

**BOE Policy Committee Agenda  
Wednesday, June 24, 2020  
Virtual Meeting 8:30 A.M.**

*In consideration of public health, open meetings and the Governor’s Executive Order No. 7B dated March 10, 2020 regarding PROTECTION OF PUBLIC HEALTH AND SAFETY DURING COVID- 19 PANDEMIC AND RESPONSE - FURTHER SUSPENSION OR MODIFICATION OF STATUTES; this meeting will include an option for the public to phone in to listen to the audio of the meeting. Please note that public comment will be received by phone at the beginning and end of this meeting.*

**Joining Info:   Join by phone  
                          1-320-372-1051  
                          PIN: 115 270 483**

**CALL TO ORDER**

**PUBLIC**

**PARTICIPATION**

**APPROVE MINUTES** June 10, 2020

**UNFINISHED NEW BUSINESS**

**Discussion and possible action:**

Item	Reports
<p><b>Policy 6114.8 – Emergencies and Disaster Preparedness (Pandemic/Epidemic Emergencies)</b> Newtown Health Director, Donna Culbert will review this policy for the BOE and give her recommendations.</p>	<ul style="list-style-type: none"> <li>• S. Connell will send this policy to D.Culbert for her review and recommendations</li> </ul>
<p><b>Policy 4112.11 – Non-Union Personnel</b> This is an optional policy for review. Newtown does not have a current policy on this topic. S. D’Eramo and L. Rodrigue will reach out to Shipman and Goodwin for their input.</p>	<ul style="list-style-type: none"> <li>• S. Connell will invite S.D’Eramo to this virtual meeting to discuss this policy.</li> </ul>
<p><b>Policy 4112.4 – Health Examination</b> S. D’Eramo and L. Rodrigue will reach out to Shipman and Goodwin for their input.</p>	<ul style="list-style-type: none"> <li>• S. Connell will invite S.D’Eramo to this virtual meeting to discuss this policy.</li> </ul>
<p><b>Policy 4112.421 – Pre-Employment Drug Screening Test</b> Newtown does not have a current policy on this topic. S. D’Eramo and L. Rodrigue will reach out to Shipman and Goodwin for their input.</p>	<ul style="list-style-type: none"> <li>• S. Connell will invite S.D’Eramo to this virtual meeting to discuss this policy.</li> </ul>

<p><b>Policy 6172.61 – Distance Education</b> L. Rodrigue will review this policy again and make any necessary edits.</p>	<ul style="list-style-type: none"> <li>• L. Rodrigue will bring her edits to an upcoming meeting.</li> </ul>
<p><b>Policy 9321.2 – Time, Place and Notification of Meetings / Electronic Board of Education Meetings</b> The committee will review the updated CABE version of this policy. R. Harriman-Stites reached out to M. Ku for her input.</p>	<ul style="list-style-type: none"> <li>• Committee to review</li> </ul>

**NEW BUSINESS**

**Discussion and possible action:**

Item	Reports
<p><b>Policy 0523 – Equity and Diversity</b> L. Rodrigue is requesting that the committee review a policy that Newtown does not currently have. CABE sent S. Connell their sample policies for review. Shipman and Goodwin does not have a similar policy.</p>	<ul style="list-style-type: none"> <li>• Committee to review</li> </ul>
<p><b>Policy 5145.14- On-Campus Recruitment</b></p>	<ul style="list-style-type: none"> <li>• Committee to review a Board member’s questions</li> </ul>
<p><b>Policy 5145.2 – Activism and Dissent</b></p>	<ul style="list-style-type: none"> <li>• Committee to review a Board member’s questions</li> </ul>

**UPDATE FROM THE SUPERINTENDENT**

**PUBLIC PARTICIPATION**

**ADJOURNMENT**

## **Instruction**

### **Emergencies and Disaster Preparedness**

#### **Pandemic/Epidemic Emergencies**

The Board recognizes that a pandemic/epidemic outbreak is a serious threat that stands to affect students, staff, and the community as a whole. With this consideration in mind, the Board establishes this policy in the event the town/municipality and/or school district is threatened by a reasonably likely pandemic/epidemic outbreak. At all times the health, safety and welfare of the students shall be of foremost concern along with the health, safety and welfare of the District employees and mindful of the overall health and welfare of the community.

#### **Planning and Coordination**

The Superintendent shall designate the head School Nurse or other appropriate staff members who in conjunction with the School Medical Advisor, shall serve as a liaison between the school district and local and state health officials. This designee and the School Medical Advisor are jointly responsible for connecting with health officials to identify local hazards, determine what crisis plans exist in the school district and community, and to establish procedures to account for student well-being and safety during such a crisis. The designee shall work with local health officials and shall keep the Superintendent advised when the risk of a pandemic or an epidemic of a serious illness has materially increased.

The Principals and/or school nurse or other designee shall develop a curriculum component to health classes that is designed to teach students about preventing or limiting the spread of communicable diseases.

With fiscal concerns in mind, the District shall purchase and store supplies necessary for an epidemic/pandemic outbreak, including but not limited to disinfectant products, face masks, water, examination gloves, and other supplies as recommended by the school nurse and/or School Medical Advisor.

The Superintendent shall develop procedures and plans for the transportation of students in the event of an evacuation. Such procedures shall include provisions for students who cannot be transported to home at the time of the evacuation.

#### **Response**

In the event anyone within the school is discovered or suspected to have a communicable disease that may result in an epidemic/pandemic, that person shall be immediately ~~quarantined~~ isolated pending further medical examination, as recommended by state and national protocols. Local and state health officials shall be notified immediately.

## **P6114.8(b)**

In conjunction with local and state health officials, the Superintendent shall ascertain whether an evacuation, lockdown, or shelter-in-place needs to be established. As soon as such a decision has been made, the school district shall attempt to notify the parents of all students.

In the event of an evacuation, the Superintendent is charged with determining when the school shall re-open. In the event of a lockdown or shelter-in-place, the Superintendent shall notify all proper authorities and relief agencies to seek their assistance for the duration of the lockdown or shelter-in-place.

### **Infection Control**

Any student or staff member found to be infected with a communicable disease that bears risk of pandemic/epidemic will not be allowed to attend school until medical clearance is provided by that individual's primary care physician or other medical personnel indicating that that person does not bear the risk of transmitting the communicable disease.

Students with excessive absences due to a communicable disease shall be given a reprieve from other Board policies relative to excessive student absences. Efforts will be made by the staff to determine what, if any, school work the student can complete while absent.

Staff members who are forced to miss excessive days of work shall first use any leave entitled to them through the Family and Medical Leave Act and/or accrued sick leave. If a staff member has still not received medical clearance to resume his/her work duties, absences in excess of a staff member's allotted leave be managed through existing contract provisions and will not affect the employee's right to continued employment.

### **Continuance of Education**

The Superintendent shall develop a plan of alternate means of educating students in the event of prolonged school closings and/or extended absences. Such a plan may include, but are not limited to, providing students with assignments via mail or by email, local access cable television, or the school district's website.

The Superintendent, in consultation with the Board of Education, may amend the traditional class schedule and schedule of days. Such a plan may include extending the school day, having school days held on Saturdays if Connecticut statute changes, the use of previously scheduled vacation days, and/or extend the school year beyond the previously established end of school year, within applicable statutory requirements.

(cf. 5141.22 - Communicable/Infectious Diseases)

(cf. 5141.6 - Crisis Management Plan)

(cf. 6114 - Emergencies and Disaster Preparedness)

(cf. 6114.6 - Emergency Closings)

Legal Reference: Connecticut General Statutes

10-154a Professional communications between teacher or nurse and student.

10-207 Duties of medical advisors.

10-209 Records not to be public.

10-210 Notice of disease to be given parent or guardian.

10-221 Boards of education to prescribe rules.

19a-221 Quarantine of certain persons.

52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

Policy adopted:

*An optional and revised policy to consider on this issue.*

## **Instruction**

### **Emergencies and Disaster Preparedness**

#### **Pandemic/Epidemic Emergencies**

The Board of Education (Board) recognizes that a pandemic/epidemic outbreak is a serious threat that stands to affect students, staff, and the community as a whole. With this consideration in mind, the Board establishes this policy in the event the town/municipality and/or school district is threatened by a pandemic/epidemic outbreak. At all times the health, safety and welfare of the students shall be of foremost concern along with the health, safety and welfare of the District employees and mindful of the overall health and welfare of the community.

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The District shall purchase and store supplies necessary for an epidemic/pandemic outbreak, including but not limited to disinfectant products, face masks, water, examination gloves, and other supplies as recommended by the school nurse and/or School Medical Advisor and the Connecticut Department of Public Health.

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In conjunction with local and state health officials, the Superintendent shall ascertain whether an evacuation (school closing), lockdown, or shelter-in-place needs to be established. As soon as such a decision has been made, the school district shall notify the parents/guardians of all students.

## **Instruction**

### **Emergencies and Disaster Preparedness**

#### **Pandemic/Epidemic Emergencies (continued)**

In the event of an evacuation (school closing), the Superintendent is charged with determining when District schools shall re-open. In the event of a lockdown or shelter-in-place, the Superintendent shall notify all proper authorities and relief agencies to seek their assistance for the duration of the lockdown or shelter-in-place.

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The Superintendent, in consultation with the Board of Education, may amend the traditional class schedule and schedule of days. Such a plan may include extending the school day, having school days held on Saturdays if Connecticut statute changes, the use of previously scheduled vacation days, and/or extend the school year beyond the previously established end of school year, within applicable statutory requirements.

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(cf. 6114.6 – Emergency Closings)

## **Instruction**

### **Emergencies and Disaster Preparedness**

#### **Pandemic/Epidemic Emergencies**

Legal Reference: Connecticut General Statutes

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The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

**Policy adopted:**

cps 1/07  
rev 12/09  
rev 2/20



*An administrative regulation to consider.*

## **Instruction**

### **Pandemic/Epidemic Emergencies**

#### **Introduction to Administrative Procedures for Pandemic Flu**

A pandemic is a global disease outbreak. A pandemic occurs when a new virus emerges for which people have little or no immunity. The disease spreads easily person-to-person, causes various levels of illness, and can sweep across the country and around the world in a very short time. Although pandemic events are extremely rare, the global mobility of our population and that of other countries raises the possibility of such an event and the school district must plan accordingly.

