and communicate clearly, analytically, creatively and logically.
- c. Engage in imaginative and creative problem solving, cooperatively as well as independently.
- d. Demonstrate skills necessary to use and analyze a variety of sources of information and data, respond to the unexpected and forecast consequences.
- e. Appreciate the basic connections and key ideas across disciplines and grade levels.

Goal 2 Acquire the skills and desire to continue learning through a lifetime in order to understand the demands, opportunities and values of a changing world.

- a. Develop intellectual curiosity.
- b. Acquire effective study skills, attitudes, and habits leading to responsible management of time.
- c. Develop a positive attitude toward continuous learning and improvement.
- d. Develop an awareness of, and the skills and ability to adjust to, a changing world and its problems and demands.

Goal 3 Achieve an understanding of and appreciation for the arts, humanities, social sciences and natural sciences at a level which enables individuals to participate in a complex world.

- a. Achieve an understanding of our American heritage; the political economic and legal systems at the national, state and local levels; and their interdependence in a democratic society.
- b. Develop an understanding of the natural and physical sciences.
- c. Develop abilities of self-expression, discrimination, and interpretation in the creative, visual and performing arts.
- d. Achieve an understanding of other people, their history and culture through a study of world history and foreign language(s).
- e. Achieve an understanding of the basic methods of inquiry in each major field of study.
- f. Develop the ability to integrate knowledge in an interdisciplinary manner and to focus such knowledge on the solution of problems.

Mission-Goals-Objectives

Goals/Objectives for Student Accomplishment (continued)

The Board of Education recognizes that the school, the family and the community share responsibility for the total development of Wilton students. The school system will therefore assist students to achieve the following additional goals in cooperation with parents and the larger community.

Goal 4 Acquire an understanding of the processes of effective and responsible citizenship in order to participate constructively in our society and contribute to its government.

- a. Acquire an understanding of the values inherent in our system of self-government, including but not limited to self-respect, respect for the rights of others, tolerance, acceptance of social responsibility, and trust.
- b. Develop an awareness of the attitudes, obligations, responsibilities and privileges required for productive citizenship.
- c. Demonstrate the ability to undertake the responsibilities of citizenship and leadership in their schools, in their communities, in the state, in the nation and the world.
- d. Develop respect for personal and public property.
- e. Acquire an understanding of economic principles and responsibilities.

Goal 5 Acquire an understanding of the conditions and behaviors which promote balanced mental, physical and emotional well-being.

- a. Accept individual responsibility.
- b. Be responsible members of the school and community.
- c. Develop self understanding, self awareness, self confidence and self reliance.
- d. Recognize and practice good interpersonal skills, sound habits of personal health and fitness, and apply the basic elements of proper nutrition.
- e. Understand human growth and development, including human sexuality.
- f. Develop pride in accomplishment and a feeling of self worth.
- g. Seek help from appropriate and knowledgeable people.

Goal 6 Acquire the fundamental knowledge and develop the motivation to become educated at higher levels about career options.

- a. Explore and refine options for occupational interests and abilities.
- b. Develop an awareness of information and counseling services, opportunities and requirements related to various fields of work.
- c. Develop good work habits and an appreciation of good workmanship.
- d. Upon completion of a secondary-level program, demonstrate the skills, knowledge and competence required for success in meaningful employment and be qualified to enter post-secondary education.

Mission-Goals-Objectives

Goals/Objectives for Student Accomplishment (continued)

Goal 7 Develop and demonstrate an appreciation, understanding and respect for the worth and dignity of the individual and humanity as a whole.

- a. Respect and appreciate diversity through understanding and compassion.
- b. Believe in and value the need for cooperation among different people and cultures in an increasingly interrelated world.
- c. Acquire an understanding of the diversity of opinion in our society and understand the inherent strengths in a pluralistic society.
- d. Develop an understanding of their relationship to the natural, economic and social environment.

Goal 8 Develop and exhibit personal attitudes that enhance individual dignity and a humane civilization.

- a. Demonstrate intelligence, responsibility, and compassion,
- b. Understand the responsibility of family membership and parenthood.
- c. Acquire and exhibit sound decision-making skills.
- d. Make ethical decisions.
- e. Understand and respond to the vital need for order under law.
- f. Understand international issues which affect the world and demonstrate skills needed to participate in a global society.

Process Goals

Acknowledging the academic program to be its immediate and continuing responsibility, the Board of Education believes that academic excellence can best be realized by combining the following elements:

- teaching that inspires, challenges, informs and constantly searches for methods of improvement.
- a classroom, school, and district climate that recognizes the value of encouragement and a positive approach to education.
- planning, implementation, and evaluation that has continuous improvement as the goal.
- evaluation techniques that focus on institutional and student performance and reflect a student's cumulative growth and complete development, as well as his/her academic achievement.
- funding that is adequate to support a diverse and rich curriculum.

Mission-Goals-Objectives

Goals/Objectives for Student Accomplishment

Process Goals (continued)

As a Board, we dedicate our efforts to achieving the student goals we have defined. To this end we believe that:

- It is the responsibility of the Board of Education to define clearly the direction of the educational program, in consultation with the professional staff, through written policy statements and to see that these policies are adhered to through planned evaluation activities.
- The policies of the Board can be most clearly translated into an educational program if its policies are communicated to the administrative staff, and through this leadership, to the total staff. In support of this we encourage the staff to identify and implement ways to improve student accomplishment of learning objectives.
- Planning, study and communication among the total educational community - professional staff, students, parents and citizens - is important to enhance the quality of sound educational decisions.
- It is the responsibility of the schools to provide education for children at all ability levels through instructional content and processes that are compatible with the student's maturity, functional level, emotional condition, learning style and intellectual capacity.
- Students with disabilities are to be educated in the least restrictive environment and integrated with their non-disabled peers in all aspects of school life, whenever possible, using appropriate supports as necessary to facilitate scholastic achievement, social interactions and physical and emotional growth.
- For those students with disabilities who may require some temporary services outside the regular classroom, the physical location of those services will facilitate maximum opportunities for interaction between students with and without disabilities.
- Instruction will be provided in the least restrictive environment for those students whose individualized educational plan (IEP) indicates that an out-of-district placement is the most appropriate way for them to derive the full benefits of their educational program.
- Supportive services are of value to the achievement of the student goals. Thus, the school system offers such services to the extent that they directly assist the student in the attainment of his or her educational goals.
- Since all experiences of the learner have educational potential, instruction need not be confined to the formal curriculum. The school program will encompass extracurricular activities which support the goals of the formal curriculum and address the needs of the students.

Mission-Goals-Objectives

Goals/Objectives for Student Accomplishment

Process Goals (continued)

- The quality of the instructional program is enhanced through a continuing process of evaluation, research, program development and in-service education activities.
- School facilities should be planned, constructed and maintained with as much care as any other tool used in the educational program.
- The educational process is ongoing and not reserved for youth alone. Therefore, while the school system is primarily concerned with its responsibilities to the school-age youth, facilities of the district are offered to serve all age groups in the community in the most responsive and responsible way possible.

Policy adopted:

WILTON PUBLIC SCHOOLS
Wilton, Connecticut

cps 9/03

An optional policy to consider.

Mission-Goals-Objectives

Student Learning Goals

The Board of Education has the following goals for the students:

- To express written and spoken ideas effectively;
- To acquire and apply skills in mathematics, science, and technology;
- To develop and establish effective individual study skills;
- To acquire knowledge at as high a level as possible for each individual;
- To gain an understanding and appreciation of the privileges, rights and responsibilities of all people;
- To develop a sensitivity toward ever changing moral and social attitudes as well as an understanding of society's laws;
- To understand the importance of physical and mental health;
- To develop an appreciation of the arts, the humanities, and the sciences;
- To analyze the significance of past events and accomplishments as they relate to our present and future;
- To appreciate education as a life-long pursuit.

Policy adopted:

cps 1/09

A sample policy to consider and modify to local needs.

Mission - Goals - Objectives

Goals/Objectives for School Operation

The following goals for school operation are established by the Board of Education and are aligned with the Board's vision that all children can learn and reach their utmost potential and can be creative and participate fully and responsibly in a diverse society.

The school system's efforts in raising student achievement are guided by these district-wide goal/objectives which support activities, programs and initiatives in five areas. These areas systematically support teaching and learning. It is believed that through collaborative efforts a better equal-educational opportunity will be provided for all learners.

The following goals/objectives are established by the Board of Education:

Budget

1. Continue to explore through the budgetary process ways to implement cost-effective measures and to increase revenues;
2. Strategically plan budgets and staffing for 2011-2012 and 2012-2013, while remaining sensitive to the probability of changes in state and federal funding mandates;
3. Continue to discuss with the Board of Selectpersons, Board of Finance, State legislators, Connecticut Commissioner of Education, and community members topics of mutual concern such as funding formulas, special education, student achievement, unfunded mandates, etc.

Facility

In order to plan for the present and immediate future, infrastructure planning should focus on task functions as follows:

1. Acquire physical space to phase in a full-day kindergarten program;
2. Acquire more space to accommodate the bilingual education, preschool programs and changes in class sizes;
3. Update student enrollment projections and determine future construction needs;
4. Seek resolution to years of delayed maintenance;
5. Acquire additional work space for central administration; and
6. Maintain contact with the Board of Selectpersons, Planning and Zoning Commission, State legislators and area decision-makers regarding policy decisions relative to residential pattern and sociological variables.

Mission - Goals - Objectives

Goals/Objectives for School Operation (continued)

Curriculum

1. Establish test score goals for the elementary, middle and high schools and a process for sharing best research and practices on curricula, learning styles and instruction;
2. Accelerate implementation of a comprehensive, Pre/K-12 standards-based education design;
3. Work toward the establishment of additional after-school programs at all levels;
4. or through appropriate recognition programs students that obtain mastery on the Connecticut Mastery Test and Connecticut Academic Performance Test.

Technology

1. Implement, review and evaluate the use of technology in the following areas: curriculum and instruction; administration; student management; and short and long range planning for the district;
2. Anticipate future technology implications for the school system.

