Policy Committee Meeting

Monday, January 27, 2014 6:30 PM
Policy Committee Meeting, L.P. Wilson Community Center, Room 17, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge of Allegiance, Moment of Silence**
2. **Audience to Visitors**
3. **Review and Update P-1250 Visits to the Schools**
4. **Review Bylaw-9010, Limits of Authority Paragraph 1E, Requests for Agenda Items and Bylaw-9323, Construction of Agenda and Posting of Agenda**
5. **Review New Policy, P-5144.1 Physical Activity and Student Discipline**
6. **Review P-5123 Promotion/Retention**
7. **Review New P-6114.1 Fire Emergency (Drills) and Review and Update AR-6114.1 Fire Emergency (Drills)**
8. **Review New Policy, P-5141.25 Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease**
9. **Adjournment**

Rational for Proposal:

VISITORS

In response to school safety issues, we revised this policy to provide further clarification and additional precautionary measures for schools to implement when allowing visitors into school buildings.

Section: Community Relations

Subject: VISITS TO THE SCHOOLS **P-1250**

BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

The Board of Education and staff of the school district welcome and strongly encourage members of the community and other interested persons to visit the schools.

The Superintendent shall establish regulations which:

1. Encourage school visitations;

2. Provide for appropriate hospitality for visitors;

3. Channel expressions of approval and constructive criticism to the Board of Education;

4. Ensure that public visits will not hinder the educational program; and

5. Require all visitors to register in the principal's office upon arrival at the school.

Upon arrival, all visitors must ~~report directly to and sign~~ **comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing** in and out at the visitors' reception area of the school office**, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors have authorized access, and complying with directives of school officials at all times**.

Although Board of Education members are encouraged to visit schools independently, they have no more authority than any other citizen.

Policy Adopted: July 13, 2005

ADOPTED: _____
REVISED: _____

~~December 2009~~ **July 2013**

Community Relations **AR-1250**

ADMINISTRATIVE REGULATIONS REGARDING VISITORS TO THE SCHOOLS

It is required that all school personnel politely question any unknown person seen in school buildings and direct them to the office to comply with this regulation.

1. Any person wishing to visit a school building, and/or observe any student program, must obtain prior approval from the Principal or responsible administrator of the respective school building or program.

2. A visitor to any school building or program must be able to articulate a legitimate reason for his/her proposed visit and/or observation. Where the visitation involves direct contact with district students, or observation of an identified student or student program, the visitor must have a sufficient educational nexus with the district, its educational programs or the student to support such request.

3. All visits must be reasonable in length and conducted in a manner designed to minimize disruption to the district's educational programs.

4. When determining whether to approve a request to visit and/or observe student programs, the building Principal or responsible administrator shall consider the following factors:

    a. the frequency of visits;

    b. the duration of the visit;

    c. the number of visitors involved;

    d. the effect of the visit on a particular class or activity;

    e. the age of the students;

    f. the nature of the class or program;

    g. the potential for disclosure of confidential personally identifiable student information;

h. whether the visitor/observer has a legitimate educational interest in visiting the school;

i. whether the visitor/observer has professional ethical obligations not to disclose any personally identifiable student information; and

j. any safety risk to students and school staff.

5. The building Principal or responsible administrator has the discretion to limit, or refuse, requests for visits and/or observations of student programs in light of the above criteria.

6. If a building Principal or responsible administrator approves a request to visit a school building and/or observe a student program, arrangements must be made in advance to ensure that the visit will not disrupt educational programs. The length and scope of any visit shall be determined by the building Principal or responsible administrator in accordance with these regulations and accompanying Board policy.

7. Upon arrival, all visitors must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors have authorized access, and complying with directives of school officials at all times.

8. A refusal to comply with any of the Board's policy provisions and/or regulation concerning visitors shall constitute grounds for denial of the visitor's privileges, as determined appropriate by the building Principal or designee. Such refusal may also result in a referral to law enforcement personnel, as determined appropriate by the building Principal or designee.

9. **Guest Regulations**

a. A student's request to have a guest must be presented at least one full day in advance of arrival.

b. Written permission from: (a) sponsor's parent/guardian, (b) guest's parent/guardian, (c) guest's principal (if applicable), must be received prior to approval.