In consultation with the Connecticut Department of Public Health (DPH), Health District officials and other medical advisors and area school administrators, the following administrative guidelines have been developed. These guidelines need to be reviewed regularly and modified as necessary as additional knowledge and understanding of a pandemic event is expanded.

To locate the appropriate contact for the district's local health department or health district, contact:  
<https://portal.ct.gov/dph/Local-Health-Admin/LHA/Local-Health-Administration---Site-Map>.

**The purpose of these administrative guidelines is to establish clear information and procedures that should be the core of a coordinated plan in order to plan for, respond to, mitigate, and recover from a possible pandemic event.**

#### **Exposure to a Pandemic–Causing Virus**

The Centers for Disease Control (CDC) has stated that the coronavirus is most often spread when an infected person comes into close contact with another person, usually through coughing or sneezing of the infected person. It is also believed the coronavirus can be spread from an infected person not showing symptoms. CDC believes symptoms may appear from 2 to 14 days after exposure to the virus. Flu-like symptoms such as cough, fever and difficulty breathing are indicators of exposure. Such symptoms can range from mild to very severe. Therefore, the best prevention, because a vaccine is not available, is to minimize the chances for exposure.

#### **Preventative Measures for Schools to Protect Students and Staff**

The DPH recommends schools consider the following to prevent the spread of influenza and other respiratory viruses:

1. Adhere to existing school health protocols for any staff/student(s) presenting as ill or any staff/student(s) who may have been exposed to a contagious disease. Follow established exclusion recommendations for acute respiratory illness (patients should be fever free for 24 hours without fever reducing medications before returning to school.)
2. Wash hands often with soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer with at least 60% alcohol.

## Instruction

### Pandemic/Epidemic Emergencies

#### Preventative Measures for Schools to Protect Students and Staff (continued)

3. Provide adequate soap, paper towels and other cleaning supplies in bathrooms and other wash areas.
4. Avoid close contact with people who are sick and encourage families to keep ill students at home.
5. Remind students to cover their mouths and nose with a tissue or sleeve (not hands) when coughing or sneezing.
6. Have custodial staff clean and disinfect frequently touched objects and surfaces according to product directions and their facility's policy.
7. Strongly promote the annual flu shot for all students and staff.
8. Check the CDC website to determine whether students/staff should be permitted to travel on field trips to countries with a high incidence reported of a coronavirus outbreak.

The school district must stay informed, listen to public health messages and implement good public health practices to prevent the spread of respiratory viruses. The local health department should be contacted regarding questions about individuals who have recently traveled to countries with a high incidence of respiratory illnesses.

#### School District Emergency Response

In the event of a declared pandemic, a **four-level system** shall be used with guidelines to provide interventions and activities in which the district shall engage. These activities involve areas such as communication with parents and students, field trips and other school activities, school closings or modified school schedules, school access and instructional issues. Although it is important that staff be trained in and employ these procedures, it must also be understood that the administration may need to make changes on a case by case basis as new information or events rapidly evolve.

It is important that all plans be coordinated and aligned as much as possible with neighboring school districts, appropriate emergency medical services, public health, mental health, law enforcement, fire department and emergency management representatives.

In terms of the difficult decision to close schools, two main reasons exist for this action:

1. In the event where an increase in school absenteeism is noted between either or both students and staff, reporting to the School Medical Advisor and the local health department shall be communicated by the school nurse on a regularly scheduled basis.
  - a. Such communication will be made by the school nurse when observed illnesses or absences for respiratory, gastrointestinal or vaccine preventable illnesses are deemed to be excessive.

## Instruction

### Pandemic/Epidemic Emergencies

#### School District Emergency Response (continued)

- b. Reporting shall include influenza-like illness with symptoms of fever greater than 100 degrees F, AND sore throat or cough to the local health department and School Medical Advisor weekly during an outbreak.
  - c. Depending on illness or exposure, social distancing measures may be instituted including school closures.
- 2. There could be levels of absenteeism among staff and/or students that make it difficult to achieve the education mission of the school. The decision to close on this basis is an individual district decision made in conjunction with the Board of Education, the School Medical Advisor and the local health department. District schools may be closed if absenteeism is in the range of 30% to 40%.
- 3. Schools could close specifically to slow the spread of influenza. Close contact among many persons in schools make them a center for respiratory disease transmission. If school closing for this purpose is to be effective, it should be done early in an epidemic before absenteeism rates climb very high and in concert with other schools and agencies and upon the advice of the Connecticut Department of Education and/or the Connecticut Department of Public Health.
- 4. In addition, to be effective, students and staff must stay apart from each other when they are not in school. A decision for school closing for this reason is usually made under advice or command from state agencies or the local health department. The length of school closing shall be made under guidance from these agencies and can vary from several days to several weeks. Superintendents in the neighboring districts will work together to make decisions on how each school's closing impacts the other schools, in terms of transportation, child care, instruction, and family issues.

As new issues develop, the **Incident Coordination System** would be implemented and would involve the **Four Response Levels** contained within the District's crisis management plan. Districts will rely heavily on the advice of the local health district which, in turn, would be in communication with the State Department of Health. In addition, as stated previously, every effort would be made to closely coordinate and align these interventions with the neighboring school districts and communication among the Superintendents would be frequent and ongoing.

Regulation approved:

cps 12/09  
rev 2/20

*A new policy to consider on this issue.*

## **Instruction**

### **Emergencies and Disaster Preparedness**

#### **Pandemic/Epidemic Emergencies**

##### **Emergency Suspension of Policy During Pandemic**

The Board of Education (Board) is authorized by statute to govern the District, including the adoption, revision, and suspension of Board policies.

The Board, through this policy, acknowledges school closures in response to a pandemic/epidemic and designates the Superintendent of Schools or his/her designee to act as a liaison for the District to ensure the health and safety of students, staff, and the community.

The World Health Organization on March 11, 2020 characterized COVID-19 as a pandemic. Governor Lamont declared a state of emergency and directed implementation of appropriate plans and procedures in response to the novel coronavirus (COVID-19). This action included closure of all Connecticut public schools. President Trump declared a national state of emergency.

The Connecticut State Department of Education (CSDE) has authority to waive instructional hours and school days, to interpret graduation requirements, and to oversee the allocation of resources for nutrition, transportation, and other crucial aspects of public education and is providing written guidance to school districts on issues related to COVID -19, including but not limited to student attendance, distance/online learning, high school credit, meal distribution, and other issues.

##### **Temporary Powers Granted to Superintendent of Schools**

The Board grants to the Superintendent the following temporary powers to address the COVID-19 pandemic emergency:

1. Authority to temporarily waive such Board policies or provisions of Board policies as the Superintendent shall deem necessary to comply with guidance from appropriate health or governmental authorities or necessary for other effective response.
2. Authority to take any lawful actions necessary to ensure the continuation of public education, to provide for the health and safety of students and employees, or to respond to direction from appropriate health and government authorities. Such action may include, but are not limited to, adjustments to the curriculum and the provision of alternate educational program options; modifications to the school calendar; adjustments to the delivery of school-provided meals; limitations on access to District property; applying to any governmental body for financial or other aid as may be available; and applying to any governmental body for waiver of regulations or requirements, compliance with which is affected by the COVID-19 pandemic emergency.

## **Instruction**

### **Pandemic/Epidemic Emergencies**

#### **Emergency Suspension of Policy During Pandemic (continued)**

3. Authority to enter into contracts without Board approval for any dollar amount for the purchase of materials, equipment, supplies, or services for sanitation, cleaning, technology, or other needs directly related to the COVID-19 emergency situation, provided such action is consistent with all applicable State and Federal laws.
4. Authority to close any school facility without further action by this Board. Such closure shall continue during the emergency created by the COVID-19 pandemic until such time as the Superintendent, in consultation with appropriate health and government authorities, deems it in the best interests of the District and its students to open schools.
5. Authority based upon the needs of the District and the guidance from health and government agencies disseminated by CSDE, to direct staff assignments during District closures, including but not limited to essential employees who must report to work, employees who may be reassigned, and employees whose services are not needed.
6. Authority to limit access to public school grounds and District buildings during school closures.
7. Authority to waive the requirements requiring advertising for bids and competitive bid procedures for purchases which may be necessary due to the emergency. The Superintendent will document the reasons for which prompt remedial action is necessary to prevent physical injury to persons or to property of the District.

### **Suspension of Policies**

The Board hereby suspends provisions of its policies and/or whole policies, as identified by the Superintendent or designee, if such suspension is necessary to implement the written guidance from CSDE relating to containing COVID-19 for the duration identified in the Governor's order of school closure.

### **Consultation with Board of Education**

The Superintendent shall consult with and report to the Board as feasible, appropriate and timely regarding the emergency closure and efforts to implement written guidance from health and government agencies as disseminated by CSDE and other state agencies pertaining to this pandemic situation.

### **Board of Education Meetings**

In the interest of public health, the Board encourages the public to attend its open public meetings [**modify as feasible for your district**] via live streaming on television and/or the internet and to limit public comment to written comments. The Board reserves the right to adjust Board meeting dates, times, and locations during the District-wide emergency closure in a manner consistent with the Freedom of Information Act. Further, any or all Board members may attend Board meetings electronically.