Staff Development

1. Continue to assess faculty and staff relative to technology change and train accordingly;
2. Provide professional growth opportunities for faculty and staff on emerging research and best administrative and instructional practices;
3. Encourage collegial-coaching relationships amongst faculty and staff members;
4. Train caregivers on more effective school volunteerism and involvement.

Policy adopted:

cps 1/99

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

A version from Greenwich to consider/modify.

Mission-Goals-Objectives

Aims for School Operations Programs

Accounting and Budgeting Program: To establish and supervise a budgeting and accounting system to provide the Board and the administration with accurate financial facts as the basis for formulating sound policies and decisions, to provide the proper safeguards for the custody of public funds and to make possible full and informative reporting to both state and local agencies (see Series 3000, Business and Non-Instructional Operations).

Central Office Program: To provide leadership in the management of the school system in accordance with Board of Education policies (see Series 2000, Administration) and to develop and provide the data for the management functions of planning, evaluating, organizing, controlling and executing.

Communications Program: To build public, staff, and student understanding of and confidence in the Greenwich public schools (see Series 1000, Community Relations).

Facilities: To provide in an economical manner a clean, safe and healthy environment which has a positive effect on students, staff and the general public.

Food Services: To make available to students and staff, appetizing, nutritious and economically priced meals.

Personnel: To insure that the instructional, administrative and support staffs of the Greenwich schools are of high quality and are enabled to perform up to their full capacity (see Series 4000, Personnel).

Printing And Graphic Art: To provide quality printed materials for use in the learning and administrative programs in the most cost efficient manner possible.

Research And Evaluation Program: To contribute to the achievement of optimum student learning through the development and execution of research and evaluation studies (see Series 2000, Administration).

Staff Development: To provide opportunities for each staff member to engage in continual professional growth in order to improve job performance and increase student learning.

Supply Acquisition & Management Program: To procure and distribute in an economical and efficient manner the supplies and equipment required to meet the school system's program goals and objectives.

Mission-Goals-Objectives

Aims for School Operations Programs (continued)

Transportation: To provide safe, reliable, economical transportation for all students in the Greenwich public, private and parochial schools who are eligible under Board policy.

School operations programs , as appropriate, will

- Provide the supplies, equipment, and services on a timely basis to support the educational program. These include purchasing, warehousing, food service, transportation, payroll, custodial and maintenance.
- Insure that the physical conditions of the school buildings create an atmosphere that supports learning and teaching.
- Maintain cost-effective business practices and provide timely information for efficient decision making.
- Meet the regulatory requirements of the town, state, and federal governments. Examples of these requirements are adherence to building codes, town expenditure and purchasing policies, and Board of Education Policies.

Policy adopted:

GREENWICH PUBLIC SCHOOLS
Greenwich, Connecticut

A sample policy to consider.

Mission - Goals - Objectives

Policies for Woodbridge Public Schools

The Board of Education shall maintain a manual of policies as the base for the governance of the school system. The policies must at all times be in harmony with applicable laws.

All of the Board of Education's policies shall, in addition, have their sources in the Board-adopted Purposes (0100), Goals and Objectives (0200, 0210, 0220) pertaining both to student learning and school system operations.

The Board of Education views its policies as aids to decision making and will to the best of its abilities make all its actions consistent with those policies.

Another version to consider:

The Board of Education is the policy-making body for the _____ Public Schools. Decisions of the Board, such as the adoption of the budget, the approval of curriculum, and the adoption of education specifications for new schools, often have the force of policy.

The District is administered by the Superintendent and those to whom he/she delegates. The role of the Board in this process is limited to the adoption of written policies, which are codified in a Policy Manual and may be further articulated by administrative regulations. The policies must at all times be in harmony with applicable law.

The Board of Education's policies shall have their sources in the Board-adopted Philosophy, Mission, and Goals.

The Board of Education views its policies as aids to decision-making and will, to the best of its abilities, make all its actions consistent with those policies.

Policy adopted:

rev. 6/10

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

A comprehensive policy pertaining to evaluation of staff and programs, originally developed by East Hartford to consider.

Mission - Goals - Objectives

Evaluation: Achievement Assessment/Needs Identification for School Operations

Evaluation of the Superintendent

The Board of Education shall conduct an annual evaluation of the Superintendent based upon predetermined criteria for successful performance and predetermined methods of evaluation, both of which shall be clearly known to the Superintendent prior to the evaluation.

The purpose of the evaluation is to reinforce strengths and provide constructive criticism to address needed improvements. The evaluation shall include an assessment of the accomplishments of district goals and objectives as well as indicators of successful administrative performance.

The results of the evaluation shall be in writing and shared with the Superintendent. The Board and Superintendent shall meet to discuss the evaluation results.

Evaluation of Certified Staff

The purpose of staff evaluation is to assure the continuous improvement of staff effectiveness in providing excellent educational programs. The Superintendent shall maintain an evaluation program for that purpose, and shall report the results of the evaluations to the Board in accordance with State Statutes.

The evaluation program shall provide for, but not be limited to, the following:

1. Clear lines of responsibility for evaluation
2. Written annual evaluations of all staff members
3. Clearly defined evaluation procedures for non-tenured, tenured, and *marginal staff which include how staff members move from one category to another (*staff who must improve their performance)
4. Clearly defined evaluative criteria which are known at the beginning of the school year by evaluators and staff members being evaluated
5. Tenured staff members' sharing of the responsibility for the improvement of their effectiveness through ways such as mutual goal setting with their evaluators, self evaluations, and planning strategies for improvement
6. A diagnosis of students' needs and the needs of educational programs as well as staff members' strengths and areas for improvement

Mission - Goals - Objectives

Evaluation: Achievement Assessment/Needs Identification for School Operations

Evaluation of Certified Staff (continued)

7. Plans for achieving objectives, reinforcing strengths, and improving performance
8. Opportunities for staff members being evaluated to respond to the contents of their evaluation reports in writing and in a conference with their evaluators as soon as possible after evaluations
9. Evaluation reports as required by the State of Connecticut
10. The sharing of successful teaching techniques among the staff
11. Recognition of staff members' outstanding service as reflected in their evaluation reports

The Superintendent of Schools shall report to the Board of Education on the following, at least annually:

1. Instructional and instructional support staff whose performance does not meet the standards required by the school system, with recommendations for appropriate Board action.
2. Administrative staff whose performance does not meet the standards required by the school system, with recommendations for appropriate Board action.
3. Staff whose positive performance merits the recommendation of tenure.

Evaluation of Classified Staff

The purpose of staff evaluation is to assure the improvement of staff effectiveness in providing excellent educational programs. The Superintendent shall maintain an evaluation program that serves that purpose. The evaluation program shall provide for, but not be limited to, the following:

1. Clear lines of responsibility for evaluation
2. Written annual evaluation, including year-end summary reports, of all staff members
3. Clearly defined evaluative criteria and procedures which are known at the beginning of the school year by evaluators and staff members being evaluated
4. Staff members' sharing of the responsibility for the improvement of their effectiveness through ways such as self evaluations, and planning strategies for improvement

Mission - Goals - Objectives

Evaluation: Achievement Assessment/Needs Identification for School Operations

Evaluation of Classified Staff (continued)

5. A diagnosis of staff members' strengths and areas of improvement
6. Opportunities for staff members being evaluated to respond to the contents of their evaluation reports in writing and in a conference with their evaluators as soon as possible after evaluations
7. The recognition of staff members' outstanding service as reflected in their evaluation reports

Evaluation of Instructional Programs

The Superintendent, and/or designee, shall maintain a systematic and comprehensive program of evaluation of established instructional programs and pilot programs. This program shall include an evaluation of the accomplishment of program objectives by a variety of techniques including standardized test results; criterion referenced tests; staff, student, and citizen attitudinal surveys; and tests administered by other agencies including the State Department of Education and private agencies.

The Superintendent shall report at least annually to the Board on the accomplishment of regular program goals and objectives and the progress of pilot programs.

Major program innovations or changes shall include an evaluation component prior to their presentation to the Board for approval.

Legal Reference: Connecticut General Statutes

10-151b Evaluation by superintendents of certain educational personnel

10-157 Superintendents

Policy adopted:

EAST HARTFORD PUBLIC SCHOOLS
East Hartford, Connecticut

Existing policy, presently numbered 0522 adopted 3/29/93, modified. A sample follows for comparison and consideration.

Mission - Goals - Objectives

Educational Evaluation and Remedial Assistance

If required by law, the Board of Education shall prepare, maintain and submit to the State Board of Education, a plan for educational evaluation and remedial assistance as required. Said plan shall include at least (a) annual testing in ~~grades four and six, three through six~~, to examine basic reading, language arts, ~~and~~ mathematics ~~and science~~ skills; (b) provision for application of local testing and for instructional improvement and identification of individual student needs; and (c) provision for remedial assistance. Said plan also shall be in conformity with existing State Department of Education specifications and requirements.

The Board, in order to help defray the costs of remedial instruction, will ~~annually~~ apply to the State Board of Education for ~~any~~ remedial assistance grants ~~as such are provided by law. as may be provided,~~

Legal Reference: Connecticut General Statutes

~~10-14m through 10-14r. Education Evaluation and Remedial Assistance-~~

10-220 Duties of boards of education

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

A sample policy to consider.

Mission - Goals - Objectives

Comprehensive Improvement Plans/Schedules

The Board of Education will develop a long-range plan based on its goals and objectives.

The Board of Education's long-range plan will specify targets in the areas of regular and special learning programs, transportation, staffing, building utilization, capital improvements, and maintenance of buildings and grounds. The comprehensive long-range plan will focus on the achievement of Board adopted goals and objectives.

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education

Policy adopted:

Existing policy, presently numbered 0410 adopted 3/18/02, modified. A sample follows for comparison and consideration.

Mission – Goals – Objectives

Nondiscrimination

Federal, State and local governments have enacted laws and issued directives affirming their intent to protect and grant equal opportunity to all employees and students and to foster the equality of employment and equality of opportunity in education.