Regulation approved:

July 2013

Section: **Bylaws of the Board**

Subject: **LIMITS OF AUTHORITY** **BL-9010**

BOARD OF EDUCATION BYLAW
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

1. Transaction of Business:

A. The Board shall transact all business at a legal meeting of the Board.

B. The Board shall concern itself with Board questions of educational policy, and not with administrative details.

C. Board members have no individual authority. Individual members shall make no commitments for the Board or issue orders for the Board, except when executing an assignment delegated by the Board.

D. The Board member does not represent a factional segment of the community, but a part of the body that represents and acts for the community as a whole.

E. In order for an item to appear on the agenda of the Board of Education other than normal business items, at least three members of the Board of Education must assent or request that the matter be placed on the agenda. Board of Education members should communicate their requests to the President of the Board of Education. **If three or more Board of Education members request an item to be on the agenda, then the item will be placed on the agenda.**

2. Research reports

A. In order to insure that staff time is allotted wisely, requests for detailed research or reports by staff must be made by three Board members.

Bylaw Adopted: January 19, 2005

Section: **Bylaws of the Board**

Subject: **CONSTRUCTION OF AGENDA AND POSTING OF AGENDA** **BL-9323**

BOARD OF EDUCATION BYLAW
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

The Superintendent in cooperation with the President of the Board of Education shall prepare an agenda for each meeting. Any member of the Board of Education may contact the President of the Board of Education or the Superintendent and request that an item to be placed on the agenda prior to the legally required public posting of the agenda. ~~At least three Board of Education members must agree to the additional agenda item before it will be placed on the agenda.~~ **If three or more Board of Education members request an item to be on the agenda, then the item will be placed on the agenda.**

Posting of Agenda

At least twenty-four (24) hours prior to the time of the regular or special meeting, an agenda will be posted by the Superintendent of Schools for the Board of Education.

An agenda will be posted at Town Hall and the Administrative Offices of the Board of Education. Agendas will also be posted on the Board's web site and be placed in each school in a place readily available to parents and teachers, as well as in the Public Libraries. Copies of the agenda will be sent to the newspapers serving the Town of Windsor.

Legal Reference: Connecticut General Statutes

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.

Bylaw Adopted: January 19, 2005

Rational for Proposal:

PHYSICAL ACTIVITY AND STUDENT DISCIPLINE (NEW)

Public Act 13-173 requires boards of education to adopt a policy, as the board deems appropriate, concerning the issue regarding any school employee being involved in preventing a student from participating in the entire time devoted to physical exercise in the regular school day. We developed this policy to comply with this new legislation.

Students **P-5144.1**

PHYSICAL ACTIVITY AND STUDENT DISCIPLINE

It is the policy of the Board to promote the health and well-being of district students by encouraging healthy lifestyles including promoting physical exercise and activity as part of the school day.

[NOTE: Public Act 13-173 requires boards of education to adopt a policy, as the board deems appropriate, concerning the issue regarding any school employee being involved in preventing a student from participating in the entire time devoted to physical exercise in the regular school day. Below is suggested language that prohibits a school employee from depriving elementary students from participating in the full 20 min/day of physical exercise required under current law. Boards may extend this prohibition beyond elementary students, as deemed appropriate by the Board.]

Prohibition on Deprivation of Physical Exercise Period as a Form of Discipline:

For elementary school students, the Board includes a time of not less than twenty (20) minutes in total, during the regular school day, to be devoted to physical exercise. The Board prohibits school employees from disciplining elementary school students by preventing them from participating in the entire time devoted to physical exercise during the regular school day. **This policy does not prevent a student from being disciplined or being sent to the office during the physical activity.**

Prohibition on Compulsion of Physical Activity as a Form of Discipline:

For all students, the Board prohibits school employees from disciplining students by requiring students to engage in physical activity as a form of discipline during the regular school day.

Definition:

For the purposes of this policy, a "school employee" is defined as (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in the district schools, or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the district schools pursuant to a contract with the Board.

~~**Disciplinary Action for Failure to Follow Policy:**~~

~~Any employee who fails to comply with the requirements of this policy may be subject to discipline up to and including termination of employment. Any contracted individual who provides services to or on behalf of students enrolled in the district and who fails to comply with the requirements of this policy may be subject to having his/her contract for services suspended by the district.~~

Legal References:

Connecticut General Statutes: § 10-221o Lunch periods. Recess
Public Act 13-173, "An Act Concerning Childhood Obesity and Physical Exercise in the Schools"

ADOPTED: _____
REVISED: _____

9/1/13

Section:	**Students**
Subject:	**PROMOTION / RETENTION** **P-5123**

BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

The Board of Education is dedicated to the best total and continuous development of each student enrolled in its schools. Therefore, the District will establish and maintain the highest standards required for each grade and monitor student performance in a continuous and systematic manner. The administration and faculty shall establish a system of grading and reporting academic achievement to students and their parents and guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, personal and social maturity, performance on objective tests, and student demonstration of mastery of the Goals for Windsor Students (P 0200) at each level.