## **Instruction**

### **Pandemic/Epidemic Emergencies**

#### **Emergency Suspension of Policy During Pandemic (continued)**

- (cf. 1120 – Public Participation at Board Meetings)
- (cf. 2210 – Administrative Leeway in Absence of Board Policy)
- (cf. 3323 – Soliciting Prices)
- (cf. 3542 – Food Service)
- (cf. 3542.31 – Free or Reduced Price Lunches)
- (cf. 5110 – Attendance)
- (cf. 5113 – Attendance and Excuses)
- (cf. 5118.1 – Homeless Students)
- (cf. 5141.22 – Communicable/Infectious Diseases)
- (cf. 5141.6 – Crisis Management Plan)
- (cf. 6111 – School Calendar)
- (cf. 6114 – Emergencies and Disaster Preparedness)
- (cf. 6114.6 – Emergency Closings)
- (cf. 6114.8 – Pandemic/Epidemic Emergency)
- (cf. 6146 – Graduation Requirements)
- (cf. 6159/6171 – Special Education)
- (cf. 6172.6 – Virtual/Online Courses)
- (cf. 9321 – Time, Place, Notification of Meetings)
- (cf. 9325 – Meeting Conduct)
- (cf. 9325.43 – Attendance at Meetings via Electronic Communications)

Legal Reference: Connecticut General Statutes  
10-154a Professional communications between teacher or nurse and student.  
10-207 Duties of medical advisors.  
10-209 Records not to be public.  
10-210 Notice of disease to be given parent or guardian.  
10-221 Boards of education to prescribe rules.  
19a-221 Quarantine of certain persons.  
The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

Policy adopted:

cps 3/20

*Sample policy to consider.*

## **Personnel – Certified/Non-Certified**

### **Non-Union Personnel**

The Superintendent of Schools is responsible for the annual review of all non-union personnel employed by the Board of Education. The Superintendent will make recommendations to the Board concerning all working conditions for non-union personnel.

Policy adopted:

cps 12/03

*A version originally developed by Ridgefield to consider/modify.*

## **Personnel – Certified/Non-Certified**

### **Non-Represented Employees**

#### **Definitions and Categories of Non-Represented Employees**

Non-represented employees are those employees of the Board who are not members of a bargaining unit.

Non-administrative employees are those Board employees whose job is not classified as administrative.

Administrative employees are those Board employees whose job is classified as administrative.

Non-certified employees are those Board employees whose job description does not require certification from the State Department of Education.

Certified employees are those Board employees whose job description requires certification from the State Department of Education.

#### **Terms of Employment for Non-Represented/Non-Administrative Employees**

The category “Non-Represented/Non-Administrative Employees” includes, by way of example confidential secretaries, school nurses and occupational and physical therapists.

The Superintendent, with the approval of the Board, shall set the salaries and other terms of employment for all non-represented/non-administrative employees in accordance with the following guidelines.

#### **Salaries**

After the initial salary is established during the hiring process, employees are eligible for an annual salary increase each July 1<sup>st</sup>. The amount of increase will be determined by consideration of the employee’s performance in the preceding year and the increases that have been awarded to the bargaining unit to which the employees’ job classification is related.

#### **Benefits Other Than Pension:**

Employees who work twenty-seven and one-half (27.5) or more hours per week are eligible for benefits. The benefits (other than pension) employees receive are determined by the benefits set forth in the collective bargaining agreements to which the employees’ job classification is related. For this purpose, Secretaries are related to the agreement between the Board and the Educational Secretaries Association; Nurses employed prior to July 1, 1976 are related to the agreement between the Board and the NEA-Ridgefield; Nurses employed on or after July 1, 1976 are related to the agreement between the Board and the Educational Secretaries Association; Occupational and Physical Therapists are related to the agreement between the



Board and the NEA-Ridgefield.

**P4112.11(b)**  
**4212.11**

## **Personnel - Non-Certified**

### **Non-Represented Employees**

#### **Terms of Employment for Non-Represented/Non-Administrative Employees (continued)**

##### **Pension**

Eligible employees are covered by the Town of Ridgefield Pension Plan for Non-Union Employees. Exception: The Executive Secretary to the Superintendent/Board and Secretary to the Director of Personnel who were hired before July 1, 2005 are covered by the Town of Ridgefield Pension Plan for the Educational Secretaries' bargaining unit.

When they are hired, non-represented/non-administrative employees received an initial letter of appointment that outlines their salary and benefits. Annually thereafter, they receive a notice of continued employment setting forth their assignment and salary for the upcoming year.

Policy adopted:  
cps 3/14

February 14, 2011

RIDGEFIELD PUBLIC SCHOOLS  
Ridgefield, Connecticut

## HEALTH EXAMINATION - INITIAL EMPLOYMENT OF PERSONNEL

### Purpose

The health examination requirement, upon initial employment, is both a protection for the individual in terms of the ability to perform the requirements of the assignment as well as for the school district in order to protect the health of students and others at work.

There is no intent that this requirement will be used to deny employment because of a particular handicap or condition of health unless it can be established by examination that:

- a. the health condition would be dangerous in the performance of assigned duties
- b. the health condition would be hazardous to the health of others

### Requirements

As a condition of initial employment, each employee shall file with the Office of the Superintendent a written report of a health examination secured through a designated physician's service selected and paid for by the Board of Education. The report will become part of the employee's personnel file available only to the School Medical Advisor and the Superintendent. The written report will consist of a comprehensive statement of the appointee's fitness for duty.

This requirement is applicable to full- or part-time appointees unless the assignment is for less than ninety (90) days.

### Exemption

An exemption may be made if such examination procedure is contrary to the religious beliefs of the appointee and is so stated in writing. However, certification from a recognized source indicating that the appointee is free of certain communicable diseases will be required.

Reference: CGS 1-20a

Adopted 1/22/80  
Amended 10/10/95

*Optional policy to consider.*

## **Personnel -- Certified**

### **Physical Examinations**

#### **New Personnel**

All new certified personnel shall submit to the Office of the Superintendent of Schools evidence of a physical examination obtained no earlier than six months prior to the date of employment and no later than thirty days after the date of employment.

*Optional: All new staff with a risk for having latent TB infection shall also have baseline skin testing for tuberculosis at the time of employment, and the result recorded in the employee health record.*

#### **Employed Personnel**

The Superintendent of Schools may require an employee to obtain a physical examination at any time.

#### **Specific Procedures**

1. Physical examination forms will be supplied by the Superintendent's office, and it is required that they be used in all instances.
2. Full and complete results of the physical examinations will be maintained in the administering doctor's office. Only a statement attesting to the individual's health and submitted by the examining doctor will be kept on file in the Superintendent's office.
3. Physical examinations may be administered by an individual's family physician and the District shall pay that portion of the cost which is equal to the cost of the examination administered by the District Physician. The remainder of the cost will be borne by the individual.
4. Physical examinations, when required by Board Policy, may be requested by an individual to be administered by the District physician and the expense shall be borne by the District. The request should be made to the Office of the Superintendent of Schools.
5. The cost of a physical examination required for an individual by the Superintendent of Schools shall be borne by the District.

#### **Policy adopted:**

rev 11/05

rev 9/11

*Another version, from Marlborough, to consider.*

## **Personnel – Certified/Non-Certified**

### **Health Examinations**

1. Each applicant for employment shall, as a condition of employment, have a physical examination where a physician clears them for work, prior to his/her assuming duties within the school system or in any case within 30 days of assumption of duties. The results of such examination shall be recorded by the examining physician on the form provided by the schools and filed in the individual's personal school file.
2. Each employee shall have a physical examination once every three years. The results of such examination shall be recorded by the examining physician on the form provided by the school and filed in the individual's personal school file. The Board of Education reserves the right to require additional physical and/or mental examinations, at any time and as deemed necessary by the Board of Education, Superintendent, or school medical advisor, in order to evaluate the employee's ability to perform his/her assigned duties.

Policy adopted:

**MARLBOROUGH PUBLIC SCHOOLS**  
Marlborough, Connecticut

cps 11/00

**Marlborough School District  
Health Examination Report**

Individual Name \_\_\_\_\_ Date of Examination \_\_\_\_\_  
Address \_\_\_\_\_  
School Position \_\_\_\_\_

**To The Examining Physician:**

The Marlborough Board of Education requires that all applicants for employment receive a pre-employment physical examination, and then one every three years thereafter.

The Board of Education states that the physical examination include the following:

**Check:**

- 1. Health History
- 2. General physical and health examination
- 3. Urinalysis
- \* 4. A chest x-ray (preferably a 14" x 17" celluloid film)  
Note type of test and result

A serologic test for syphilis, and other blood tests should be included at the discretion of the examining physician. Any additional examination would be at your discretion. Thank you for your cooperation.

\_\_\_\_\_  
Joseph J. Reardon  
Superintendent of Schools

In my opinion the examinee is physically and mentally capable of performing the duties assigned to him/her within this school system.

In my opinion the examinee is physically and mentally capable of performing the duties assigned to him/her but has the following disabilities or limitations: (Please indicate whether they are correctable or if a modification in the work program should be made.)

\_\_\_\_\_  
\_\_\_\_\_

On the basis of this examination, I feel the examinee is not presently capable of performing the work assigned to the above school position for the following reason(s).

\_\_\_\_\_  
\_\_\_\_\_

I certify that the examinee is free of communicable disease which might be transmitted to

the school population.

Signed \_\_\_\_\_ M.D.  
Address:

Revised 8/2000  
cps 11/00

**P4112.4**  
**4212.4**

*A more restrictive approach to this policy topic, developed by Region #6.*

## **Personnel – Certified/Non-Certified**

### **Physical Examinations**

#### **Employees with AIDS**

The Board of Education recognizes that employees afflicted with Acquired Immune Deficiency Syndrome (AIDS) have rights established by law. The Board also recognizes that it has a responsibility to assure that the public school provides a safe environment for all of its students and employees.

Normally, with the approval of the employee's physician and the school medical advisor, employees with AIDS will be allowed to continue working in their regular setting and will be eligible for all rights and privileges provided by law and existing policy of the Regional School District No. 6 Board of Education.

Under certain circumstances, an employee with AIDS may pose a risk of transmission to others, and therefore, will not be qualified to continue working in the regular setting. The school medical advisor, in consultation with the employee, the employee's physician and other interested parties, shall determine whether the employee can appropriately work in the regular setting according to the following factors:

- the nature of the risk (how the disease is transmitted)
- the duration of the risk (how long the employee will be infectious)
- the severity of the risk (the harm if the disease is transmitted to third persons)
- the probability of transmission
- the employee's ability to fulfill the requirements of work in his/her regular setting

An employee with AIDS, as with any other immunodeficient employee, may need to be removed from the regular work setting for his/her own protection when cases of measles or chicken pox are occurring in the school population. This decision should be made by the employee's physician and the employee in consultation with the School Medical Advisor and the Superintendent of Schools.

If the employment of an infected employee is discontinued, said employee shall be entitled to use any available sick leave and to receive any available medical disability benefits provided by contract.

The school must respect the privacy of the individual; therefore, knowledge that an employee is afflicted with AIDS should be confined to those persons with a direct need to know.