Therefore, the Board of Education reaffirms its policy of insuring equal educational opportunity for all students and to prohibit discrimination because of race, color, religious creed, age, marital status, national origin, sex, **sexual orientation** or physical disability in the educational programs and activities, not limited to but including, course offerings, athletic programs, guidance and counseling services, and tests and procedures, through an intensive affirmative action program, which shall be an integral part of every aspect of educational policies and programs to the maximum extent possible.

The Board of Education also reaffirms its policy to insure equal employment opportunity for all persons and to prohibit discrimination in employment because of race, color, religious creed, age, marital status, national origin, sex, **sexual orientation** or physical disability and to have equal access to all categories of employment in the public education system of the school district. An intensive affirmative action program shall be an integral part of every aspect of employment not limited to but including upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay, or other forms of compensation including fringe benefits, employment selection or selection for training and apprenticeships, promotion or tenure.

This goal statement shall be made available to all present and future employees.

Affirmative Action Officers

The Superintendent of Schools for employment and the Principals of Beecher Road School are the affirmative action officers for matters dealing with curriculum, instruction, textbooks and learning materials.

Legal Reference:

Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.
 29 CFR 1604.11, EEOC Guidelines on Sex Discrimination,
 Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.
 34 CFR Section 106.8(b), OCR Guidelines for Title IX
 Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62,
 #49, 29 CFR Sec. 1606.8 (a) 62 Fed Reg. 12033 (March 13, 1997) and 66
 Fed. Reg. 5512 (January 19, 2001)
Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)
Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June
 26, 1998)
Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S.
 Supreme Court, June 26, 1998)

Mission – Goals – Objectives

Nondiscrimination

Legal Reference: Connecticut General Statutes (continued)

Davis v. Monroe County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38U.S.C. §4212

Title II of the Genetic Information Nondiscrimination Act of 2008

Connecticut General Statutes

46a-60 Discriminatory employment practices prohibited,

10-15c Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation")

10-153 Discrimination on account of marital status,

17a-101 Protection of children from abuse,

The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008

Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)

Federal Express Corporation v. Holowecki 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)

Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

CABE's newest version of this mandated policy to consider.

Mission – Goals – Objectives

Nondiscrimination

The District shall promote nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation, (including gender identity/expression) national origin, disability, marital status or age or because of the race, color, religion, sex, sexual orientation, national origin, disability, marital status or age of any other persons with whom the individual associates.

In keeping with requirements of federal and state law, the District strives to remove any vestige of discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered to students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

The Board encourages staff to improve human relationships within the schools and to establish channels through which citizens can communicate their concerns to the administration and the Board.

The Superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1974, Title VI, Title VII, Title IX and other civil rights or discrimination issues. The Board will adopt and the District will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints.

Federal civil rights laws prohibit discrimination against an individual because he/she has opposed any discrimination act or practice or because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing. ADA further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising the rights guaranteed under the Act.

- (cf. 4111 – Recruitment and Selection)
- (cf. 4111.1/4211.1 – Affirmative Action)
- (cf. 4118.11 – Nondiscrimination)
- (cf. 4118.111 – Grievance Procedure-Title IX)
- (cf. 4118.113/4218.113 – Harassment)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 5145.52 – Harassment)
- (cf. 5145.6 – Student Grievance Procedure)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 - Equal Educational Opportunity)

Mission – Goals – Objectives

Nondiscrimination

Legal Reference: Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.
 29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.
 Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.
 34 CFR Section 106.8(b), OCR Guidelines for Title IX.
 Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a0 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)
Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)
Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)
Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)
Davis v. Monroe County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)
 The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38U.S.C. §4212
 Title II of the Genetic Information Nondiscrimination Act of 2008
 Connecticut General Statutes
 46a-60 Discriminatory employment practices prohibited.
 10-15c Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation")
 10-153 Discrimination on account of marital status.
 17a-101 Protection of children from abuse.
 The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008
Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)
Federal Express Corporation v. Holowecki 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)
Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)
Sprint/United Management Co. v. Mendelsohn 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)

Policy adopted:

cps 3/05
 rev 1/09
 rev 4/09
 rev 10/10

Discrimination Grievance Form

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, color, age, national origin, sex or handicap may discuss and/or file a grievance with either of the Civil Rights Coordinators of the _____ Public Schools. Reporting should take place within 40 calendar days of the alleged discrimination. Civil Rights Coordinators:

_____ at _____ or _____ at _____

Name _____ of _____ Presenter/Complainant:

Employee _____ Employment Applicant _____ Student _____ Parent/Guardian _____

Home _____ address

Phone _____ Date of Claim _____ Date of Incident _____

1. Statement of Incident/Issue (include all pertinent information: who, how, where, when, how often, feelings, witness).

2. Please attach any additional information/documentation as necessary.

Signature of Presenter: _____

Signature of Civil Rights Coordinator: _____

Date Received: _____

REPORT FORM FOR COMPLAINTS OF DISCRIMINATION

Complainant: _____
Home Address: _____
Home Phone: _____
School building: _____
Date of Alleged Incident(s): _____

Alleged harassment was based on: (Check all that apply.)

- | | | |
|-----------------------------------|-------------------------------------|---|
| <input type="checkbox"/> Race | <input type="checkbox"/> Color | <input type="checkbox"/> National Origin |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Disability | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Age | <input type="checkbox"/> Sexual Orientation |

Name of person you believe violated the District's nondiscrimination policy:

If the alleged discrimination was directed against another person, identify the other person:

Describe the incident as clearly as possible, including any verbal statements (i.e., threats, derogatory remarks, demands, etc.) and any actions or activities. Attach additional pages if necessary:

When and where incident occurred: _____

List any witnesses who were present: _____

This complaint is based on my honest belief that _____ has discriminated against me or another person. I certify that the information provided in this complaint is true, correct and complete to the best of my knowledge.

Complainant's Signature

Date

Received By

Date

Harassment Is ILLEGAL



SEXUAL HARASSMENT IS PROHIBITED based on Federal Law - Title IX of the Education Amendments of 1972, and State Law - Sec. 10-15c. Harassment based on sexual orientation is also protected under State Law - Sec. 10-15c.

FOR STUDENTS: Sexual harassment is **unwanted and unwelcome** behavior of a sexual nature which interferes with a student's right to learn, study, work, achieve, or participate in school activities in a comfortable and supportive atmosphere. You have a right to participate in all school and classroom activities in an atmosphere free from sexual harassment. You have a responsibility not to engage in sexual behaviors that are unwelcome or offensive to others.

Examples of Sexual Harassment include: unwelcome sexual advances, suggestive or lewd remarks, unwanted hugs, touches, kisses; requests for sexual favors; retaliation for complaining about sexual harassment, derogatory or pornographic posters, cartoons or drawings.

If you have questions or believe that you or others are being harassed, contact:

District Title IX Coordinator:
Office Address:
Telephone number:
Email Address:

Building Title IX Coordinator:
Office Address:
Telephone number:
Email Address:

You may also contact: The Connecticut Commission on Human Rights and Opportunities (CHRO), 21 Grand Street, Hartford, CT 06106 (Tel: 860-541-3400 or 800-477-5737) Connecticut law requires that a formal complaint be filed with the Commission within 180 days of the date under which the alleged harassment occurred.

You may also contact: Office for Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921, Telephone: 617-289-0111, FAX: 617-289-0150; TDD: 877-521-2172

Email: OCR.Boston@ed.gov, **Filing complaints electronically:**
<http://www.ed.gov/about/offices/list/ocr/complaintintro.html>.

Sexual harassment is not limited to prohibited behavior by a male toward a female, or by a supervisory employee toward a non-supervisory employee, or a teacher to a student. The victim does not have to be the opposite sex of the harasser. Harassment may be student to student, teacher to student, student to teacher or teacher to teacher. The gender of the complainant and/or the alleged harasser is irrelevant, even if they are of the same gender. Sexual harassment based on sexual orientation or gender identity is also prohibited under State Law.

□ *What should I do if I believe I am being sexually harassed?*

- Find out about your school or school district's policy and procedures for handling sexual harassment issues. Follow those procedures.
- Take action and get help when needed. Ignoring sexual harassment is not an effective way to stop it.
- Whenever possible, tell the harasser verbally or in writing what the specific behaviors are that you find offensive. Ask him or her to stop.
- Report the offensive behaviors to a teacher, counselor, Title IX coordinator, or school administrator.
- Keep a detailed record of the harassing behavior to share with school officials who investigate your complaint.
- If not satisfied with the resolution of your concerns, contact one of the appropriate organizations listed.

The victim does not have to be the person at whom the unwelcome sexual conduct is directed; the victim may be someone who is a witness to and personally offended by such conduct although directed toward another. Sexual harassment is unwelcome conduct that is personally offensive, lowers morale, and interferes with educational performance. This unwelcome sexual behavior is defined from the perspective of the victim, not the harasser.

□ *Where to Get Help*

- **State Title IX Coordinator:** Dr. William A. Howe, Connecticut State Department of Education, 165 Capitol Ave., Hartford, CT 06106 (860-713-6752)
email: william.howe@ct.gov
- **Permanent Commission on the Status of Women (PCSW)**
18-20 Trinity Street, Hartford, CT 06106 (860-240-8300)
<http://www.cga.state.ct.us/PCSW/>
- **Connecticut Women's Education and Legal Fund (CWEALF)**
75 Charter Oak Avenue, Suite 1-300, Hartford, CT 06106, <http://www.cwealf.org/>

YOUR SCHOOL'S NON-DISCRIMINATION STATEMENT:

A suggested regulation.

Mission-Goals-Objectives

Grievance Procedure for Section 504, Title IX, and Title VII Regulations

The Board of Education does not knowingly condone discrimination on the basis of race, color, national origin, sex, sexual orientation or handicap in admission or access to, or treatment, or employment in its programs or activities.

Inquiries regarding compliance, including receipt and investigation of any complaint alleging non-compliance may be directed to the Superintendent of Schools, or in the Superintendent's absence, the Supervisor of Special Services.