To graduate from the Windsor Public Schools a student must demonstrate competency in specific basic skills. Assessment of the level of competency in the specified basic skills includes the results from the Connecticut Academic Performance Test (CAPT). Administration will identify a course of study to assist a student who has not successfully completed the assessments.

Legal Reference:

P.A. 99-288
10-221 (a)

P.A. 01-166
10-223

Policy Adopted: September 18, 2007

Section:	**Students**	
Subject:	**PROMOTION / RETENTION**	**AR-5123** **(See 5123.1 for WHS)**

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

1. The Windsor Public Schools are committed to ensuring that every graduate is a lifelong learner, productive worker, responsible citizen and thoughtful participant in our diverse communities. It is the goal of this school system that every graduate will achieve the Goals for Windsor Students, adopted by the Board of Education as Policy 0200.

2. These expectations shall frame the teaching, learning and assessment processes of the Windsor schools. Such expectations are viewed as crucial to lifelong learning and essential to gaining student's commitment to the learning process.

3. The Administration will maintain rigorous grade-by-grade standards and a curriculum and assessment system to support such standards. A high priority must be placed on ensuring a student's ability to read on grade level. These standards are based on Windsor's goals and aligned with Connecticut's statewide assessment system, CMT's, CAPT, Common Core of Learning and Curriculum Frameworks. They are translated into local curriculum frameworks to guide instruction based upon high expectations for student achievement.

4. Social promotion is not acceptable.

5. Student promotion and graduation shall be based on demonstrated and/or assessed mastery of the content and skills standards. *(especially in the core subjects of English/language arts, mathematics, science and social science)* Students should earn the right to move from grade to grade through demonstration of the mastery of the knowledge and skills required of them.

   A. Students are expected to progress through each grade usually within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. The student's readiness for work at the next grade level shall be required before he/she is promoted.

      The District shall utilize multiple measures of academic performance indicators as determinants in promotion/retention decisions. Student assessment of performance shall be based upon and aligned with the

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

Promotion/Retention (continued)

adopted standards. Student evaluation shall be fair, consistent and appropriate to program goals. The assessment program shall include, but not be limited to, the use of standardized and teacher made tests, projects, portfolios, and other student demonstrations of mastery, teacher observation, and student performance on objective tests.

B. Schools shall identify students at risk, modify instruction, and offer additional support to prevent retention. Prior to deciding on retention for a student not mastering the appropriate skills, the district shall provide and may require the student to attend one or more alternatives for remedial assistance.

C. Academic achievement, attitude, effort, work habits, behavior, attendance, and other significant learning related factors shall be regularly evaluated and communicated to students and their parents/guardians.

D. Parents/guardians shall also be included in the planning of intervention strategies and the ongoing monitoring of the student's progress. Parent/guardians are to be fully involved and informed throughout the promotion/retention decision-making process. Parents will be notified as early as possible of prevention and intervention strategies, and following unsuccessful attempts to bring the student to mastery, that retention is being considered. The Principal shall be responsible for making the final promotion/retention decision.

6. The District may provide alternatives to promotion for students not successfully completing academic requirements for promotion. Such programs could include, but not be limited to, transitional programs and alternative schools/programs within the District or in cooperation with other school districts.

Section:	**Students**	
Subject:	**PROMOTION / RETENTION**	**AR-5123** **(See 5123.1 for WHS)**

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

Legal Reference:

P-0200 – Goals for Students
P-6146.1 – Reporting to Parents
AR-6146.1 – Reporting to Parents, Marking System
P.A. 99-288 An Act Concerning Education Accountability
10-221(a) Board of Education to prescribe rules.

Regulation Approved: September 18, 2007

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

Section:	**Students**	
Subject:	**PROMOTION / RETENTION** **Windsor High School Graduation Requirements**	**AR-5123.1**

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

I. Introduction

To graduate from Windsor High School a student must have earned a minimum of 22 credits **(23 credits effective with the Class of 2012)** and must have met the credit distribution requirement. Students also must meet performance standards in reading, writing, mathematics and science. The district performance in science shall take effect beginning with the class of 2013.