This policy is to be reviewed and revised by the Board of Education as substantiated medical information becomes available.

Policy adopted:

September 10, 2003

REGIONAL SCHOOL DISTRICT NO. 6  
Goshen – Morris – Warren

cps 10/03



*Another version to consider.*

## **Personnel – Certified/Non-Certified**

### **Health Examinations**

Each new employee, other than day-to-day substitutes, tutors, support staff working less than 20 hours per week, and those individuals who fill supplemental pay positions exclusively, shall have a physical examination by the physician of his/her choice prior, if possible, to assuming his/her duties within the school system or in any case within 30 days of assumption of duties. All new certified personnel shall submit to the Office of the Superintendent of Schools evidence of a physical examination obtained no earlier than six months prior to the date of employment and no later than thirty days after the date of employment. The \_\_\_\_\_ Board of Education will pay up to \$75.00 per required physical examination. The results of such examination shall be recorded by the examining physician on the form provided by the school and the completed form shall be retained in the employee's personnel file.

The information provided by the physician shall be limited to a statement indicating the physical capability of the employee to perform his/her assigned tasks. Health history, general physical examination, chest x-ray or tuberculin test and urinalysis should be included in this examination. Blood tests would be conducted at the discretion of the examining physician.

When there has been a warning given to the employee that his/her performance has been unsatisfactory, the Superintendent of Schools may require additional medical examinations, as he/she deems necessary, to evaluate the employee's ability to perform assigned duties. Such additional medical examination will be performed by a physician selected by the Superintendent of Schools and the Board of Education will bear all costs of these examinations.

### **Food Handlers**

All personnel working in cafeterias shall be required to have a physical examination within 30 days of the assumption of duties, regardless of the number of hours worked.

Food Handlers and cafeteria workers shall not be allowed to work if they are ill with intestinal or respiratory illness, or streptococcal infection. The School Medical Adviser reserves the right to require medical examination before any such employee may return to work.

Legal Reference:      Connecticut General Statutes  
   10-207(c) Duties of medical advisers  
   Americans with Disabilities Act of 1990

Policy adopted:  
cps 5/04

*A version from New Fairfield to consider.*

## **Personnel -- Certified**

### **Health Examination**

All employees upon initial employment shall present evidence of a health examination and a chest x-ray, skin test, or other tests designated as acceptable by the chief school medical advisor to determine that they are free of active tuberculosis.

All employees are urged to keep themselves in good physical condition so that they will be a good example to the students and so that they will be able to perform their duties effectively.

All employees are advised to have a health examination at least once every three years.

The Superintendent may require an independent medical examination of any employee by a physician selected by the Board, under the following conditions, subject to the limitations set forth, if any, in the applicable bargaining unit agreement:

- a) whenever the Superintendent has grounds to believe that the performance of the employee is adversely affected by illness of any kind;
- b) whenever the Superintendent has grounds to believe that the health/safety of students or other employees may be at risk due to the illness of an employee;
- c) whenever the Superintendent has grounds to believe the employee may have abused sick leave or other leave policies;
- d) as a condition of approval for a medically-related leave of absence such as sick leave, maternity leave, FMLA or worker's compensation leave;
- e) as a condition of approval for continuation or extension of such leave;
- f) as a condition of approval for return to duty from such leave.

School volunteers who work with students on a regularly scheduled basis may be required to have a tuberculin test at the discretion of the Superintendent and the chief school medical advisor.

(cf. 4118.14 - Disabilities)

Policy adopted:

**NEW FAIRFIELD PUBLIC SCHOOLS**  
New Fairfield, Connecticut

cps 12/06

*New material (regulation) to review.*

## **Personnel -- Certified/Non-Certified**

### **Health Examination**

#### **Chest X-Ray or Intradermal Test**

All employees upon initial employment shall present evidence of having submitted to examination (chest x-ray, skin test, or other tests designated as acceptable by the County Health Department) to determine that they are free of active tuberculosis prior to commencing service and every four (4) years thereafter or more often if directed by the Board of Education upon recommendation of the local Health Officer or District Medical Advisor.

**or**

All employed personnel (to include all bus drivers on contract, substitute teachers, teacher aides and lunch aides) are required to have a preemployment physical examination which must include a tuberculin skin test (Mantoux Test) or an Interferon Gamma Release Assays (IGRAs) blood test.

Those who react positively are required to have a chest xray and will be referred to their private physician or the local health department for evaluation and treatment. Once an individual has had a positive skin test, no further skin tests are indicated. However, serial chest x-rays may be necessary based upon the decision of the individual's private physician, the school physician, or the county health department.

Those with a negative reaction to the tuberculin test need not have further skin tests unless they have one of the following risk factors.

- a. were born in a high risk country\* of the world and do not have a record of a tuberculin test (TST or IGRA) performed in the U.S.;
- b. travel to a high risk country\* staying at least a week with substantial contact with the indigenous population since the previously required examination;
- c. extensive contact with persons who have recently come to the United States since the previously required examination;
- d.. contact with persons suspected to have tuberculosis; or
- e. lives with anyone who has been in a homeless shelter, jail or prison, uses illegal drugs or has an HIV infection.

**Personnel -- Certified/Non-Certified**

**Health Examination**

**Chest X-Ray or Intradermal Test (continued)**

The Superintendent may require a medical examination of any certified/non-certified employee whenever the Superintendent has grounds to believe that the performance of the employee is adversely affected by illness of any kind.

\*See attached list of countries

(cf. 4118.14 - Disabilities)

**Regulation approved:**

cps rev. 11/01

cps rev. 11/05

cps rev. 9/11



List of High Risk<sup>1</sup> Tuberculosis Countries

Afganistan	Georgia	Paraguay
Algeria	Ghana	Peru
Angola	Guam	Philippines
Anguilla	Guatemala	Poland
Argentina	Guinea	Portugal
Armenia	Guinea-Bissau	Qatar
Azerbaijan	Guyana	Republic of Korea
Bahrain	Haiti	Republic of Moldova
Bangladesh	Honduras	Romania
Belarus	India	Russian Federation
Belize	Indonesia	Rwanda
Benin	Iraq	Saint Vincent and the Grenadines
Bhutan	Japan	Sao Tome and Principe
Bolivia (Plurinational State of)	Kazakhstan	Senegal
Bosnia and Herzegovina	Kenya	Serbia
Botswana	Kiribati	Seychelles
Brazil	Kuwait	Sierra Leone
Brunei Darussalam	Kyrgyzstan	Singapore
Bulgaria	Lao Peoples Democratic Republic	Solomon Islands
Burkina Faso	Latvia	Somalia
Burundi	Lesotho	South Africa
Cambodia	Liberia	Sri Lanka
Cameroon	Libyan Arab Jamahiriya	Sudan
Cape Verde	Madagascar	Suriname
Central African Republic	Malawi	Swaziland
Chad	Malaysia	Syrian Arab Republic
China	Maldives	Tajikistan
China, Hong Kong Sp. Admin. Region	Mali	Thailand
China, Macao Administrative Region	Marshall Islands	The former Yugoslav Rep. of Macedonia
Colombia	Mauritius	Timor-Leste
Comoros	Micronesia (Federated States of)	Togo
Cong	Mongolia	Tonga
Cook Islands	Montenegro	Trinidad and Tobago
Cote d'Ivoire	Morocco	Tunisia
Croatia	Mozambique	Turkey
Democratic People's Rep. of Korea	Myanmar	Turkmenistan
Democratic Republic of the Congo	Namibia	Tuvalu
Djibouti	Nepal	Uganda
Dominican Republic	New Caledonia	Ukraine
Ecuador	Nicaragua	United Republic of Tanzania
El Salvador	Niger	Uruguay
Equatorial Guinea	Northern Mariana Islands	Uzbekistan
Eritrea	Pakistan	Vanuatu
Estonia	Palau	Venezuela (Bolivarian Republic of)
French Polynesia	Panama	Viet Nam
Gabon	Papua New Guinea	Yemen
Gambia	Paraguay	Zambia/Zimbabwe

<sup>1</sup>Greater than 20/100,000 populationEstimates can be found at <http://apps.who.int/ghodata/?vid=500>

*Branford's version of this regulation to consider/modify.*

## **Personnel -- Certified/Non-Certified**

### **Health Examinations**

All employed personnel (to include all bus drivers on contract, substitute teachers, teacher aides and lunch aides) are required to have a preemployment physical examination which must include a tuberculin test (Mantoux Test).

Those who react positively are required to have a chest xray and will be referred to their private physician or the local health department for evaluation and treatment. Once an individual has had a positive skin test, no further skin tests are indicated. However, serial chest x-rays may be necessary based upon the decision of the individual's private physician, the school physician, or the county health department.

Those with a negative reaction to the tuberculin test need not have further skin tests, unless they have one of the following risk factors:

- a. travel to a high risk country since the previously required skin test
- b. extensive contact with persons who have recently come to the U.S. since the previously required examination.
- c. contact with persons suspected to have tuberculosis
- d. have been incarcerated
- e. have been living in a homeless shelter
- f. have HIV infection

The Superintendent may require a medical examination of any certified employee whenever the Superintendent has grounds to believe that the performance of the employee is adversely affected by illness of any kind.

Legal Reference: Connecticut General Statutes

10207 Duties of medical advisers

Regulation approved:

**BRANFORD PUBLIC SCHOOLS**  
Branford, Connecticut

cps 11/01

*Another sample regulation to consider.*

## **Personnel – Certified/Non-Certified**

### **Health Examinations**

The \_\_\_\_\_ Board of Education requires that each new employee, other than day-to-day substitutes, tutors, support staff working less than 20 hours per week, and those individuals who fill supplemental pay positions exclusively, shall have a pre-employment physical examination by a physician selected by the Superintendent of Schools.

The Board of Education states that the physical examination includes the following:

- Health history
- General physical and health examination
- Chest x-ray (preferably a 14" x 17" celluloid film) or tuberculin test Blood tests at the discretion of the examining physician
- Urinalysis
- Drug screening (per contract agreement)

Any additional examinations would be at the examining physician's discretion.

The duties of the position held or applied for should be considered in evaluating and reporting on the examination.