Definitions

A "grievance" is a complaint by an employee, or group of employees, or a student or group of students based upon an alleged violation of the provisions of Section 504, Title IX, or Title VII, or The Americans with Disabilities Act.

The term "employee" is considered to apply to any employee of the _____ Board of Education. The term "student" is considered to apply to any student enrolled in the _____ Public Schools. The term "teacher" is considered to apply to any teacher employed by the _____ Board of Education. The "teacher", "employee", or "student" may include a group of teachers or a group of employees or a group of students who are similarly affected by a grievance.

An "aggrieved person" is the person or persons making the claim.

The term "days", when used in this article, shall, except when otherwise indicated, mean working days.

Purpose

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may arise under the provisions of Section 504, Title IX, or Title VII.

The parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at any level of the procedure.

Nothing herein contained shall be construed as limiting the right of the complainant having a problem to discuss the matter informally with any appropriate member of the administration.

Mission-Goals-Objectives

Grievance Procedure for Section 504, Title IX, and Title VII Regulations

Purpose (continued)

Any complainant shall have the right at any time to present any grievance to such persons and through such channels as are designated for that purpose in this article.

Time Limits

Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement in writing.

If a complainant does not file a grievance in writing as provided herein within 30 days after the aggrieved person knew or should have known of the act or condition on which the grievance is based, then the grievance shall be considered waived.

Informal Procedure

Any student, employee or applicant to a program who feels that he/she has been discriminated against on the basis of race, color, national origin, sex, sexual orientation or handicap shall contact the building Principal/supervisor within 30 days of the alleged occurrence to discuss the nature of the complaint.

The Principal/supervisor shall maintain a written record which shall contain the following:

1. Full name and address of complainant.
2. Full name and position of person(s) who allegedly discriminated against the complainant.
3. A concise statement of the facts constituting the alleged discrimination.
4. Dates of the alleged discrimination.

Mission-Goals-Objectives

Grievance Procedure for Section 504, Title IX, and Title VII Regulations

Informal Procedure (continued)

At the time the alleged discrimination complaint is filed, Principal/supervisor shall review and explain the grievance procedures with the complainant and answer any questions. An investigation of the complaint shall begin as soon as practical, but in no case, more than ten (10) working days from the time the complaint was received. Within this time limit, the Principal/supervisor shall meet informally with the complainant and the individual(s) against whom the complaint was lodged and shall provide confidential counseling where advisable and shall finally seek an informal agreement between the parties concerned. Every attempt shall be made to seek a solution and resolve the alleged discrimination complaint at this level.

If the complainant is not satisfied with these initial informal procedures, within twenty (20) school days from the date of the original discussion with the principal/supervisor, more formal procedures may be initiated by the complainant to further explore and resolve the problem.

Formal Procedure

1. Level One - School Principal

If a complainant is not satisfied with the disposition of the problem through informal procedures, he/she may submit his/her claim as a formal grievance in writing to the Principal.

The Principal shall within five (5) days render a decision and the reasons therefore in writing to the complainant, with a copy to the Superintendent of Schools.

2. Level Two - Superintendent of Schools

If the complainant is not satisfied with the disposition of his/her grievance at Level One, or if no decision has been rendered within five (5) days after presentation of the grievance in writing, the complainant may file a written appeal for a hearing by the Superintendent of Schools within five (5) days.

The Superintendent of Schools shall represent the administration at Level Two of the grievance procedure. Within ten (10) days after receipt of the written appeal for a hearing by the Superintendent, the Superintendent shall meet with the complainant for the purpose of resolving the grievance. A full record of such hearing shall be kept by the Superintendent. The Superintendent shall within three (3) days of the hearing render the decision and the reasons therefore in writing to the complainant.

Mission-Goals-Objectives

Grievance Procedure for Section 504, Title IX, and Title VII Regulations

Formal Procedure (continued)

3. Level Three - Board of Education

If the complainant is not satisfied with the disposition of the grievance at Level Two, or if no decision has been rendered within three (3) days after first meeting with the Superintendent, the person may file the grievance again with the Board of Education within five (5) days.

Within fifteen (15) days after receiving the written appeal, the Board shall meet with the complainant for the purpose of resolving the grievance. The decision of the Board shall be rendered in writing within three (3) days.

General Provisions

Decisions rendered at all levels of the formal grievance shall be in writing setting forth the decision and the reasons therefore.

All documents, communications and records dealing with the processing of a grievance shall be filed separately from the existing files of the participants.

Any person may also file a complaint of illegal discrimination with the Office for Civil Rights, Washington, D.C., at the same time he/she files the grievance during or after use of the grievance process, or without using the grievance process at all. If a complaint is filed with the Office for Civil Rights, it must be filed in writing no later than 180 days after the occurrence of the possible discrimination.

The _____ is the Title VII, Title IX and Section 504 Coordinator and may be contacted at _____.

Regulation approved:

rev. 1/09

A recommended policy due to NCLB for consideration.

Mission – Goals – Objectives

Nondiscrimination

Commitment to Religious Neutrality (Prayer in the Schools)

Version #1: It is the policy of the Board of Education to not prevent, or otherwise deny participation in, constitutionally protected prayer in the district's schools, consistent with current guidance issued by the U.S. Department of Education under the No Child Left Behind Act of 2001, and applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution.

This policy supercedes any other Board Policy that might be inconsistent with it.

Version #2: Notwithstanding anything which may inadvertently still appear in policy, the Board of Education understands that administration and staff must recognize the First Amendment religious rights of students. The Board further recognizes that the United States Constitution's First Amendment imposes two equally important obligations on public schools.

First, schools must not forbid students acting on their own from expressing their personal religious views or beliefs. Second, schools may not endorse religious activity or doctrine and students may not coerce participation in religious activity.

Schools must give students the same rights to engage in religious activity and discussion, as they engage in other comparable activity. Generally, this means that students may pray in a non-disruptive manner during the school day when they are not engaged in school activity and instruction, subject to the same rules as apply to other speech.

Version #3: It is the policy of the Board of Education to not prevent or otherwise deny participation in, constitutionally protected prayer in the district's schools, consistent with guidance issued by the U.S. Secretary of Education, and applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution.

This policy supersedes any other Board policy that might be inconsistent with it.

(cf. 1140 - Distribution of Materials to and by Students)

(cf. 4118.21 – Academic Freedom)

(cf. 6115 – Religious Ceremonies)

(cf. 6115.1 – Religious Observances and Displays)

(cf. 6115.11 – Graduation Exercises – Prayer)

(cf. 6141.2 – Separation of Church and State)

(cf. 6141.21 – Religion in the Public Schools)

(cf. 6144 – Controversial Issues)

Mission – Goals – Objectives

Nondiscrimination

Commitment to Religious Neutrality (Prayer in the Schools) (continued)

(cf. 6144.1 – Exemption from Instruction)

(cf. 6145 – Extra-Class Activities)

(cf. 6162.51 – Student Surveys)

(cf. 6145.3 – Distribution of Printed Matter, Freedom of School Press; Publications)

(cf. 9030.1 – Religious Guidelines)

Legal Reference: Connecticut General Statutes

10-16a Silent meditation.

10-15c Discrimination in public schools prohibited.

Lee v. Weisman, 112 S. Ct. 2649 (1992).

Jones v. Clear Creek Independent School District, 977 F. 2d 963 (5th Cir. 1992).

Harris v. Joint School District, 41 F.3d 447 (9th Cir., 1994).

American Civil Liberties Union of NJ v. Black Horse Pike Regional Board of Education, 84 F.3d 1471 (3rd Cir., 1996).

20 U.S.C. 7904 (No Child Left Behind Act of 2001)

Policy adopted:

cps 12/03

rev 11/04

Another version of this policy to consider.

Mission-Goals-Objectives

Monitoring and Reporting: State

Reporting Accomplishments to the Public

The Board shall keep the public informed of the school system's progress in accomplishing its goals and indicators of success, including programs established to achieve them. The Superintendent shall maintain a communication program for this purpose, which shall include, but not be limited to, public meetings, publications in local newspapers and school newsletters, PTA meetings, and other appropriate methods.

Policy adopted:

cps 6/10

A revised sample policy to consider.

Students

Student Health Services

School District Medical Advisor

The Board of Education shall appoint a school district medical advisor and appropriate medical support service personnel including nurses.

School health efforts shall be directed toward detection and prevention of health problems and to emergency treatment, including the following student health services:

1. Appraising the health status of student and school personnel;
2. Counseling students, parents, and others concerning the findings of health examination;
3. Encouraging correction of defects;
4. Helping prevent and control disease;
5. Providing emergency care for student injury and sudden illness;
6. Maintaining school health records.

Health Records

There shall be a health record for each student enrolled in the school district which will be maintained in the school nurse's room. For the purposes of confidentiality, records will be treated in the same manner as the student's cumulative academic record.

Student health records are covered by the Family Educational Rights and Privacy Act (FERPA) and are exempt from the Health Insurance Portability Accountability Act (HIPAA) privacy rule. However, it is recognized that obtaining medical information from health care providers will require schools to have proper authorization and to inform parents that such information once released by health care providers is no longer protected under HIPAA but is covered under FERPA.

Students

Student Health Services (continued)

Regular Health Assessments

Prior to enrollment in kindergarten, each child shall have a health assessment by one of the following medical personnel of the parents or guardians choosing to ascertain whether the student has any physical disability or other health problem tending to prevent him or her from receiving the full benefit of school work and to ascertain whether such school work should be modified in order to prevent injury to the student or to secure for the student a suitable program of education:

1. a legally qualified physician;
2. an advanced practice registered nurse;
3. a registered nurse;
4. a physician's assistant.

Such health assessment shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;
2. Updating of immunizations required under ~~10-204~~ and C.G.S. 10-204a as periodically amended;
3. Vision, hearing, postural, and gross dental screening;
4. If required by the school district medical advisor, testing for tuberculosis and sickle cell anemia or Cooley's Anemia;
5. Any other information including a health history as the physician believes to be necessary and appropriate.