II. Credit Distribution Requirement

The following courses must be passed:

English	4 credits
Science	2 credits (biology, a physical science) Class of 2011 **3 credits beginning with the Class of 2012** (biology, a physical science, and 1 additional credit in: chemistry, physics, integrated science 2, and/or 2 of the following: ecology, zoology, human anatomy or microbiology)
Mathematics	3 credits
Social Studies	3.5 credits (civics, U.S. history, world history)
Fine Arts	.5 credits (art or music)
Vocational/Applied Edu.	.5 credits (business, human and personal services, or technology education)
Physical Education	1.2 credits (physical education/personal development 1, physical education/personal development 2)

III. Promotion and Retention

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

Grade 9 to 10	5.5 credits
Grade 10 to 11	11.0 credits
Grade 11 to 12	16.5 credits

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

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

Windsor High School students must have basic skills in reading, writing, mathematics and science before graduation. To demonstrate their competency in these areas, students not exempt must meet the district's performance standards.

A. Definition

1. Reading: Students will read a short piece of fiction and develop a valid and supported written initial response, interpretation, connection and evaluation.

2. Writing: Students will read a non-fiction article and respond critically in writing to a question called a prompt by producing an essay that is focused, organized, elaborated, and edited for standard English conventions.

3. Mathematics: Within the content of the course in which the student is enrolled s/he will use mathematics (including algebra, geometry, and/or probability/statistics) to solve multi-step problems. The student will be provided any required formulas and may use a calculator in completing the task. Also, the student will explain in writing either how s/he arrived at each answer or justify each answer in writing.

4. Science: Within the content of the course in which the student is enrolled, s/he will use the process of scientific inquiry (describe, explain, and predict natural phenomena, use questioning, collect, analyze and interpret data, and assess the relevance, validity, and credibility of scientific information) to investigate scientific problems. The student will be provided with any required formulas and some information to complete the tasks. The student can explain, in writing, the process of scientific inquiry by analyzing and interpreting data, and using supporting content knowledge to identify and justify the answer.

B. Exemptions

1. Students will be exempt from the district performance standard if they have

a. Achieved proficiency, that is, 3 or higher on all four subtests of the Connecticut Academic Performance Test (CAPT): Mathematics, Writing Across the Disciplines, Reading Across the Disciplines and Science.

OR

b. Achieved a minimum score of 500 on the SAT II in writing and mathematics.

OR

c. Achieved at least 1000 on the SAT I, with a minimum score of 500 on both the verbal and math sections.

OR

d. Achieved a minimum composite score of 20 on the ACT.

OR

e. Achieved a minimum score of 47 on the PSAT.

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

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

C. Implementation

1. Students who do not meet proficiency on the Writing Across the Disciplines, Reading Across the Disciplines, Mathematics and Science sections of CAPT or through one of the alternative standards must retake the CAPT in their junior year.

2. Students will have opportunities within their English, social studies, mathematics and science courses to practice department developed and approved practice performance assessments.

3. One District Performance Assessment will be given in May of junior year to students who have not met the district performance standard. Students who are successful on these District Performance Assessments will fulfill the requirement for graduation.

4. Students who have not met the district performance standard by the end of their junior year in reading, writing, mathematics or science are required to participate in a structured remediation course in their senior year. Students must pass the course(s) to meet the standard.

D. Notification

1. Of teachers: At the beginning of the school year, the guidance department will provide to English, science, social studies and mathematics teachers a list of all juniors who have not met a district performance standard in their area.

2. Of students: The guidance department will write to the to-be-juniors who do not meet the district performance standard through CAPT achievement or by achieving one of the exemption standards to remind them of the performance standard requirements for graduation.

3. Of parents:
   - Parents of 10th graders will be notified of their child's CAPT results in the fall of their junior year.
   - The guidance department will notify in writing the parents of students who do not meet the CAPT goal and inform them of the performance standard requirements for graduation.
   - The guidance department will also notify in writing the parents of to-be seniors who have not met the performance standard goal in any area and thus must pass one or more of the remedial courses.

