

Woodbridge Board of Education
Woodbridge BOE Policy Committee
Thursday, July 21, 2011 6:30 PM

Woodbridge BOE Policy Committee Thursday,
July 21, 2011 6:30 PM District Office
Conference Room 40 Beecher Road South

Agenda

- I. **Call to Order**
- II. **Review 9000 Series Changes**
- III. **Review 0000 Series**
- IV. **Adjourn**

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 bi-annually 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.~~ **Appoint members to committees in accordance with By-Laws Policies 9132 and 9133.**
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.

Bylaws of the Board

Chairperson

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.

(cf. 9324 Meeting Conduct and Parliamentary Procedure)

9121(c) Bylaws of the Board of Education Officers

9132 Bylaws of the Board of Education Standing Committees

9133 Bylaws of the Board of Education Special Committees

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

Adopted by the Board: 11/05/79; Revised 1993; Approved 3/29/93; Revised 1/17/06;
Revised 3/16/09

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 assume the duties of the Chairperson for the unexpired term in the event of a vacancy in that office and a new Vice-Chairperson shall be elected by a majority of all Board members to serve for the unexpired term.

In the absence or inability of the chairperson, the Vice-Chairperson shall preside at Board meetings and shall perform such other duties of the Chairperson as necessary.

(cf. 9324 Meeting Conduct and Parliamentary Procedure)
9121(c) 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.

Adopted by the Board: 11/05/79; Revised 1993; Approved 3/29/93; Revised 1/17/06;
Revised 6/15/09

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 shall preside at Board meetings and perform such other duties as necessary.

(cf. 9324 Meeting Conduct and Parliamentary Procedure)
9121(c) 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.

Adopted by the Board: 11/05/79; Revised 1993; Approved 3/29/93; Revised 1/17/06;
Revised 3/16/09

Bylaws of the Board

Clerk of the Board

The Woodbridge Board of Education shall be staffed by an individual who will serve as Clerk of the Board.

The Clerk of the Board 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 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

Bylaws of the BoardCommittee 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 sub-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.~~ **conduct its Curriculum Committee as a Committee of the Whole.**

Legal Reference

Connecticut General Statutes

1-200 Definitions

1-225 Meetings of Government Agencies to be Public

Adopted by the Board: 11/05/79; Revised 1993; Approved 3/29/93; Revised 10/17/05;
Reviewed

Bylaws of the Board

Standing Committees

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 non-binding, only the Woodbridge Board of Education may determine policy.

The standing committees:

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

Adopted by the Board: 11/05/79; Revised 1993; Approved 3/29/93; Revised 11/00; Revised 8/20/01; Revised 1/22/02; Revised and Approved 10/20/03; Revised 11/15/04; Revised 9/19/05; Reviewed 12/15/08

Bylaws of the Board

Special Committees/Advisory Committees

The Chairperson **of the Woodbridge Board of Education shall create and assign membership to Ad Hoc** ~~appoint such temporary and special~~ committees as shall be deemed necessary or advisable by the Board of Education, and the chairperson shall be, ex officio, a 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. **Such final report shall be given to the Board within one (1) year of creation.**

~~The chairperson of each appointed committee shall keep other members of the Board informed of the activities of the committee through the chairperson of the Woodbridge Board of Education.~~

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

In contrast to standing committees, Ad Hoc committees are created to perform a specific task. Ad Hoc 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 Ad Hoc 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

Adopted by the Board: 11/05/79; Revised 1993; Approved 3/29/93; Revised 10/17/05
DELETE ENTIRELY **9210**

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. 9270 Conflict of Interest)~~

Adopted by the Board: 11/05/79; Revised 1993; Approved 3/29/93; Revised 11/21/05

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~~ **by a two-thirds vote of the membership of the whole Board.**

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 (see also #9121, and #9122).

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

Legal Reference: Connecticut General Statutes

7-103 Resignation of Municipal Officers

Adopted By the Board: 11/92; Revised 1993; Approved 3/29/93; Revised 11/21/05;
Reviewed 6/15/09

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.~~

Adopted by the Board: 11/05/79; Approved 3/29/93; Revised 12/19/05

Bylaws of the Board

Board Member Protection

The Woodbridge School District 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.