Students

Student Health Services (continued)

Health assessments shall also be required in grades 6 or 7 and in ~~grade 10 or 11 (Effective July 1, 2008;~~ grades 9 or 10 by a legally qualified physician of each student's parents or guardians own choosing, or by the school medical advisor, or the advisor's designee, to ascertain whether a student has any physical disability or other health problem. Such health assessments shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;
2. Updating of immunizations required under ~~10-204 and~~ C.G.S. 10-204a and the Department of Public Health, Public Health Code, 10-204a-2a, 10-204-3a and 10-204a-4;
3. Vision, hearing, postural, and gross dental screening;
4. If required by the school district medical advisor, testing for tuberculosis and sickle cell anemia or Cooley's Anemia; *OPTIONAL: TB screening will be required as determined by the child's health care provider or required from children who are at increased risk of acquiring tuberculosis infection and disease. Students entering for outside the United States will be required to have a new tuberculin test and results reported prior to entry into the District's schools.*
5. Any other information including a health history as the physician believes to be necessary and appropriate.

A child will not be allowed, as the case may be, to begin or continue in district schools unless health assessments are performed as required. Students transferring into the district must provide evidence of required Connecticut vaccinations, immunizations, and health assessments at enrollment and prior to school attendance.

Health assessments will be provided by the school medical advisor or the advisor's designee without charge to all students whose parents or guardians meet the eligibility requirement of free and reduced priced meals under the National School Lunch Program or for free milk under the special milk program.

The Board of Education shall annually designate a representative to receive reports of health assessments and immunizations from health care providers.

Health assessment results and recommendations signed by the examining physician or authorized medical personnel shall be recorded on forms provided by the Connecticut State Board of Education and kept on file in the school the student attends. Upon written authorization from the student's parent or guardian, original cumulative health records shall be sent to the chief administrative officer of the school district to which such student moves and a true copy of the student's cumulative health records maintained with the student's academic records. The Superintendent of Schools, or designee, shall notify parents of any health-related problems detected in health assessments and shall make reasonable efforts to assure that further testing and treatment is provided, including advice on obtaining such required testing or treatment.

Students

Student Health Services (continued)

Students who are in violation of Board requirements for health assessments and immunizations will be excluded from school after appropriate parental notice and warning.

Vision Screening

All students in grades K-6, and grade 9 will be screened using a Snellen chart, or equivalent screening, by the school nurse or school health aide. Additional vision screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student in question. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of vision, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

Hearing Screening

All students will be screened for possible hearing impairments in grades K-3, grade 5, and grade 8. Additional audiometric screening will be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of hearing, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

Postural Screening

School nurses will screen all students in grades 5 through 9 inclusive for scoliosis or other postural problems. Additional postural screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any postural defect of problem, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with disabilities.

Students

Student Health Services (continued)

Tuberculin Testing

In addition to tuberculin testing required by the school district medical advisor as part of regular student health assessments, all new students, including preschool students, will be required to have at least one test for tuberculosis prior to entry in district schools.

A test for tuberculosis should be performed if any of the following risk factors prevail:

1. birth in a high risk country of the world (to include all countries in Africa, Asia, the former Soviet Union, Eastern Europe, Central South America, Dominican Republic, and Haiti);
2. travel to a high risk country staying at least a week with substantial contact with the indigenous population since the previously required examination;
3. extensive contact with persons who have recently come to the United States since the previously required examination;
4. contact with persons suspected to have tuberculosis, or
5. had contact with anyone who was in a homeless shelter, jail or prison, uses illegal drugs or has an HIV infection.

Immunizations/Vaccinations

No student will be allowed to enroll in any program operated as part of the district schools without adequate immunization against the following diseases:

1. Measles
2. Rubella
3. Poliomyelitis
4. Diphtheria
5. Tetanus
6. Pertussis
7. Mumps
8. Hemophilus influenza type B
9. Any other vaccine required by Section 19a-7f of Connecticut General Statutes.
10. Hepatitis B
11. Varicella (chickenpox)
12. Hepatitis A
13. Pneumococcal disease
14. Influenza
15. Meningococcal disease

Students

Student Health Services

Immunizations/Vaccinations (continued)

~~Before entering the seventh grade, each child shall show proof of having received 2 doses of measles-containing vaccine or serologic evidence of infection with measles.~~

All students in grades K-12 are required to have received 2 doses of measles, mumps and rubella vaccine or serologic proof of immunity. Students entering kindergarten and seventh grade shall show proof of having received 2 doses of varicella vaccine, laboratory confirmation of immunity, or present a written statement signed by a physician, physician assistant or advanced practice registered nurse indicating the individual has had varicella based on family or medical history. (Varicella requirement effective August 1, 2011)

Effective August 1, 2011, all seventh grade students must show proof of 1 dose of meningococcal vaccine and 1 dose of Tdap in addition to the completion of the primary DTP series.

~~Students entering the eighth grade must show proof of 3 doses of Hepatitis B vaccine or serologic evidence of infection.~~ All students in grades K-12 are required to have 3 doses of Hepatitis B vaccine or serologic evidence of immunity.

Students shall be exempt from the appropriate provisions of this policy when:

1. they present a certificate from a physician or local health agency stating that initial immunizations have been given and additional immunizations are in process under guidelines and schedules specified by the Commissioner of Health Services; or
2. they present a certificate from a physician stating that in the opinion of such physician, immunization is medically contraindicated because of the physical condition of such child; or
3. they present a statement from their parents or guardians that such immunization would be contrary to the religious beliefs of such child; or
4. in the case of measles, mumps or rubella, present a certificate from a physician, physician assistant or advanced practice registered nurse or from the Director of Health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or
5. in the case of Hemophilus influenza type B has passed his or her fifth birthday; or
6. in the case of diphtheria, tetanus and pertussis, ~~has passed his or her sixth birthday~~ has a medical exemption confirmed in writing by a physician, physician assistant or advanced practice registered nurse (per C.G.S. 19a-7f).

The school nurse will report to the local Director of Health any occurrence of State of Connecticut defined reportable communicable diseases.

Students

Student Health Services

Health Assessments/Interscholastic Sports Programs

Any student participating in an interscholastic sports program must have a health assessment, within the past thirteen months prior to the first training session for the sport or sports. After the initial examination, repeat examinations are required every two years. Each participant in a sport program must complete a health questionnaire before participating in each sport.

Parents are expected to use the services of their private physician. If a student is unable to obtain a health assessment from his/her personal physician for financial or other reasons, an examination can be arranged with school medical advisor. Health assessment results shall be recorded on forms provided by the Connecticut State Board of Education, signed by the examining physician, school medical advisor or advisor's designee, filed in the student's health folder, and maintained up to date by the school nurse.

Coaches and physical education staff shall insure appropriate monitoring of an athlete's physical condition.

Student Medical Care at School

School personnel are responsible for the immediate care necessary for a student whose sickness or injury occurs on the school premises during school hours or in school-sponsored and supervised activities.

Schools shall maintain files of emergency information cards for each student. If a child's injury requires immediate care, the parent or guardian will be called by telephone by the nurse, the building principal, or other personnel designated by the principal, and advised of the student's condition. When immediate medical or dental attention is indicated, and when parents or guardians cannot be reached, the student will be transported to the nearest hospital unless otherwise indicated on the student's Emergency Information card. In this event, the family physician/dentist and school district medical advisor will be notified of school district actions.

(cf. 5125.11 - Health/Medical Records HIPAA)

(cf. 5142 - Student Safety)

(cf. 5141.3 - Health Assessments & Immunizations)

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 5141.5 - Suicide Prevention)

(cf. 6142.1 - Family Life and Sex Education)

(cf. 6145.2 - Interscholastic/Intramural Athletics)

(cf. 6171 - Special Education)

Students

Student Health Services (continued)

Legal Reference: Connecticut General Statutes
 10-203 Sanitation.
~~10-204 Vaccination.~~
 10-204a Required immunizations.
 10-204c Immunity from liability
 10-205 Appointment of school medical advisors.
 10-206 Health assessments, as amended by PA 07-58.
 10-206a Free health assessments.
 10-207 Duties of medical advisers.
 10-208 Exemption from examination or treatment.
 10-208a Physical activity of student restricted; boards to honor notice.
 10-209 Records not to be public. (as amended by P.A. 03-211)
 10-210 Notice of disease to be given parent or guardian.
 10-212 School nurses and nurse practitioners.
 10-212a Administration of medicines by school personnel.
 10-213 Dental hygienists.
 10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of results. (As amended by PA 96-229 An Act Concerning Scoliosis Screening)
 10-214a Eye protective devices.
 10-214b Compliance report by local or regional board of education.
 10-217a Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools. Department of Public Health, Public Health Code – 10-204a-2a, 10-204a-3a and 10-204a-4
 Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g).
 42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy adopted:

rev 3/03
 rev 6/03
 rev 8/05
 rev 7/07
 rev 12/07
 rev 6/11

A concise version of this policy to consider.

Students

Student Health Services

The Board of Education recognizes the need to protect and improve the health of students in order to allow each student to achieve their greatest educational potential. In order to do this the Board will negotiate and enter into an agreement for nursing services in district schools. The Board also employs the professional services of a School Medical Advisor and appropriate professional support services. The Superintendent or appointee shall manage these health services. Health services shall be directed toward detection, prevention, on going monitoring of health problems and to provide emergency interventions.

Legal Reference: Connecticut General Statutes
 10-203 Sanitation.
 10-204 Vaccination.
 10-204a Required immunizations.
 10-204c Immunity from liability
 10-205 Appointment of school medical advisors.
 10-206 Health assessments.
 10-206a Free health assessments.
 10-207 Duties of medical advisers.
 10-208 Exemption from examination or treatment.
 10-208a Physical activity of student restricted; boards to honor notice.
 10-209 Records not to be public.
 10-210 Notice of disease to be given parent or guardian.
 10-212 School nurses and nurse practitioners.
 10-212a Administration of medicines by school personnel.
 10-213 Dental hygienists.
 10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of results. (As amended by PA 96-229 An Act Concerning Scoliosis Screening)
 10-214b Compliance report by local or regional board of education.
 Department of Public Health, Public Health Code – 10-204a-2a, 10-204a-3a and 10-204a-4
 Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g).
 42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy adopted:

cps 9/03
 rev 6/11

CABE's suggested policy.