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

E. Administration of Performance Standard Assessment

1. Reading and Writing

   a. All students will take a practice CAPT as freshmen. This assessment will be given during the time the sophomores are taking the CAPT in the spring. Freshman practice scores will be reported to parents.

   b. English and social studies teachers will administer practice performance assessments over the course of a student's junior year. The practice performance assessments will be used as a classroom assignment for all students, will be graded by the teacher, and will be counted as part of the student's work for the marking period.

   c. The District Performance Assessment in Reading and Writing will be administered in May of their junior year, to those students who did not meet the district standard on Grade 10 CAPT. Papers will be scored by a committee. Students who score at least a 7 out of 12 have met the reading and writing graduation requirement.

   d. SCORING: Papers to be scored will not have student names. Each paper will be read by two (2) teachers using a rubric with a six-point scale. Students will have a copy of the rubric in advance of the test. Each teacher who scores papers will pass a score reliability test. If two scores for the same student are more than one number apart, a third scorer will resolve the discrepancy.

2. Mathematics

   a. All students will take a practice CAPT as freshmen. This assessment will be given during the time the sophomores are taking the CAPT in the spring. Freshman practice scores will be reported to parents.

   b. Mathematics teachers will administer practice performance assessments over the course of a student's junior year. Each assessment will be used as a classroom

assignment for all students, will be graded by the teacher, and will be counted as part of the student's work for the marking period.

c. The District Performance Assessment in Math will be administered in May of their junior year to those students who did not meet the district standard on Grade 10 CAPT. The papers will be scored by a committee. Students who score at least 70% have met the mathematics graduation requirement.

d. SCORING: Papers to be scored will not have student names. Each paper will be read by two (2) teachers using a rubric. Students will have a copy of the rubric in advance of the test. Each teacher who scores papers will pass a score reliability test. If two scores for the same student are more than five (5) percentage points apart, a third scorer will resolve the discrepancy.

3. Science

a. All students will take a practice CAPT as freshmen. This assessment will be given during the time the sophomores are taking the CAPT in the spring. Freshman practice scores will be reported to parents.

b. Science teachers will administer practice performance assessments over the course of a student's junior year. Each assessment will be used as a classroom assignment for all students, will be graded by the teacher, and will be counted as part of the student's work for the marking period.

c. The District Performance Assessment in Science will be administered in May of their junior year to those students who did not meet the district standard on Grade 10 CAPT. The papers will be scored by a committee. Students who score at least 70% have met the science graduation requirement.

d. SCORING: Papers to be scored will not have student names. Each paper will be read by two (2) teachers using a rubric. Students will have a copy of the rubric in advance of the test. Each teacher who scores papers will pass a score reliability test. If two scores for the same student are more than five (5) percentage points apart, a third scorer will resolve the discrepancy.

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

F. Appeals

1. Reading and Writing

    a. A student whose score on the assessment(s) is 6 points out of 12 may appeal the score by submitting a request for an appeal to the principal within 20 school days of receiving the score. A student must submit a statement, using the scoring rubric, explaining why the score is incorrect. If an appeal is made, the paper will be submitted anonymously to an administrator trained in writing assessment scoring.

2. Mathematics and Science

    a. A student whose score on the assessment(s) is at least 50% may appeal the score by submitting a request for an appeal to the principal within 20 school days of receiving the score. A student must submit a statement, using the scoring rubric, explaining why the score is incorrect. If an appeal is made, the paper will be submitted anonymously to an administrator trained in mathematics or science assessment scoring.

The outcome of the review will be sent to the principal, who will communicate the result of the review to the student and the parents.

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

V. Options If Requirements Are Not Met

A. Seniors who have earned the necessary 22 **(23 effective with the Class of 2012)** credits to graduate but have not met the district performance standard on one or more of the reading, writing, mathematics and science performance assessments must:

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

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

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

1. Enroll in summer school and pass the courses needed to graduate.

2 If the student does not meet all necessary credit requirements for graduation through summer school, s/he can return to WHS in September but only to make-up those courses needed to graduate. [The student may not carry a full load of courses, and will be permitted on campus only during the time s/he is in class.]

OR

3. Attend night school or community college to earn the necessary credits for graduation.

Note: if the student has not met the district performance standard on one or more of the performance assessments, the student can sit for a retake of the performance assessment in the summer (See Section V. A. number 2 and 3).

C. Seniors who are short 3 or more credits toward graduation:

1. May return to Windsor High and carry a full load of courses. If, in addition, they have not met one or more of the district performance assessment standards, they will be required to participate in a structured remediation course. Students must pass the course to meet the standard.

Note: Any senior returning for another year of school must meet the graduation standard of the class with which they will graduate. In other words, if the standards have changed, a returning senior must comply with the new standards.