The detailed findings and related data should be kept in the examining physician's files. The Board of Education recognizes the confidentiality of such records.

The information provided by the physician shall include a statement indicating the physical capability of the employee to perform his/her assigned duties.

### **Tuberculin Testing**

All employed personnel (including bus drivers employed by a transportation contractor) shall have a tuberculin test and/or a chest x-ray at the time of employment. A valid tuberculin test either a TST (Tuberculin Skin Test) or an IGRA (Interferon gamma release assays blood test) is one which has been administered within one year prior to the date of employment. It is the employee's responsibility to provide proof of a valid tuberculin test. The medical service selected by the Board shall provide a tuberculin tine test if the applicant is unable to supply such proof. Written reports of tuberculin testing shall be maintained in the employee's personnel file. Those who react positively to the tuberculin test will be referred by the medical service personnel to their private physician for evaluation and appropriate treatment.

Regulation approved:

cps 4/09  
rev 9/11



*A sample policy from Killingly. Please be aware that the legal references contain statutes applicable only to the private sector; not public employers/employees.*

## **Personnel -- Certified/Non-Certified**

### **Pre-Employment Drug Screening Test**

All prospective employees shall be advised in writing at the time of application that it is the intent of the Board of Education to conduct drug screening at the time of appointment. Prospective employees shall be required to submit to and successfully complete an initial drug screening test as a condition of employment. The drug screening test outlined in this section shall not preclude the Board of Education from administering and conducting similar tests under different conditions in accordance with federal and state laws.

#### **1. Testing Procedures**

- A. Applicants subject to testing must, prior to testing, sign a consent authorizing the test, authorizing the release of test results to the school department's medical officer, and authorizing the disclosure of the results by said medical officer to the person or persons in charge of employment. Applicants who refuse to submit to such a test shall be denied employment.
- B. Any applicants who test positive in the preemployment drug screening test shall be given a copy of the positive test results. Further, the applicant may be denied employment and may be ineligible for employment for 12 months unless the applicant adequately establishes a legal basis for the use of the drug with respect to which the applicant tested positive. Testing procedures shall be in accordance with federal and state law. (CGS Sec. 3151u).
- C. The results of any such test shall be confidential and shall not be disclosed by the Board of Education or the person or persons in charge of employment to any person other than any such employee to whom such disclosure is necessary. Additionally, the results shall be maintained along with other employee medical records and shall be subject to the privacy protections provided for by law.

Legal Reference: Connecticut General Statutes  
Sec. 3151u Drug Testing: Requirements  
Sec. 3151v Drug Testing: Prospective Employees  
Sec. 3151w Drug Testing: Observation Prohibited. Privacy of Results  
Sec. 3151aa Drug Testing: Effect of Collective Bargaining Agreement

Policy adopted:

KILLINGLY PUBLIC SCHOOLS  
Daniclson, Connecticut

*A sample policy which details a school district's plan to provide distance learning options in the event schools must be closed and classes cancelled due to an emergency health situation. This policy provides for equitable access to instruction for all students. Provisions are included for appropriate special education and related services for students with disabilities. Situations and resources vary by district. Therefore, this policy must be modified to fit the local situation.*

## **Instruction**

### **Distance Education**

#### **Distance Learning Plan Due to Health-Based School Closure**

This policy outlines \_\_\_\_\_ District plan to provide distance learning options in the event that the school District must be closed due to an emergency health situation. This action plan allows District Schools to operate remotely while continuing to provide meaningful instruction to students through the use of a variety of instructional resources.

The Board of Education (Board) seeks to ensure fluid operation during a time when classes must be cancelled due to a health emergency, as well as provide equitable access for all students. A distance learning day is a remote school day where students and staff have an opportunity to explore and engage in meaningful learning experiences that are: (a) aligned to the curriculum, (b) connected to standards, and (c) relevant to the current instructional sequence. While nothing replaces the genuine human interactions that happen authentically in the classroom between students and teachers, distance learning will support continuity of instruction in the event of a health-related closure.

Distance learning school days will run as detailed in the section below entitled "Scheduling." The schedule will allow teaching staff adequate time to present the learning experience to support students as they (a) access information, (b) prioritize their day, and (c) communicate with their teacher(s). Teachers will be available during the hours listed below.

#### **Goals of the Distance Learning Program**

The Board, by its adoption of this policy, establishes the following goals for the distance learning program:

1. To ensure the continuity of instruction if and when a pandemic negatively impacts the District's ability to maintain daily operations.
2. To continue to provide students with an authentic, meaningful, and comprehensive school experience.
3. To mitigate or completely eliminate possible exposure to and spread of pandemic influenza among students, parents, guardians, employees, and community members.
4. To ensure compliance with all federal and state statutes and regulations and Board policies and administrative regulations, as may be amended by state and federal authorities.

## Instruction

### Distance Education

#### Distance Learning Plan Due to Health-Based School Closure (continued)

#### Key Components of the Distance Learning Program

The Board, by its adoption of this policy, establishes the following key components for the distance learning program:

1. **Equitable Access:** To provide equitable instruction, the District will ensure that all students have access to instructional materials [and electronic devices].
  - a. In grades PK-5, the District will provide all students with a special packet that includes all needed lessons/instructional materials. While students in PK-5 will not be required to log-in to a device, they will have the option of accessing on-line supplemental lessons and games/activities. Data about access to the Internet and the availability of digital devices for student use at home is to be collected by the District. In the event that a student does not have access to a computer or Wi-Fi at home, the District will provide a device and/or a hotspot for student use. Each District/school webpage shall contain a link which will connect students to online resources.
  - b. In grades 6-12, the District will ensure that all students have access to a device during the day. Data about access to the Internet and the availability of digital devices for student use at home is to be collected by the District. In the event that a student does not have access to a computer or Wi-Fi at home, the District will provide a device and/or a hotspot for student use.
  - c. Information provided on District and/or school websites shall be available in a number of language choices.

**Note:** *It is recognized that some districts have provided computers/Chromebooks to students in various grade configurations. Therefore, items "a" and "b" above should be modified to reflect the availability of electronic devices provided by the district to students in support of a distance learning program.*

2. **Communication**

- a. Upon a directive from the Governor and/or Connecticut State Department of Education (CSDE) notification will be sent to parents/guardians utilizing the District's emergency notification/communication system. Detailed instructions will also be posted on the school and District websites.
- b. On the first day of closure, the school buildings shall/may remain open for a portion of the day to allow staff and students to gather personal items and collect necessary learning materials. Instruction will not occur and there will not be supervision.

## **Instruction**

### **Distance Education**

#### **Distance Learning Plan Due to Health-Based School Closure**

##### **Key Components of the Distance Learning Program (continued)**

- c. On the second day of closure, all schools will be closed until further notice to students, parents/guardians, staff, and the public. No entry will be allowed. Distance learning will commence. In the event an immediate directive from a State official is provided, the District will provide additional guidance, as necessary, at that time.

### **3. Attendance**

The Board recognizes that during a prolonged school closure it will be problematic to compile statistics as to whether individual students are “in attendance.” The District will treat a student’s attendance record for the year in conformity with any “Attendance Guidance” provided by the Commissioner of Education and the Connecticut State Department of Education.

*Alternate:* The Board directs the Superintendent or his/her designee to develop a plan to verify and track student attendance as related to the provided distance learning activities. Parents/guardians must report the days their child(ren) are unable to participate in the provided distance learning activities due to illness or other specified reason. A means of reporting absences must be made available to parents/guardians.

### **4. Harassment, Intimidation, and Bullying**

During distance learning days, the District will adhere to all aspects of our Harassment Intimidation and Bullying policies and procedures.

### **5. Time Schedules**

Teachers will be available via email during the posted hours of school operation. *(This section needs to be modified to reflect the local district’s grade configurations and time schedules. This is presented as a sample only.)* The distance learning school days will operate as follows:

- a. Elementary School(s) (Grades K-5): 8:55 a.m. to 3:25 p.m. Teachers may not be available between 11:30 and 1:00 for planning and/or lunch.
- b. Preschool: 9:00 to 11:30 for AM Preschool; 12:30 to 3:00 for PM Preschool; 9:00 a.m. to 3:00 p.m. for Full Day Preschool. Teachers may not be available from 11:30 to 12:30 for planning and/or lunch.
- c. Middle School(s) (Grades 6-8): 8:00 a.m. to 2:45 p.m. Teachers may not be available during their scheduled planning and/or lunch periods.

## **Instruction**

### **Distance Education**

#### **Distance Learning Plan Due to Health-Based School Closure**

##### **Key Components of the Distance Learning Program (continued)**

- d. High School(s) (Grades 9-12): 7:40 a.m. to 2:25 p.m. The school's webpage is to be consulted for the appropriate schedule. Teachers may not be available during their scheduled planning and/or lunch periods. Thirty (30) minutes daily will be set aside for physical activity.

**Note:** *The time schedules above may need to be altered to reflect bargaining unit agreements between the Board and staff and any memorandums of understanding entered into as a result of the emergency situation.*

#### **6. School Nutrition Benefits**

Any student who receives free and reduced school lunch shall be afforded the opportunity to pick up a nutritional school lunch prepared by the food service provider/department. The schedule for availability and locations of pickup shall be posted on the District and school websites and through the District's emergency notification system.

#### **7. Resources to Support Instruction** (*Modify to reflect local district practices*)

The District shall utilize varied resources to support student learning. These include, but are not limited to, the following:

- a. The posting on the school's website a webpage devoted to relevant online resources and digital subscriptions.
- b. Teacher utilization of Google Apps for Education, District e-mail, and other online platforms for instruction.
- c. *Add additional local district resources here.*

#### **8. Instruction: Student Responsibilities** (*Modify to reflect the local district's plan and expectations*)

- a. At the PK-5 level, students will be provided with a packet of meaningful learning activities in the core content areas. In addition, students will have access to **[optional]** digital resources to be used at home.

## **Instruction**

### **Distance Education**

#### **Distance Learning Plan Due to Health-Based School Closure**

##### **Key Components of the Distance Learning Program (continued)**

- b. At the Grade 6-12 level students are expected to log into their teacher's Google Classroom or other platform to identify the expected work for the day and may be asked to collaborate virtually with other classmates on assignments. Students without a school approved excuse will be held responsible for all work not completed by the assigned deadline. Deadlines will be assigned at the discretion of the classroom teacher and assignments will be returned either graded or with feedback in a timely manner.