Students

Health Assessments and Immunizations

The Board of Education recognizes the importance of periodic health assessments according to state health regulations.

To determine health status of students, facilitate the removal of disabilities to learning and find whether some special adaptation of the school program may be necessary, the Board of Education requires that students have health assessments.

The Board of Education adheres to those state laws and regulations that pertain to school immunizations and health assessments. It is the policy of the Board of Education to insure that all enrolled students are adequately immunized against communicable diseases. The Board may deny continued attendance in school to any student who fails to obtain the health assessments required under C.G.S. 10-206, as may be periodically amended.

The Board of Education shall annually designate a representative to receive reports of health assessments and immunizations from health care providers.

Parents wishing their children exempted or excused from health assessments must request such exemption to the Superintendent of Schools in writing. This request must be signed by the parent/guardian.

It is the responsibility of the Principal to insure that each student enrolled has been adequately immunized and has fulfilled the required health assessments. The school nurse shall check and document immunizations and health assessments on all students enrolling in school and to report the status to the school principal. The school nurse shall also contact parents or guardians to make them aware if immunizations and/or health assessments are insufficient or not up-to-date. The school nurse will maintain in good order the immunization and health assessment records of each student enrolled.

No record of any student's medical assessment may be open to the public.

As required, the District will annually report to the Department of Public Health and to the local health director the asthma data, pertaining to the total number of students per school and for the district, obtained through the required asthma assessments, including student demographics. Such required asthma diagnosis shall occur at the time of mandated health assessment at the time of enrollment, in either grade six or seven, and in either grade ~~ten or eleven~~ (Effective July 1, 2008: grade nine or ten). Such asthma diagnosis shall be reported whether or not it is recorded on the health assessment form, at the aforementioned intervals. The District, as required, will also participate in annual school surveys conducted by the Department of Public Health pertaining to asthma.

Students

Health Assessments and Immunizations (continued)

(cf. 5111 - Admission)
 (cf. 5141.31 - Physical Examinations for School Programs)
 (cf. 5125 - Student Records)
 (cf. 5125.11 - Health/Medical Records – HIPAA)
 (cf. 5141 - Student Health Services)

Legal Reference: Connecticut General Statutes
~~10-204 Vaccination~~
 10-204a Required immunizations ~~as amended by PA 96-244.~~
 10-204c Immunity from liability
 10-205 Appointment of school medical adviser
 10-206 Health assessments ~~(as amended by June Special Session PA 01-1, PA 05-272 and PA07-58)~~
 10-207 Duties of medical advisors
 10-206a Free health assessments
 10-208 Exemption from examination or treatment
 10-208a Physical activity of student restricted; board to honor notice
 10-209 Records not to be public. Provision of reports to schools.
 10-212 School nurses and nurse practitioners
 10-214 Vision, audiometric and postural screenings. When required. Notification of parents re defects; record of results. ~~as amended by PA 96-229, An Act Concerning Scoliosis Screening~~
 Department of Public Health, Public Health Code, 10-204a-2a, 10-204a-3a, 10-204a-4
 20 U.S.C. Section 1232h, No Child Left Behind Act
 Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g)
 42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy adopted:

cps rev. 4/00
 cps rev. 11/01
 cps rev. 5/03
 cps rev. 6/03
 cps rev. 7/05
 cps rev. 7/07
 cps rev. 6/11

TUBERCULOSIS CONTROL SCREENING GUIDELINES

The Connecticut Department of Public Health and the School Health Committee of the Connecticut Chapter of the American Academy of Pediatrics have revised their recommended guidelines pertaining to tuberculin testing requirements.

C.G.S. 10-206 (b) and (c) mandate that each student have a health assessment at three times during his/her primary and secondary school education. Such assessments are required just before school entry, during grade 6 or 7, and during grade 10 or 11. This assessment, per the statute, “shall include a test for tuberculosis when the local or regional board of education determines, after consultation with the school medical advisor and local health department that such a test is necessary.”

Routine tuberculin testing at each of the required examinations is not recommended, based upon the current low rates of transmission of tuberculosis in Connecticut.

The Connecticut Department of Public Health recommends that at *each* mandated examination, an assessment be made of the risk of exposure to tuberculosis. Students not already known to have a positive test should be tested if they have any of the following risk factors for tuberculosis infection:

- a. were born in a high risk country* of the world and do not have a record of a tuberculin skin test performed in the United States (*all countries in Africa, Asia, the former Soviet Union, Central and South America, Dominican Republic and Haiti);
- b. have traveled to a high risk country since the previously required examination;
- c. have had extensive contact with persons who have recently come to the United States since the previously required examination;
- d. had contact with persons suspected to have tuberculosis;
- e. have been living in a homeless shelter; or
- f. have HIV infection.

Schools should assure that all students originally from high risk countries who are entering school in Connecticut for the first time receive a tuberculin skin test.

The intradermal injection test (Mantoux) should be used if possible, in preference to multiple puncture (e.g. Monovac, Tine) tests. If a multiple puncture test is used, any reaction should be followed up immediately with a Mantoux test.

Although not required by law, it is recommended that children with significant reactions be reported to the local health department and the Connecticut Department of Public Health Tuberculosis Control Program.

CABE's sample regulation to consider.

Students

Health Assessments and Immunizations

In accordance with Connecticut General Statutes 10-206, as amended, 10-204a, and 10-214, the following health assessment procedures are established for students in the district:

- 1) Proof of immunization shall be required prior to school entry. A "school-aged child" also includes any student enrolled in an adult education program that leads to a high school diploma. This immunization verification is mandatory for all new school enterers and must include complete documentation of those immunizations requiring a full series. A required immunization record includes:

- a) **For initial entry into school for kindergarten, regular and special education pre-school programs, grades 1-6:**

- 4 doses of DTP/DTaP vaccine (Diphtheria - Pertussis - Tetanus). At least one dose is required to be administered on or after the 4th birthday for children ~~entering school at 48 to 71 months of age~~ **enrolled in school at kindergarten or above**. Students who start the series at age 7 or older need a total of 3 doses.

~~(Pertussis immunization shall not be required after a student's sixth birthday);~~

- 3 doses of ~~Polio Vaccine~~ **either trivalent oral polio vaccine (TOPV) or inactivated polio vaccine (IPV)** with at least one dose of polio vaccine administered on or after the 4th birthday and before school entry. (This then usually results in 4 doses in total.)
- 2 doses of MMR vaccine (measles, mumps and rubella). One dose at one (1) year of age or after and a second dose, given at least ~~4 weeks~~ **twenty-eight (28) days** after the first dose, prior to school entry **in kindergarten through grade twelve (12)** OR disease protection, confirmed in writing, by a physician, physician assistant or advanced practical registered nurse that the child has had a confirmed case of such disease based on specific blood testing conducted by a certified laboratory. **One dose on or after the child's first birthday for enrollment in preschool.**
- 3 doses of Hepatitis B vaccine (HBV) or ~~confirmed blood test~~ **has had protection confirmed in writing by a physician, physician assistant or advanced practice registered nurse based on specific blood testing by a certified laboratory.**
- 1 ~~booster~~ dose of Hib (Hemophilus Influenza type b) given on or after the first birthday, is required of all school children who enter school **prior to their fifth birthday** or had a laboratory confirmed infection at age 24 months or older, confirmed in writing by a physician, **physician assistant or advanced practice registered nurse**. Children five and older do not need proof of Hib vaccination. ~~(Note: Primary Hib vaccine 3-dose series given at ages 2, 4 and 6 months.)~~

Students

Health Assessments and Immunizations (continued)

a) For initial entry into school for kindergarten, regular and special education pre-school programs, grades 1-6: (continued)

- Varicella (Chickenpox) Immunity –
 - (i) 1 dose on or after the 1st birthday or must show proof of immunity to varicella (chickenpox) for entry into licensed pre-school programs and kindergarten; or on or after August 1, 2011 for entry into kindergarten two (2) doses shall be required, given at least three (3) months apart, the first dose on or after the 1st birthday.

(ii) Proof of immunity includes any of the following:

- * Documentation of age appropriate immunizations considered to be one dose administered on or after the student's first birthday (if the student is less than 13 years old) or two doses administered at least 30 days apart for students whose initial vaccination is at thirteen years of age or older.

Note: ~~In June 2006~~, The National Advisory Committees on Immunization Practices (ACIP) changed the recommendation for routine vaccination against chicken pox (Varicella) from a single dose for all children beginning at 12 months of age to two doses, with the second dose given just prior to school entry. The ACIP also recommends that all school-aged children, up to 18 years of age, who have only had a single dose of Varicella vaccine to be vaccinated with a second dose.

- * Serologic evidence of past infection, confirmed in writing by a physician, physician assistant or advanced practice registered nurse based on specific blood testing by a certified laboratory, or
- * Statement signed and dated by a physician, physician assistant or advanced practice registered nurse indicating a child has already had varicella (chickenpox) based on diagnosis of varicella or verification of history of varicella. ~~family and/or medical history.~~ (Date of chickenpox illness not required)

(iii) All students are required to show proof of immunity (see above) to Varicella for entry into 7th grade.

Note: The Connecticut Department of Public Health has indicated that a school-aged child, 13 years of age or older, will only be considered fully immunized if he/she has had two doses of the Varicella vaccine, given at least 4 weeks apart.