VI. Residency Requirement:

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

Reference:

P-0200 – Goals for Students
P-6146.1 – Reporting to Parents
AR-6146.1 – Reporting to Parents, Marking System
P-6146 - Graduation Requirements, Standards of Proficiency

Section:	**Students**	
Subject:	**PROMOTION / RETENTION** **Windsor High School Graduation Requirements**	**AR-5123.1**

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

Legal Reference - Connecticut General Statutes:
PA 99-288 An Act Concerning Education Accountability
10-221(a) Board of Education to prescribe rules
PA 01-166: An Act Concerning High School Graduation and the Connecticut Academic Performance Test

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Regulation Approved: November 16, 2010

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

Instruction

Fire Emergency (Drills)

A fire drill shall be held at least once a month in each school building. The initial fire drill must be held not later than thirty days after the first day of each school year. A crisis response drill shall be substituted for one of the required monthly school fire drills every three months. Each building principal shall prepare a definite fire emergency plan, and furnish to all teachers and students information as to route and manner of exit. Fire drills shall be planned in such a way as to accomplish the evacuation of school buildings in the shortest possible time and in the most efficient and orderly fashion.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills.

Principals shall keep a record of all fire and crisis response drills held in their schools, stating the date the drill was held and the time required for evacuation of the building. They shall furnish such reports to the Superintendent or his designate as may from time to time be required.

Legal Reference: Connecticut General Statutes

10-231 Fire drills (as amended by PA 00-220 and PA 09-131)

Policy adopted:
Policy revised:

Instruction

Fire Emergency (Drills)

In the event that fire is discovered in any of the school buildings, the Fire Department shall be called immediately following giving the signal to evacuate the building.

The Principal of each school shall hold at least one fire drill each month in which all students, teachers and other employees shall be required to leave the school building. The initial fire drill must be held not later than thirty days after the first day of each school year. A crisis response drill shall be substituted for one of the required monthly school fire drills every three months.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills.

1. Students must leave the building in an orderly and rapid manner and teachers are required to check to ascertain that no student remains in the building.

2. Real emergencies often call for alternate exits to be used. Teachers must be prepared to select and direct their classes to these alternate exits in the event the designated escape route is blocked.

3. All stairways and exits must be marked. Exit lights must be on at all times while the building is in use. Fire doors to stairwells and other enclosed areas must be kept closed at all times.

4. Clear directions shall be posted in all rooms concerning procedure and route in case of fire exit drill. Every member of the school shall know the location of stairways and exits and the proper route and alternate route for leaving the building.

5. The principal of each school is responsible for organizing and maintaining an effective system of fire exit drills. He/she is expected to provide, within the intent of these regulations, for all adjustments peculiar to the needs of his/her building at any particular time for prompt and safe evacuation. The principal shall designate and notify sufficient staff members to assume responsibility in his/her absence so that at all times there will be a person responsible for this task in the building.

6. A record shall be kept in the Principal's office of each fire and crisis response drill conducted. A copy of the record shall also be filed in the Office of the Superintendent.

Principals and teachers shall recognize that the essential element in any emergency is prevention of panic. Principals and teachers shall afford students such confidence as clarity of direction and supervision can contribute.

Legal Reference: Connecticut General Statutes

10-231 Fire drills (as amended by PA 00-220 and PA 09-131)

Regulation issued:
Regulation reissued:

Rational for Proposal:

MANAGEMENT PLAN AND GUIDELINES FOR STUDENTS WITH FOOD ALLERGIES AND/OR GLYCOGEN STORAGE DISEASE

We revised the food allergy management plan and guidelines to track the state's revised guidance in this area and to clarify references to diabetes throughout.

Students **P-5141.25**

MANAGEMENT PLAN AND GUIDELINES FOR STUDENTS WITH FOOD ALLERGIES AND/OR GLYCOGEN STORAGE DISEASE

The Windsor Public Schools recognize that food allergies and glycogen storage disease may be life threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life threatening food allergens and to ensure prompt and effective medical response should a child suffer an allergic reaction while at school. The district is also committed to appropriately managing and supporting students with glycogen storage disease. The district further recognizes the importance of collaborating with parents and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his/her food allergy and/or glycogen storage disease, as developmentally appropriate. To this end, the Windsor Public Schools adopt the following guidelines related to the management of life threatening food allergies and glycogen storage disease for students enrolled in district schools.