## **9. Special Education**

- a. The District will provide distance learning options to address the provision of appropriate special education and related services for identified students with disabilities. Programs and services shall be provided to students ages three through 21, in concert with the requirements of federal and state law; such requirements which may be amended by governmental action, with modifications that may be unavoidable due to the health crisis. It is recognized that the District may not be able to provide all services in the same manner as they are typically provided.
- b. Students will continue to receive provisions of their IEP requirements and will be provided with a free and appropriate program (FAPE) encompassing special education and related services to the greatest extent possible under the circumstances. What is appropriate and reasonable will include the individual child's circumstances as well as the circumstances related to the pandemic/epidemic emergency.
- c. Appropriately certified professional staff members will continue to implement these programs through distance learning opportunities. All special education programming will be consistent with the student's Individualized Education Plan (IEP) to the extent appropriate.
- d. All disabled students with an in-class resource center program documented in the IEP will be provided with modifications to meet their needs based on the distance learning options afforded to their general education counterparts.
- e. All students with pull out replacement center programs documented in the IEP will be provided with appropriate materials and instruction by their special education teachers to meet their needs based on the distance learning options appropriate to their IEPs and learning abilities.
- f. All students with self-contained programs documented in the IEP will be provided with appropriate materials and instruction by their special education teachers to meet their needs based on the distance learning options appropriate to their IEPs and learning abilities.

## Instruction

### Distance Education

#### Distance Learning Plan Due to Health-Based School Closure

##### Key Components of the Distance Learning Program (continued)

- g. The Board acknowledges that classroom and one-to-one instructional aides will not be available to support a student during a health-related closure.
- h. Related Services (Counseling, Speech-Language, Physical Therapy, Occupational Therapy): Counseling, Speech, Physical and Occupational Therapy activities will be provided to students by therapist(s) via emailed activities that have been individualized based on IEP goals. Additional activities will be scheduled and provided based on individualized needs.
- i. Speech language services and counseling services may be delivered to special education students through the use of electronic communication or a virtual or online platform, as appropriate.
- j. Out of District Programs: In the event that District schools are closed and private out-of-district schools remain open, students who are transported by a private company should attend school unless otherwise indicated by the out-of-district placement. In the event that the student is transported to the out-of-district placement by district transportation and the buses remain non-operational due to the closing, the parents will be asked to drive their child to the school and will be reimbursed for transportation according to Board policy for days the child is in attendance during this health-related closure.

In the event that District schools are open and private out-of-district schools are closed, the District will collaborate with the out-of-district placement to offer appropriate meaningful learning activities for completion at home.

- k. Referrals and Evaluations: Traditional timelines will be adhered to via the Supervisor of Special Services and meetings will be held remotely. The District will make every effort to ensure that evaluations are completed within the statutory timelines. Timelines may be impacted due to extended school closures. *(Days that schools are closed are not counted as "school days" for the initial evaluation timeline. The timeline pauses during the school closure.)* Child Study Team members will contact parents if evaluations fall outside of the legally mandated timeframes.
- l. Annual Reviews and Reevaluations: These shall take place once District schools reopen. Parent/Guardians and adult students may agree in writing that a reevaluation is not necessary. IEPs that lapse during the school closure shall remain in effect until a new IEP is developed. When school personnel and parents/guardians agree that a PPT meeting is necessary during the time of school closure, it shall be held via alternate means such as video conferencing or conference call.

## **Instruction**

### **Distance Education**

#### **Distance Learning Plan Due to Health-Based School Closure**

##### **Key Components of the Distance Learning Program (continued)**

- m. Due Process Hearings/Activities: The District will comply with and operate within any extension provided by the Commissioner of Education for all state statutory and regulatory time requirements related to special education due process activities.
- n. Communication: The District's special education staff shall provide information through a variety of methods, including family phone calls, emails, and video conferences. Also, at least one member of a child's team (special education teacher, speech therapist, psychologist) is to be in contact with the respective parent/guardian at least weekly (unless less frequent contacts have been requested).

#### **10. Staff Responsibilities**

The Board expects the teaching staff to be available through email and online between the posted times; to read and respond to emails during noted hours; and to adhere to all district policies as may be modified due to the nature and length of the pandemic; and to report any instances of students at risk, threats made, or any other meaningful information to District Administrators.

Paraprofessionals will receive instructions from the appropriate Supervisor of Special Services and/or their building Principals. Professional development modules via online programs will be made available in order to provide aides with ongoing educational opportunities.

District administrators will work from home to assist in the daily operation of all aspects of distance learning. In the event that the District is placed under general quarantine, administrative responsibilities will be determined by the Superintendent of Schools. Virtual planning meetings may be necessary.

#### **11. Monitoring Student Engagement**

The Board considers student engagement extremely important. It is important to ensure that all students are engaged and are connected to the resources they need. District and school administrators shall have regular connections with students and families. District and school staff shall check-in and confirm whether families have access to information and services; are safe and supported; and are prepared to support their child's learning through the District's continued learning efforts.



## Instruction

### Distance Education

#### Distance Learning Plan Due to Health-Based School Closure

#### Key Components of the Distance Learning Program (continued)

In order to monitor student engagement in continued learning, the Board expects the following actions to take place:

- a. Teachers and support staff are to connect with all students to maintain their relationships, assist with issues related to assignments, and encourage full participation in the continued learning opportunities. Connections should be documented and tracked as appropriate.
- b. Student support staff shall identify students who were chronically absent prior to the school closure/cancellation of classes or otherwise identified as needing additional support to determine if such supports can continue virtually. The option to refer a student exhibiting inadequate engagement to the District's team responsible for school attendance should be considered as necessary.
- c. School administrators and support staff are to reach out to students who are not signing into online learning or engaging in other continued learning opportunities. Families are to be contacted by school staff to ensure safety and well-being and connect students to the continued learning opportunities and technology they may require.

## 12. Grades

The grading and reporting systems to be used shall be developed by the administration and faculty and is subject to the approval of the Superintendent and/or Board of Education. Due to the circumstances presented during a time of lengthy school closure and cancellation of classes, a "pass/fail" system should receive strong consideration with an option to include "pass with distinction."

**Alternate language: The Board of Education shall approve the grading and reporting systems as developed by the administration and faculty and upon the recommendation of the Superintendent of Schools.**

- (cf. 0523 – Equity and Diversity)
- (cf. 3520.13 – Student Data Protection & Privacy/Cloud-Based Issues)
- (cf. 5131.81 – Use of Electronic Devices)
- (cf. 5131.911 – Bullying)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5141.4 – Reporting of Child Abuse and Neglect)
- (cf. 6114.8 – Pandemic/Epidemic Emergencies)
- (cf. 6114.81 – Emergency Suspension of Policy During Pandemic)

## **Instruction**

### **Distance Education**

#### **Distance Learning Plan Due to Health-Based School Closure**

- (cf. 6141.321 – Acceptable Computer Use)
- (cf. 6141.323 – Filtering Access to Electronic Networks)
- (cf. 6141.324 – Posting of Student Work/Photographs)
- (cf. 6141.327 –Electronic Resources)
- (cf. 6141.3291 – One-to-One Tablet Program)
- (cf. 6141.326 – Online Social Networking)
- (cf. 6141.328 – Bring Your Own Device)
- (cf. 6141.329 – Electronic Reading (e-reader) Devices)
- (cf. 6146.1 – Assessment Systems)
- (cf. 6156.2 – Off-Site Computer Use)
- (cf. 6172.6 – Virtual/Online Course; Distance Education)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules.

18 U.S.C. §§2510-2522, Electronic Communication Privacy Act.

P.L. No. 110-385, Protecting Children in the 21<sup>st</sup> Century Act.

Policy adopted:

cps 6/20

*Suggested and recommended bylaw to consider.*

## **Bylaws of the Board**

### **Time, Place and Notification of Meetings**

#### **Electronic Board of Education Meetings**

#### **Definitions**

**“Meeting”** This means any hearing or other proceeding of a public agency, any convening or assembly of a quorum of a multimember public agency, and any communication by or to a quorum of a multimember public agency, whether in person or by means of electronic equipment, to discuss or act upon a matter over which the public agency has supervision, control, jurisdiction or advisory power.

**Alternate definition:** A **“meeting”** is defined as a hearing or other proceeding of the Board, any convening or assembly of a quorum of the Board and any communication by or to a quorum of the Board, whether in person or by means of electronic equipment to discuss or act upon a matter over which the public agency has supervision, control, jurisdiction, or advocacy power. Communications between and among a quorum of members convening on electronically linked personal computers or by telephone conference call are subject to the Freedom of Information Act.

**“Public Notice”** Each Board member and each person who has duly requested such notification shall be notified no later than twenty-four hours in advance of the meeting of the time, date, location, and the agenda of any regular or special meeting. The twenty-four hour notice shall also be posted in the Board office, delivered to newspapers designated by the Board, and filed with the Town Clerk, except that such notice is not required where the time, date, and location of the meeting has been published in the annual list of meetings approved by the Board and filed with the Town Clerk not later than January 31 of each year in accordance with law. The meeting agenda must be filed at least twenty-four hours before the meeting convenes. (In an emergency meeting, the Board may proceed to conduct business if and to the extent required by the emergency.) The expectation shall also be adhered to in the event of a Board meeting held through electronic means as described in this bylaw.

**“Voting”** All Board actions requiring a vote may be conducted by voice, show of hands, or roll call provided that the vote of each member is recorded in the minutes of the meeting. Proxy voting shall not be permitted. Voice voting must occur in the event of a BOE meeting held through electronic means as described in this bylaw. Votes will be verbalized into the record by the Board Secretary. Abstentions shall not be counted as votes but shall be recorded.

**“Internet (Chat) Discussions”** In the event of a Board meeting held through electronic means as described in this bylaw, under no circumstances are members of the Board to have private chats while engaged in the public session of the meeting. All comments, inquiries, and votes must occur in the public forum for all to hear. All Board member(s) are expected to comply with the guidance of this bylaw.