Students

Health Assessments and Immunizations (continued)

- a) **For initial entry into school for kindergarten, regular and special education pre-school programs, grades 1-6:** (continued)
- Hepatitis A – Requirement for PK and K for children born on or after January 1, 2007 or enrolled in preschool or kindergarten on or after August 1, 2011.
 - (i) Two (2) doses of hepatitis A vaccine given at least six (6) months apart, the first dose given on or after the child's first birthday; or
 - (ii) Has had protection against hepatitis A confirmed in writing by a physician, physician assistant or advanced practice registered nurse based on specific blood testing by a certified laboratory.
 - Influenza Requirement for PK.
 - (i) Effective January 1, 2012 and each January 1 thereafter, children aged 24-59 months enrolled in preschool are required to receive at least one (1) dose of influenza vaccine between August 1 and December 31 of the preceding year (effective August 1, 2011).
 - (ii) Children aged 24-59 months who have not received vaccination against influenza previously must be given a second dose at least twenty-eight (28) days after the first dose.
 - Pneumococcal Disease Requirement for PK and K
 - (i) Effective August 1, 2011 all students born on or after January 1, 2007, enrolled in PK and K who are less than five (5) years of age must show proof of having received one (1) dose of pneumococcal conjugate vaccine on or after the student's first birthday.
 - (ii) An individual shall be considered adequately protected if currently aged five (5) years or older.

Students

Health Assessments and Immunizations (continued)

b) For entry into seventh (7th) grade:

All students in grades K-12 are required to show proof of 2 doses of measles, mumps, rubella vaccine at least 28 days apart with the first dose administered on or after the first (1st) birthday, or laboratory confirmation of immunity confirmed in writing by a physician, physician assistant or advanced practice registered nurse.

- Proof of having received 2 doses of measles-containing vaccine.

In those instances at entry to seventh grade, where an individual has not received a second dose of measles contained vaccine, a second dose shall be given. If an individual has received no measles containing vaccines, the second dose shall be given at least 4 weeks after the first. (Students entering 7th grade must show proof of having received 2 doses of measles-containing vaccine)

- Proof of Varicella (Chickenpox) Immunity.
 - (i) On or after August 1, 2011, two doses, given at least ~~4 weeks~~ three (3) months apart, the first dose on or after the individual's first (1st) birthday and before the individual's thirteenth (13th) birthday or two doses given at least twenty-eight (28) days apart if the first dose was given on or after the individual's thirteenth (13th) birthday, ~~for students whose initial vaccination is at 13 years of age and older or~~
 - (ii) Serologic evidence of past infection, or
 - (iii) A statement signed and dated by a physician, physician assistant, or advanced practice registered nurse indicating that the child has already had varicella (chickenpox) based on family and/or medical history. (Date of chickenpox illness not required)
- Proof of at least three doses of Hepatitis B vaccine or show proof of serologic evidence of infection with Hepatitis B.
- Proof of Diphtheria-Pertussis-Tetanus Vaccination (Adolescent Tdap Vaccine Requirement for Grade 7 Students)
 - (i) On or after August 1, 2011, an individual eleven (11 years of age or older, enrolled in the seventh (7th) grade, shall show proof of one (1) dose of diphtheria, tetanus and pertussis containing vaccine, (Tdap booster) in addition to completion of the recommended primary diphtheria, tetanus and pertussis containing vaccination series unless:

Students

Health Assessments and Immunizations (continued)

b) For entry into seventh (7th) grade – (continued)

- Proof of Diphtheria-Pertussis-Tetanus Vaccination (Adolescent Tdap Vaccine Requirement for Grade 7 Students) (continued)

- (ii) Such individual has a medical exemption for this dose confirmed in writing by a physician, physician assistant or advanced practice registered nurse based on having last received diphtheria, tetanus and pertussis containing vaccine less than five (5) years earlier and no increased risk of pertussis according to the most recent standards of care for immunization in Connecticut (C.G.S. 19a-7f)

- Meningococcal Vaccine (MCV4) Required for Grade 7 Students

- (i) Effective August 1, 2011, one dose of meningococcal vaccine

NOTE: Students must show proof of 3 doses of Hepatitis B vaccine or serologic evidence of infection to enter eighth grade.

- Immunization requirements are satisfied if a student:
 - (i) presents verification of the above mentioned required immunizations;
 - (ii) presents a certificate from a physician, physician assistant, advanced practice registered nurse or a local health agency stating that initial immunizations have been administered to the child and additional immunizations are in process;
 - (iii) presents a certificate from a physician stating that in the opinion of the physician immunization is medically contraindicated in accordance with the current recommendation of the National Centers for Disease Control and Prevention Advisor Committee on Immunization Practices because of the physical condition of the child;
 - (iv) presents a statement from the parents or guardian of the child that such immunization would be contrary to religious beliefs of the child;
 - (v) he/she has had a natural infection confirmed in writing by a physician, physician assistant, advanced practice registered nurse or laboratory.

Students

Health Assessments and Immunizations (continued)

Health assessment and health screening requirements are waived if the parent legal guardian of the student or the student (if he or she is an emancipated minor or is eighteen years of age or older) notifies the school personnel in writing that the parent, guardian or student objects on religious grounds. (CGS 10-204a)

Students failing to meet the above requirements shall not be allowed to attend school.

- 2) A physical examination including blood pressure, height, weight, hematocrit or hemoglobin, and a chronic disease assessment which shall include, but not be limited to, asthma and which must include public health related screening questions for parents to answer and other screening questions for providers and screenings for hearing, vision, speech, gross dental and posture shall be required for all new school enterers, and students in grade 6 and ~~grade 11*~~ (Effective July, 2008: grade 9 or 10). This health assessment must be completed either prior to school entry or 30 calendar days after the beginning of school for new school enterers. This assessment must be conducted within the school year for students in grade 6 or ~~11*~~ (Effective July 1, 2008: grade 9 or 10). Parents of students in grade 6 or ~~11*~~ (Effective July 1, 2008: grade 9 or 10) shall be notified, in writing, of the requirement of a health assessment and shall be offered an opportunity to be present at the time of assessment.

The assessment shall also include tests for tuberculosis, sickle cell anemia or Cooley's anemia and test for lead levels in the blood when the Board of Education, after consultation with the school medical advisor and the local health department, determine such tests are necessary.

A test for tuberculosis, as indicated above, is not mandatory, but should be performed if any of the following risk factors prevail:

1. birth in a high risk country of the world (to include all countries in Africa, Asia, the former Soviet Union, Eastern Europe, Central and South America, Dominican Republic and Haiti);
2. travel to a high risk country staying at least one week with substantial contact with the indigenous population since the previously required examination;
3. extensive contact with persons who have recently come to the United States since the previously required examination;
4. contact with persons suspected to have tuberculosis; or
5. had contact with anyone who was in a homeless shelter, jail or prison, uses illegal drugs or has HIV infection.

Students

Health Assessments and Immunizations (continued)

Health assessments completed within two calendar years of new school entry or grades 6 or ~~H*~~ (Effective July 1, 2008: grade 9 or 10) will be accepted by the school system. Failure of students to satisfy the above mentioned health assessment timeliness and/or requirements shall result in exclusion from school.

(*Note: As an alternative health assessment could be held in grades 7 ~~and 10.~~)

The District shall annually report to the Department of Public Health and to the local health director the asthma data pertaining to the total number of students per school and in the district obtained through school assessments, including student demographics. Such required asthma diagnosis shall occur at the time of mandated health assessment at the time of enrollment, in either grade 6 or 7, and in either ~~grade ten or eleven~~ (Effective July 1, 2008: grade 9 or 10. Such asthma diagnosis shall be reported whether or not it is recorded on the health assessment form, at the aforementioned intervals.

- 3) Parents or guardians of students being excluded from school due to failure to meet health assessment requirements shall be given a thirty calendar day notice in writing, prior to any effective date of school exclusion. Failure to complete required health assessment components within this thirty day grace period shall result in school exclusion. This exclusion shall be verified, in writing, by the Superintendent of Schools or his/her designee. Parents of excluded students may request administrative hearing of a health assessment-related exclusion within five days of final exclusion notice. An administrative hearing shall be conducted and a decision rendered within fifteen calendar days after receipt of request. A subcommittee of the Board of Education shall conduct an administrative hearing and will consider written and/or oral testimony offered by parents and/or school officials.
- 4) Health screenings shall be required for all students according to the following schedule:

Vision Screening	Grades K-6, 9
Audiometric Screening	Grades K-3, 5, 8
Postural Screening	Grades 5, 6, 7, 8, 9

The school system shall provide these screening to students at no cost to parents. Parents shall be provided an annual written notification of screenings to be conducted. Parents wishing to have these screenings to be conducted by their private physician shall be required to report screening results to the school nurse.

(Health assessments may be conducted by a licensed physician, advanced practice registered nurse, registered nurse, physician assistant or by the School Medical Advisor.)

Students

Health Assessments and Immunizations (continued)

- 5) Parents of students failing to meet standards of screening or deemed in need of further testing shall be notified by the Superintendent of Schools.

Students eligible for free health assessments shall have them provided by the health services staff. Parents of these students choosing to have a health assessment conducted by medical personnel outside of the school system shall do so at no cost to the school system.

- 6) Health records shall be maintained in accordance with Policy #5125.

- 7) All candidates for all athletic teams shall be examined annually by the designated school physician at a time and place determined by the Director of Athletics and/or coach.

No candidate will be permitted to engage in either a practice or a contest unless this requirement has been met, and he or she has been declared medically fit for athletics.

An athlete need not be re-examined upon entering another sport unless the coach requests it.

If a student is injured, either in practice, a contest, or from an incident outside of school activities at requires him or her to forego either a practice session of contest, that student will not be permitted to return to athletic activity until the school physician examines the student and pronounces him/her medically fit for athletics.

- Legal Reference: Connecticut General Statutes
~~10-204 Vaccination~~
10-204a Required immunizations
10-204c Immunity from liability
10-205 Appointment of school medical adviser
10-206 Health assessments (as amended by June Special Session PA 01-4, PA 01-9, PA 05-272 and PA 07-58)
10-207 Duties of medical advisers
10-206a Free health assessments (as amended by June Special Session PA 01-1)
10-208 Exemption from examination or treatment

Students

Health Assessments and Immunizations

Legal Reference: Connecticut General Statutes (continued)

10-208a Physical activity of student restricted; board to honor notice

10-209 Records not to be public. Provision of reports to schools.