I. Identifying Students with Life-Threatening Food Allergies and/or Glycogen Storage Disease

Early identification of students with life-threatening food allergies and/or glycogen storage disease is important. The district therefore encourages parents/guardians of children with a life-threatening food allergy to notify the school of the allergy, providing as much information about the extent and nature of the food allergy as is known, as well as any known effective treatment for the allergy. The district also encourages parents/guardians of children with a glycogen storage disease to notify the school of the disease, providing as much information about the extent and nature of the glycogen storage disease as is known, as well as any known effective treatment for the glycogen storage disease.

II. Individualized Health Care Plans and Emergency Care Plans

1. If the district determines that a child has a life-threatening food allergy or glycogen storage disease, the district shall develop an individualized health care plan (IHCP) for the child. Each IHCP should contain information relevant to the child's participation in school activities, and should attempt to strike a balance between individual, school and community needs, while fostering normal development of the child.

2. The IHCP should be developed by a group of individuals, which shall include the parents, and appropriate school personnel. Such personnel may include, but are not

limited to, the school nurse, school or food service administrator(s); classroom teacher(s); and the student, if appropriate. The school may also consult with the school's medical advisor, as needed.

3. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the child's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self care and age appropriate independence; and the responsibilities of parents, school nurse and other school personnel. The IHCP may also include strategies to minimize the allergic student's risk for exposure. For the student with glycogen storage disease, the IHCP may include strategies designed to ameliorate the risk of such disease and support the student's participation in the classroom. IHCPs for such students may include such considerations:

   a. classroom environment, including allergy free considerations;
   b. cafeteria safety;
   c. participation in school nutrition programs;
   d. snacks, birthdays and other celebrations;
   e. alternatives to food rewards or incentives;
   f. hand-washing;
   g. location of emergency medication;
   h. risk management during lunch and recess times;
   i. special events;
   j. field trips;
   k. extracurricular activities;
   l. school transportation;
   m. the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
   n. staff notification; and
   o. transitions to new classrooms, grades and/or buildings.

4. The IHCP should be reviewed annually, or whenever there is a change in the student's emergency care plan, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.

5. For a student with glycogen storage disease, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with glycogen storage disease on school grounds during the school day.

6. In addition to the IHCP, the district shall also develop an Emergency Care Plan (ECP) for each child identified as having a life threatening food allergy. The ECP is part of the IHCP and describes the specific directions about what to do in a medical

emergency. For the student with a life-threatening food allergy, the ECP should include the following information:

a. The child's name and other identifying information, such as date of birth, grade and photo;
b. The child's specific allergy;
c. The child's signs and symptoms of an allergic reaction;
d. The medication, if any, or other treatment to be administered in the event of exposure;
e. The location and storage of the medication;
f. Who will administer the medication (including self-administration options, as appropriate);
g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
h. Recommendations for what to do if the child continues to experience symptoms after the administration of medication; and
i. Emergency contact information for the parents/family and medical provider.

7. In addition to the IHCP, the district shall also develop an Emergency Care Plan (ECP) for each child identified as having glycogen storage disease. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with glycogen storage disease, the ECP should include the following information:

a. The child's name and other identifying information, such as date of birth, grade and photo;
b. Information pertaining to the child's condition;
c. The child's signs and symptoms of a diabetic emergency;
d. The medication, if any, or other treatment to be administered in the event of same;
e. The location and storage of the medication;
f. Who will administer the medication (including self-administration options, as appropriate);
g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
h. Recommendations for what to do if the child continues to experience symptoms after the administration of medication; and
i. Emergency contact information for the parents/family and medical provider.

8. In developing the ECP, the school nurse should obtain current health information from the parents/family and the student's health care provider, including the student's emergency plan and all medication orders. If needed, the school nurse or other appropriate school personnel, should obtain consent to consult directly with the child's health care providers to clarify medical needs, emergency medical protocol and medication orders.

9. A student identified as having a life-threatening food allergy or glycogen storage disease is entitled to an IHCP and an ECP, regardless of his/her status as a child with a disability, as that term is understood under Section 504 of the Rehabilitation Act of 1973 ("Section 504"), or the Individuals with Disabilities Education Act ("IDEA").

10. The district shall ensure that the information contained in the IHCP and ECP is distributed to any school personnel responsible for implementing any provisions of the IHCP and/or ECP, and that any procedures in the IHCP and/or EHP comply with the district's policies and procedures regarding the administration of medications to students.