## **Bylaws of the Board**

### **Time, Place and Notification of Meetings**

#### **Electronic Board of Education Meetings (continued)**

##### **Policy Statement**

In accordance with an Executive Order by the Governor of Connecticut, the \_\_\_\_\_ Board of Education Board (Board) acknowledges, that in the event of a prohibition on public meetings for health & safety reasons, business of the Board may still need to occur. In this event where pressing business of the Board is required such as, but not limited to, personnel issues, budget hearings, approval of bills payments, policies etc., a meeting through electronic means will be permitted.

In accordance with Connecticut's Freedom of Information Act (FOIA) the following provisions will be implemented so that a meeting can occur:

1. Board of Education members shall make every attempt to participate through a technology portal where they can be viewable, or at a minimum heard, for each other and members of the public. The Board of Education will accomplish this through use of an electronic videoconferencing program, such as, but not limited to, ZOOM, GoToMeeting, WebEx, OnBoard, where members of the public can call and/or submit comments or questions electronically.
2. Notice of the Board meeting's virtual location shall be published through the traditional means and outlets as well as being noticed on the District website and in the Board of Education Office no less than 24 hours in advance.
3. The District shall post the agenda for the meeting no later than 24 hours in advance for review and reference by members of the public. The agenda will also be posted on the District website.
4. Members of the public will be provided an opportunity to make comments in the place so designated in the agenda for the meeting. These comments will be submitted through the means allowed by the videoconferencing software used by the District to host the meeting. [All comments will be read into the record by the Board Chairperson or designee announcing both the member of the public and his/her address as is customary to provide with comments.] In the event that additional information can be provided by a member of the Board or the Superintendent, it will/may be provided.
5. Under these circumstances when a Board of Education meeting needs to be held under the circumstances described above, a recording of the meeting with video will be posted in the same way that the audio is posted for traditional, in-person meetings of the Board. These recordings will not stand as the minutes, only the written record as approved will do so.

## **Bylaws of the Board**

### **Time, Place and Notification of Meetings**

#### **Electronic Board of Education Meetings**

#### **Policy Statement (continued)**

6. Executive session will still be held, when necessary and for the statutorily allowed reasons, in a second videoconferencing meeting open only to Board of Education members, and those individuals determined by the Board to be necessary to participate in such executive session.
7. Under no circumstances other than an Executive order prohibiting in person gatherings, does the Board of Education approve of holding its meetings electronically. The Board recognizes that there may be times when a Board member, for good reason, is unable to be physically present at a Board Meeting. In conformity with Board Bylaw #9325.43, a Board member may participate in the meeting electronically, subject to the conditions in the aforementioned bylaw.

#### **Version #2**

In accordance with a State of Connecticut Executive Order, public Board of Education meetings will be held virtually through electronic teleconferencing. The live public comment portion of the meeting shall be temporarily suspended. However, members of the public can submit their comments to be added to the public record by emailing the Board of Education at \_\_\_\_\_ . All members of the Board of Education receive emails at this address.

Options and instructions on how to access Board of Education virtual meetings will be posted on the District's website. A recording of Board meetings shall be made available within seven (7) days on the Board's Website and/or \_\_\_\_\_ .

#### **Version #3**

The \_\_\_\_\_ Board of Education (Board) shall take the steps necessary to ensure that it will satisfy the conditions set forth in an Executive Order in order to hold Board meetings and proceedings remotely by videoconference until such time that in-person public meetings are safe to resume. The public can view remote Board meetings and proceedings in real time on the District's website and on Cable Channel \_\_\_\_\_. In addition, remote Board meetings and proceedings will be recorded, and such recordings will be posted on the District's website within seven days of the meeting or proceeding and made available within a reasonable time in the District's offices. Consistent with Board Policy 1120, the Board of Education welcomes public participation in its meetings, including meetings held remotely pursuant to an Executive Order.

## **Bylaws of the Board**

### **Time, Place and Notification of Meetings**

#### **Electronic Board of Education Meetings**

##### **Version #3** (continued)

The procedure for public comment during such remote meetings is as follows:

- At certain time(s) during the meeting, the Board Chairperson will invite the public to submit written comments using a Google form during a certain designated period (a “Submission Period”). Each Submission Period will be 5 minutes long, unless otherwise indicated by the Board Chairperson at the beginning of the Submission Period.
- The public may submit written comments during a Submission Period until the Board Chairperson indicates that the Submission Period has ended. During each Submission Period, the Board Chairperson will issue a “last call” for public comments shortly before the Submission Period ends.
- The Board Chairperson, or designee, will read aloud the comments received during a Submission Period in the order in which such comments were received (a “Reading Period”). Each Reading Period will be 15 minutes long, unless otherwise indicated by the Board Chairperson at the beginning of the Reading Period.
- Any comments submitted during a Submission Period for which there was no time during a Reading Period to read aloud, along with all comments submitted during any Submission Period, will be posted no later than the end of the following business day in the View Live and Archived Meetings section on the District’s website.

The guidelines for public participation in Board meetings held remotely pursuant to an Executive Order will be consistent with the guidelines set forth in District policy and administrative regulations.

(cf. 1120 - Public Participation at Board of Education Meeting)

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

(cf. 9322 - Public and Executive Sessions)

(cf. 9323 - Construction of the Agenda)

(cf. 9324 - Advance Delivery of Meeting Materials)

(cf. 9325 - Meeting Conduct)

(cf. 9325.1 - Quorum)

(cf. 9325.2 - Order of Business)

(cf. 9325.4 - Vote Recording)

(cf. 9325.43 - Attendance at Meetings via Electronic Communications)

(cf. 9326 - Minutes/Taping/Broadcasting)

(cf. 9326.1 - Taping/Recording Board Meetings)

(cf. 9327 - Electronic Mail Communications)

(cf. 9327.1 - Board Member Use of Social Networks)

## **Bylaws of the Board**

### **Time, Place and Notification of Meetings**

#### **Electronic Board of Education Meetings**

- Legal Reference: Connecticut General Statutes
- 1-200 (2) Definitions. "Meeting."
  - 1-206 Denial of access to public records or meetings.
  - 1-225 Meetings of government agencies to be public, as amended by June 11 Special Session, PA 08-3.
  - 1-226 Broadcasting or photographing meetings.
  - 1-227 Mailing of notice of meetings to persons filing written request.
  - 1-228 Adjournment of meetings. Notice.
  - 1-229 Continued hearings. Notice.
  - 1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.
  - 1-232 Conduct of meetings.
  - 10-218 Officers. Meetings.
  - 10-238 Petition for hearing by board of education.

Bylaw adopted by the Board:

cps 6/20

## Hosting Web Meetings

### Setting up

- This is not a tutorial on how to run meetings.
- There are numerous websites dedicated to teaching you how to work with your particular product.
- Start with the service provider's website.
- To do this right you need a tech support person who is familiar with the program you are using.
- There needs to be someone running the back-end of the meeting (someone who is not a participant – most likely the technology support person).
- Participants cannot effectively run the meeting.
- Things will go wrong.

### Making Your Meetings Effective

- Get Zoom Pro Version (or similar software program).
- Take time to set up the meeting correctly.
- Have the chairperson use a headset (microphone and headphones).
- Learn the system and practice (take advantage of online training).
- Precede meeting with comments.
  - Acknowledge it's an experiment.
  - Take notes and work to correct issues as they come up.
  - MUTE!!! Unless directed to talk.
- Use video whenever possible.

### Advice to Chair

- Look in the camera.
- Assign a host who can lead.
- Limit discussion.
- Meet only when necessary.
- Set the tone for the online meeting.



If the Board of Education is contemplating holding completely virtual school Board or committee meetings, here are some considerations that are recommended to be discussed with the school attorney.

- Ensure that the Board meeting will be conducted in compliance with the Freedom of Information Act.
  - How will the public be able to attend and participate via a remote connection?
    - Consider using a virtual meeting platform such as Zoom, GoTo Meeting, Skype or other platforms that will allow for connection by any member of the public and provide a mechanism for attendees to indicate that they would like to speak and offer comment during the public comment portion of the meeting.
    - Provide helpful directions on the website for easy connection and participation.
    - If the school Board already provides livestreaming of its Board meetings, ensure a mechanism is established for the public to provide public comment appropriately.
    - Ensure that accommodations are made available for individuals with disabilities in your school community.
  - Encourage virtual connection by the public, but as an option, if possible, under safe distancing requirements, consider setting up a physical location where the virtual meeting will be available for public participation, for those individuals in your school community who may not have ability to connect online.
  - Ensure that an individual, such as the Board Secretary, Board Chairperson, or Superintendent, is present to set up and start the virtual meeting, call it to order and take the roll call.
- Include the news media in planning and advertising for the virtual meeting. This will assist in communicating to the school community and also demonstrate that the Board is meeting virtually for the health and safety of individuals, not to avoid transparency to the public.
- Ensure all school Board members have appropriate technology, devices and Internet connections, to participate in the virtual meeting. Also consider the availability of these resources in the school community and provide a list of public venues where community members may be able to connect.
- Discuss with the school attorney how Executive Sessions may be handled.

CABE encourages school Boards to work with their school attorney in establishing practices that meet the needs of the individual school Board members, the District and the school community in conducting the business of the Board and prioritizing the health and safety of the school community.

# Participation Guidelines

## Emergency Guidelines Governing the Conduct of Remote Public Board Meetings and Provisions for Remote Public Participation

The purposes of these Emergency Guidelines are to:

1. Permit the Board to conduct essential business while taking appropriate measures consistent with the guidance from the President of the United States, the United States Centers for Disease Control, the Connecticut Department of Public Health, the Governor of Connecticut, the Commissioner of Education, and the State Department of Education to mitigate the contagion and spread of coronavirus; and
2. Promote expeditious public meetings that will allow Board members, the Superintendent of Schools and other Officers of the school district to maximize time spent directly addressing the needs of the students and families during a public health emergency.

These Emergency Guidelines address the manner in which the Board will conduct its public meetings to practice social distancing below the number of \_\_\_\_ people as recommended by the United States Center for Disease Control and any Executive Orders of the Governor and to comply with recommended social distancing and social isolation practices to mitigate contagion and protect and promote the health and well-being of the general public, Board employees, students, staff and members of the Board of Education.