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.
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.
- 19. The Board as a whole shall request data and/or reports from district personnel not as an individual.**

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

Adopted by the Board: 11/05/79; Revised 1993; Approved 3/29/93; Revised 12/19/05

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.~~

Adopted by the Board: 11/21/05

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~~ **situations and potential problems**. Application of such policies to individual ~~problems and jobs~~ **cases** is an administrative function to be performed by the Superintendent.

Adopted by the Board: 11/05/79; Revised 1993; Approved 3/29/93; Revised 12/19/05

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

~~Robert's Rules of Order, Newly Revised~~

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 circumstances 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.

**Legal Reference: Connecticut General Statutes
10-221 Boards of Education to prescribe rules, policies and procedures**

Adopted by the Board: 11/05/79; Revised 1993; Approved 3/29/93; Revised 12/19/05

Bylaws of the Board

Time, Place, 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, Vice Chairperson and/or Secretary are not chosen within one month, the 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 shall be filled** by a majority **vote** of the members of the Board present, at a meeting warned for that purpose, ~~until the subsequent organizational meeting.~~

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 **acting chair**, ~~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 BoardTime, Place, Notification of MeetingsSpecial Meetings (Cont.)

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.

Legal Reference

- (cf. 1331 Smoke Free Environment)
- (cf. 9121 Board of Education Officers)
- (cf. 9323 Agenda Construction)
- (cf. 9325 Meeting Conduct & Parliamentary Procedures)
- (cf. 9325.1 Quorum)
- (cf. 9325.2 Order of Business)
- (cf. 9326 Minutes)

Connecticut General Statutes

1-200 Definitions. ("Public Agency")

1-225 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. 83-148 requiring "filing" of notice instead of "posting" with clerk; Saturdays, Sundays, holidays or days when office is closed are excluded from time element)

Adopted by the Board: 11/05/79; Revised 1993; Approved 3/29/93; Revised 10/17/05

Bylaws of the Board

Public and Executive Sessions

Public Meetings

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

Bylaws of the Board

Public and Executive Sessions

Executive Session (Cont.)

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.~~

(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. (Public agency; Meetings; Person; Public Records or Files; Executive sessions) (as amended by P.A. 02-130).

1-210 Access to public records. Exempt records.

1-225 Meetings of government agencies to be public. Recording of votes. Schedule of meetings to be filed. Notice of special meetings. Executive session.

1-226 Recording, broadcasting or photographing meetings.

19a-342 Smoking prohibited in certain places. Signs required. Penalties.

1-206 Denial of access of public records or meetings. Appeals. Notice. Orders. Civil Penalty. Service of process upon commission. Frivolous appeals.

1-231 Executive sessions.

Adopted by the Board: 11/05/79; Revised 1993; Approved 3/29/93; Revised 11/21/05

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 as soon thereafter as** 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 **designated** 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.~~

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. ~~The chairperson may allot to each speaker 5 minutes and 20 minutes to each subject matter.~~ **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. 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. ~~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. 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. ~~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. The Board may, by a majority vote, decide to 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 time.
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 shall be submitted to the Board under provisions of the Woodbridge Board of Education policy. All such charges or complaints concerning individual employees of the board should be sent to the immediate supervisor 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.**

Adopted by the Board: 11/05/79; Revised 1993; Approved 3/29/93; Revised 7/21/03

Bylaws of the Board

Attendance of Meetings via Electronic Communication

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 from a remote location that is not open to the public.

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.

Such participation by a Board member shall be limited each fiscal calendar year to two meetings.

A board member may participate in a meeting by electronic means only when the voice of the remote participant can be heard by all persons at the primary meeting location.

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.

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.

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

(cf. 9322 – Public and Executive Sessions)

(cf. 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**

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.~~

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.

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.

- ~~1. Email should be used to pass along factual information.~~
- ~~2. 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.~~
- ~~3. 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. 1-211 Disclosure of computer-stored public records.

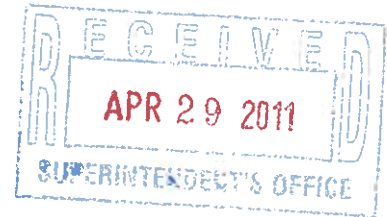
Adopted by the Board: 11/21/05

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:

WOODBRIAGE 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)
Gebbser v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)
Davis v. Monro 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