11. Whenever appropriate, a student with a life-threatening food allergy and/or glycogen storage disease should be referred to a Section 504 Team for consideration if/when there is reason to believe that the student has a physical or mental impairment (a life-threatening food allergy) that substantially limits one or more major life activities, as defined by Section 504. Whenever appropriate, students with life-threatening food allergies and/or glycogen storage disease should be referred to a PPT for consideration of eligibility for special education and related services under the IDEA, if there is reason to suspect that the student has a qualifying disability and requires specialized instruction.

12. When making eligibility determinations under Section 504 and/or the IDEA, schools must consider the student's needs on an individualized, case-by-case basis.

III. Training/Education

1. The district shall provide appropriate education and training for school personnel regarding the management of students with life threatening food allergies. Such training shall include, as appropriate for each school (and depending on the specific needs of the individual students at the school) training in the administration of medication with cartridge injectors (i.e. epi-pens) and/or preventative strategies to minimize a child's risk of exposure to life-threatening allergens, and the provision of food or dietary supplements for students with glycogen storage disease. School personnel will be also be educated on how to recognize symptoms of allergic reactions and/or symptoms of a diabetic emergency, and what to do in the event of an emergency. Staff training and education will be coordinated by [insert name of appropriate administrator/school nurse]. Any such training regarding the administration of medication shall be done accordance with state law and Board policy.

2. Each school within the district shall also provide age-appropriate information to students about food allergies and glycogen storage disease, how to recognize symptoms of an allergic reaction and/or diabetic emergency and the importance of adhering to the school's policies regarding food and/snacks.

IV. Prevention

Each school within the district will develop appropriate practices to minimize the risk of exposure to life threatening allergens. Practices which may be considered may include, but are not limited to:

1. Encouraging handwashing;
2. Discouraging students from swapping food at lunch or other snack/meal times;
3. Encouraging the use of non-food items as incentives, rewards or in connection with celebrations.

V. Communication

1. As described above, the school nurse shall be responsible for coordinating the communication between parents, a student's individual health care provider and the school regarding a student's life threatening allergic condition and/or glycogen storage disease. School staff responsible for implementing a student's IHCP will be notified of their responsibilities and provided with appropriate information as to how to minimize risk of exposure and/or diabetic emergency and how to respond in the event of an emergency.

2. Each school will ensure that there are appropriate communication systems available within each school (i.e. telephones, cell phones, walkie-talkies) and for off-site activities (i.e. field trips) to ensure that school personnel are able to effectively respond in case of emergency.

3. The district shall develop standard letters to be sent home to parents, whenever appropriate, to alert them to food restrictions within their child's classroom or school.

4. All district staff are expected to follow district policy and/or federal and state law regarding the confidentiality of student information, including medical information about the student.

5. The district shall make the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease available on the Board's website.

6. The district shall provide annual notice to parents and guardians regarding the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease. Such notice shall be provided in conjunction with the annual written statement provided to parents and guardians regarding pesticide applications in the schools.

VI. Monitoring the District's Plan and Procedures

The district should conduct periodic assessments of its Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease. Such assessments should

occur at least annually and after each emergency event involving the administration of medication to a student with a life-threatening food allergy to determine the effectiveness of the process, why the incident occurred, what worked and what did not work.

The Superintendent shall annually attest to the Department of Education that the District is implementing the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease.

Legal References:

State Law/Regulations/Guidance

Conn. Gen. Stat. § 10-212a Administration of Medications in Schools
Conn. Gen. Stat. § 10-212c Life-threatening food allergies: Guidelines; district plans
Conn. Gen. Stat. § 10-220i Transportation of students carrying cartridge injectors
Conn. Gen. Stat. § 10-231c Pesticide applications at schools without an integrated pest management plan.
Conn. Gen. Stat. § 19a-900 Use of cartridge injectors by staff members of before or after school program, day camp or day care facility.

Conn. Gen. Stat. § 52-557b "Good Samaritan law." Immunity from liability for emergency, medical assistance, first aid or medication by injector. School personnel not required to administer or render.
Regs. Conn. State Agencies § 10-212a-1 through 10-212a-7 Administration of Medication by School Personnel

Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools (Includes Guidelines for Managing Glycogen Storage Disease), Connecticut State Department of Education (Updated 2012).

Federal Law:
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.
The Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. § 12101 et seq.

September 2, 2013