10-212 School nurses and nurse practitioners

10-214 Vision, audiometric and postural screenings. When required. Notification of parents re defects; record of results, as amended by PA 96-229, An Act Concerning Scoliosis Screening.

Department of Public Health, Public Health Code, 10-204a-2a,10-204a-3a and 10-204a-4

20 U.S.C. Section 1232h, No Child Left Behind Act

Regulation approved:

rev 2/97
rev 4/00
rev 11/01
rev 3/03
rev 5/03
rev 7/05
rev 7/07
rev 12/09
rev 7/10
rev 6/11

A succinct sample regulation to consider.

Students

Health Assessments and Immunizations

A complete immunization record must be presented before a child enters any District school. For all students, this record must show dates of adequate immunizations against:

- Diphtheria;
- Pertussis;
- Tetanus;
- Poliomyelitis (initial series plus booster given on or after the fourth birthday); and
- Hepatitis B (three doses).

In addition, the following immunizations are also required:

Hib	1 dose given on or after the first birthday for students under five years of age.
Pneumococcal	1 dose given on or after the first birthday for students under five years of age who were born on or after January 1, 2007 and are enrolled in Pre-Kindergarten or Kindergarten on or after August 1, 2011.
Hepatitis A	2 doses for all students born on or after January 1, 2007 who are enrolled in Pre-Kindergarten or Kindergarten, on or after August 1, 2011. First dose given on or after the first birthday.
Influenza	1 dose for students under five years of age enrolled in pre-school, on or after August 1, 2011. Vaccine should be administered annually between August 1 and December 31 st . Individuals receiving the vaccine for the first time require two doses.
Measles, Mumps, Rubella	2 doses for all students enrolled in Kindergarten through grade 12, on or after August 1, 2011. First dose given on or after the first birthday.
Varicella	2 doses for those enrolled in Kindergarten or 7 th grade, on or after August 1, 2011. First dose given on or after the first birthday.
Tdap	1 dose, given after the 7 th birthday, of diphtheria, tetanus and pertussis vaccine for those enrolled in 7 th grade, on or after August 1, 2011.
Meningococcal	1 dose for those enrolled in 7 th grade, on or after August 1, 2011.

Under certain circumstances, proof of immunity based upon specific blood testing or disease certification is acceptable in lieu of immunization. Parents/guardians should be instructed to contact the school nurse for further information.

Regulation approved:

cps 6/11

STATE OF CONNECTICUT
Department of Public Health

**IMMUNIZATION REQUIREMENTS FOR ENROLLED STUDENTS IN CONNECTICUT
SCHOOLS FOR 2011-2012 SCHOOL YEAR**

PRESCHOOL

(Children entering after age 3 but before age 5)

	DTaP:	4 doses
	Polio:	3 doses
	MMR:	1 dose on or after the 1 st birthday
	Hep B:	3 doses, last one on or after 24 weeks of age
	Varicella:	1 dose on or after the 1 st birthday or verification of disease
	Hib:	1 dose on or after the 1 st birthday
	Pneumococcal	1 dose on or after the 1 st birthday
	Influenza:	1 dose administered each year between Aug. 1-Dec. 31 st
		(2 doses separated by at least 28 days required for those receiving flu for the first time)
	Hepatitis A	2 doses given six months apart, 1 st dose on or after 1 st birthday

KINDERGARTEN

	DTaP:	At least 4 doses. The last dose must be given on or after 4 th birthday
	Polio:	At least 3 doses. The last dose must be given on or after 4 th birthday
	MMR:	2 doses separated by at least 28 days, 1 st dose on or after the 1 st birthday
	Hep B:	3 doses, last dose on or after 24 weeks of age
	Varicella:	2 doses separated by at least 3 months-1 st dose on or after the 1 st birthday; or verification of disease
	Hib:	1 dose on or after 1 st birthday for children less than 5 years old

GRADES 1-6

	DTaP /Td/Tdap:	At least 4 doses. The last dose must be given on or after 4 th birthday. Students who start the series at age 7 or older only need a total of 3 doses.
	Polio:	At least 3 doses. The last dose must be given on or after 4 th birthday
	MMR:	2 doses separated by at least 28 days, 1 st dose on or after the 1 st birthday
	Hep B:	3 doses, last dose on or after 24 weeks of age
	Varicella:	1 dose on or after the 1 st birthday; or verification of disease

GRADE 7

	Tdap/Td	1 dose for students who have completed their primary DTaP series Students who start the series at age 7 or older only need a total of 3 doses of tetanus-diphtheria containing vaccine, one of which must be Tdap
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Polio: At least 3 doses. The last dose must be given on or after 4th birthday

5141.3
Appendix A
(continued)

GRADE 7 (continued)

MMR: 2 doses separated by at least 28 days, 1st dose on or after the 1st birthday
Meningococcal 1 dose
Hep B: 3 doses, last dose on or after 24 weeks of age
Varicella: 2 doses separated by at least 3 months-1st dose on or after the 1st birthday; or verification of disease

GRADE 8-12

Td/Tdap: At least 3 doses. The last dose must be given on or after 4th birthday Students who start the series at age 7 or older only need a total of 3 doses one of which should be Tdap.
Polio: At least 3 doses. The last dose must be given on or after 4th birthday
MMR: 2 doses separated by at least 28 days, 1st dose on or after the 1st birthday
Hep B: 3 doses, last dose on or after 24 weeks of age
Varicella: For students <13 years of age, 1 dose given on or after the 1st birthday; for unvaccinated students 13 years of age or older, 2 doses given at least 4 weeks apart; or verification of disease

Important Reminders:

- DTaP vaccine is not given on or after 7th birthday
- DTaP may be given for all doses in the primary series
- Tdap can be given in lieu of Td vaccine for children 7 years and older unless contraindicated. Tdap is only licensed for one dose.
- Hib is not given or required for children 5 years of age or older
- Pneumococcal is not required for children 5 years of age or older. Pneumococcal is required for all Pre-K students born on or after 1/1/2007. The vaccine will be required for any K student less than 5 years of age and born on or after 1/1/2007 in the 2012-13 school year.
- Hepatitis A is required for all Pre-K students born on or after 1/1/2007. The vaccine will be required for all Kindergarten students born on or after 1/1/2007 in the 2012-13 school year.
- Hep B requirement for school year 2011-2012 applies to all students in grades K-12
Spacing intervals for a valid Hep B series are at least 4 weeks between dose #1 and dose #2; 8 weeks between dose #2 and dose #3; at least 16 weeks between dose #1 and dose #3; dose #3 should not be given before 24 weeks of age.
 - Second MMR for school year 2011-2012 applies to all students in grades K-12
 - Laboratory confirmation of immunity is **only** acceptable for Hepatitis B, Measles, Mumps, Rubella, Hepatitis A, and Varicella
 - **VERIFICATION OF VARICELLA DISEASE:** Confirmation in writing by a MD, PA, or APRN that the child has a previous history of disease, based on family or medical history

New Entrant Definition:

*New entrants are any students who are new to the school district, including preschoolers and all students coming in from Connecticut private, parochial and charter schools located in the same or another community. All students entering kindergarten, including those moving from any public or private pre-school program, even in the same school district, are considered new entrants. The one exception is students returning from private approved

Risk Assessment Questionnaire for Tuberculosis Exposure

1. Was your child born outside the United States?

If yes, where was your child born? If born in Africa, Asia, (including the former Soviet Union), Latin America, (including Haiti and the Dominican Republic) or Eastern Europe, a TST should be placed.

2. Has your child traveled outside the United States?

If yes, where did the child travel, with whom did the child stay, and how long did the child travel? If the child traveled to any of the above continental areas, stayed for one week or more and interacted with local people, including local friends or local family, then a TST should be placed.

3. Has your child been exposed to anyone with TB disease?

If yes, determine whether the person had TB disease or LTBI, when the exposure occurred, and what the nature of the contact was. If confirmed that contact was with a person with known or suspected TB disease, a TST should be placed.

4. Does your child have close contact with someone with a positive TST?

If yes, see the previous question for follow-up questions.

5. Does your child spend time with anyone who has been in jail (or prison) or a shelter, inject illegal drugs, or has HIV?

If yes, then a TST should be placed.

6. Has your child drunk raw milk or eaten unpasteurized cheese since the last tuberculin skin test?

If yes, then a TST should be placed.

7. Does your child have a household member who was born outside the United States?

If yes, from what country? If country is one of the countries included in question #1, then a TST should be placed.

8. Does your child have a household member who has traveled outside the United States?

Included as a household member are persons who take care of the child in the home. If yes, and the person is from one of the countries included in question #1, a TST should be placed.

_____ PUBLIC SCHOOLS
_____, Connecticut

Religious Exemption from Immunizations Certificate

Children with religious exemptions shall be permitted to attend school except in the case of a vaccine-preventable disease outbreak in the school. All susceptible students will be excluded from school based on public health officials' determination that the school is a primary site for disease exposure, transmission and spread into the community. Students excluded from school for this reason will not be able to return to school until (1) the danger of the outbreak has passed as determined by public health officials, (2) the student becomes ill with the disease and completely recovers, or (3) the student is immunized. For example, for measles the complete incubation period is eighteen (18) days from the onset of symptoms for the last case in the community. Outbreaks like measles may last for several months.

According to state statutes (Connecticut General Statutes Sections 19a-7f and 10-204a), no child may be admitted to school without proof of immunization or a statement of exemption. Parents or guardians seeking an exemption on the basis that immunizations would be contrary to religious beliefs of the child should complete the following statement and return it to the school nurse.

To Whom It May Concern:

As the parent(s)/guardian(s) of _____
Name of student

I/we hereby assert that the immunization of this student would be contrary to the religious beliefs of this child. Therefore, this child shall be exempt from the required immunizations under Section 10-204a of the Connecticut General Statutes and shall be permitted to attend school except in the case of a vaccine-preventable disease outbreak in the school.

Date

Signature of Parent(s)/Guardian(s)

Date

Signature of Parent(s)/Guardian(s)

Street Address

City, State, Zip Code

Telephone Number