### **Electronic Meetings, Quorum and Designated Broadcast Location**

#### **Electronic Board Meetings and Quorum**

The \_\_\_\_\_ Board of Education's regular meetings will not require the physical presence of a quorum of Board members or any number of Board members at a single meeting location or any one location. The Board may conduct its public meetings and executive sessions via telephone, teleconference, closed-circuit television or via other electronic media at multiple locations provided that the meeting shall be simulcast to the general public via live-streaming or other means to permit the general public to monitor the conduct of its business and to engage in public participation. An electronic recording of the virtual meeting shall be preserved.

### **Public Participation at Board Meetings**

#### **Observing the Board Meeting**

Members of the public may view the Board meeting via live stream by selecting "Watch the Board Meeting live" on the Board's website. They will not be invited into the designated meeting locations from which each or any of the Board members are participating in the meeting.

**Number of Speakers**

The Board will allocate no more than 15 speaking slots to members of the general public to speak to the Board via electronic/telephonic means. Each speaker will be allocated up to two (2) minutes to speak. Public participation shall occur via telephone, teleconference or other electronic means.

**Speaker Sign Up**

Members of the public, employees of the district, Governance Council, Council members and members of other groups wishing to speak must register in advance of the day of the meeting or by such other time noted in the meeting agenda published by the Board.

Advance registration prior to the Board meeting during this period shall be available by telephone or online.

[*Optional:* To ensure equity of access to address the Board, an individual may not speak at two (2) consecutive Board Meetings. In the event a speaker registers to speak at a consecutive Board Meeting, the speaker will not be called to address the Board.]

**Written Comments**

Members of the public may submit written comments via email to the Board of Education at \_\_\_\_\_ (mail address) or \_\_\_\_\_ (email address).

**Recordings**

The Board records the public portion of each Board meeting. These recordings shall be aired on local cable channels for the convenience of the public.

## PROMOTING EQUITY AND DIVERSITY IN SCHOOLS

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The nation's public schools represent the pluralism of American society. Unfortunately, many children experience their public school environment as unwelcoming or even violent. Prejudicial attitudes contribute to problematic intergroup relations in public school settings. Furthermore, teachers are often unprepared to work with the diversity of class, linguistic groups, sexual orientation, and other sociocultural backgrounds that make up the diverse student body in their classrooms.

However, as stated in an article published in the American School Board Journal, American education is at a crossroads with significant challenges. The need exists to educate students with the knowledge and skills required of a 21<sup>st</sup> century workforce to the ongoing challenges of budgets and sufficiency of fiscal resources. In addition, another challenge is a demographic reality. "Significantly larger segments of our emerging workforce will come in future years from low-income and racial and ethnic groups that often have been the least well-served by our schools."

It is agreed that education plays the critical role in ensuring the development of citizens who can meet our nation's challenges. Therefore, it is necessary to use our resources wisely to benefit all students. A resource that must be included is the diversity of the student population which needs to be capitalized on to enhance learning, achievement and success. A focus must be placed on leveraging and enhancing the diversity among students as an integral part of the educational enterprise.

After the landmark Supreme Court ruling in the 1954 *Brown v. Board of Education* case, the efforts of school districts focused on curing the problems of the past. Districts acted to end legally imposed segregation of students on the basis of race. This resulted, in the late 60's and early 70's in a significant decrease in the percentage of black students in severely segregated schools. However, school districts are not required to exercise policies to remediate segregation in perpetuity. In the aforementioned Journal article, the authors state that "the concept of legally mandated racial integration supported by a historical, remedial rationale has significantly less relevance to districts now than in decades past. Much of district energy today focuses on the educational, civic, and economic benefits that often result from well-developed policies and strategies that are mission-focused and forward-looking."

A major shift has occurred in the manner in which education leaders think and act regarding issues pertaining to diversity. The shift is a move away from court or federal agency imposed obligations to institutional choices. As a result, districts should ensure that its policies pertaining to equity and diversity are seen as tools that promote core educational benefits.

Diversity acknowledges and embraces the richness of human differences. It includes, when considering the student body, such multiple factors, in addition to race, ethnicity and sex, references to socioeconomic status, neighborhood, language status, special education needs, academic performance and potential, record of achievement, community or civic engagement or interest and more.

## PROMOTING EQUITY AND DIVERSITY IN SCHOOLS

-Page 2-

Therefore, a district's equity and diversity policy must not be a one size fits all approach. Diversity policies should be framed considering the educational objectives the board wants to achieve. Further, community involvement is essential. The community needs to understand the purpose, rationale and substance of the equity and diversity policy. Such a policy, when adopted, should serve to advance the educational goals of attaining higher student achievement, preparing students for a competitive global economy and inculcating civic and democratic values.

The district's equity and diversity policy should not be viewed as a remedial program intended to correct past wrongs. It is not about racial balancing, affirmative action or special benefits to a particular group. It "is about reaping the academic and educational benefits for all students that can flow from a diverse student body."

Source: "Promoting Diversity in Your Schools," by Arthur L. Coleman, Francisco M. Negron, Jr., and Katherine E. Lipper, *American School Board Journal*, 2015.

### Policy Implications

Over the next decade schools in Connecticut will become more diverse. Therefore, a better understanding of diversity is critical. Educational leaders understand that to be more effective in managing diversity, and to capitalize on the diversity of the population, they need to be culturally competent in creating a school climate where all students, educators, staff and parents are respected.

Every student deserves a respectful learning environment in which their cultural, racial and ethnic diversity is valued and contributes to successful academic outcomes. Districts need to be committed to identifying and correcting practices and policies that perpetuate the achievement gap and institutional racism in all forms in order to provide all students with the opportunity to succeed. Learning and work environments are enriched and improved by the contributions, perspectives and very presence of diverse participants.

Sample policy #0523, "Equity and Diversity," pertains to this topic. This is considered a "good practice" recommended policy for inclusion in a district's policy manual. Three versions follow for your consideration.

*A recommended policy to consider.*

## **Mission – Goals – Objectives**

### **Equity and Diversity**

#### **Purpose**

Every student deserves a respectful learning environment in which their cultural, racial and ethnic diversity is valued and contributes to successful academic outcomes. The \_\_\_\_\_ Public Schools is committed to identifying and correcting practices and policies that perpetuate the achievement gap and institutional racism in all forms in order to provide all of its students with the opportunity to succeed. Learning and work environments are enriched and improved by the contributions, perspectives and very presence of diverse participants. The \_\_\_\_\_ School District is committed to the success of every student in each of our schools and to our mission and vision statements.

The Board of Education (Board) believes that the responsibility for student success is broadly shared by District staff, families, our community and our student's own efforts. Achievement gaps between white students and students of color are unacceptable if we are to meet our mission and vision statements and our moral obligations to our students, their families and our community as a whole. These gaps are contrary to our belief that all children can learn and succeed. Adult behaviors must not contribute to achievement gaps or create barriers to success. Adult behaviors must be concentrated on elimination of gaps, particularly those that are predicated on a student's race, ethnicity, home language, personal characteristics or culture and on assurance of educational equity between students. The Board, Superintendent and staff commit to conducting an equity and diversity impact assessment on all future policies that have a significant impact on student learning and resource allocation. This commitment also includes conducting assessments on policies that are periodically reviewed and updated through the policy development process that have a significant impact on student learning and resources allocation.

The diversity of our student body, our community and our staff is a strength of this District that should be fostered. Educational equity benefits all students and our entire community.

The purpose of this policy is to establish a framework for the elimination of bias, particularly racism and cultural bias, as factors affecting student achievement and learning experiences, and to promote learning and work environments that welcome, respect and value diversity. Further the purpose is to establish particular actions that the District shall take to address disparities in educational opportunity and achievement.

#### **Definitions**

For the purposes of this policy the following terms shall have these meanings:

- A. **“Diversity”** includes characteristics of persons including, but not limited to race, culture, color, creed or religion, national origin, gender, mental and physical ability, age, marital status, family structure, citizenship status, sexual orientation, sexual expression or identity, economic status, veteran's status, and any other protected class in conformance with federal, state and local laws.

## Mission – Goals – Objectives

### Equity and Diversity

#### Definitions (continued)

- B. **“District staff”** includes all employees, consultants and contractors of the \_\_\_\_\_ Public Schools.
- C. **“Educational equity”** means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students, and (2) eliminating the racial or cultural predictability and disproportionality of which student groups occupy the highest and lowest achievement categories including rates of graduation.
- D. **“Institutional racism”** means the collective failure of a public or private organization to provide an appropriate and professional service to people because of their race, color, culture or ethnic origin which can be seen or detected in practices, processes, systems, attitudes and behavior. It looks beyond individual acts of prejudice to the systemic biases that may be built into institutions. These systemic biases discriminate against and disadvantage people of color through unwitting prejudice, ignorance, thoughtlessness or racial stereotyping.

#### General Statement of Policy

- A. The District welcomes, respects and values the diversity of its students, parents, staff and the broader community.
- B. The following are established as District values:
  - 1. All students deserve optimal treatment, opportunities and education.
  - 2. All students and their families have dignity and worth.
  - 3. All students are equally, while differently, gifted.
  - 4. Academic and participation outcomes, not intentions, shall be the measure of whether we are successful.
  - 5. Inclusion of all students and families supports District goals to increase student engagement and academic performance.
  - 6. Embracing our diversity through inclusion creates an environment that leverages that diversity and creates schools where students, families, community members, and employees feel welcomed, valued, supported, and where students and staff can perform to their personal bests.
- C. The District is committed to advancing optimum participation in, contribution to, benefit from and enjoyment of learning and work experiences by diverse students, parents, staff and community.

## Mission – Goals – Objectives

### Equity and Diversity

#### General Statement of Policy (continued)

- D. The District is committed to promoting and providing equitable distribution of resources, opportunities, facilities and supports, even when this means differentiating resource allocations on the basis of student needs. Resource allocation shall support the definition of educational equity adopted in this policy while complying with state and federal funding mandates.
- E. The District shall employ staffing processes that support and engender racial, gender, and language diversity in its staff through recruitment, employment, training and retention of employees. It is important that children of all races, cultures, and backgrounds are provided with familiar role models in schools. The recruitment of diverse teachers and staff provides all students with a better chance of seeing themselves as part of the education system. Diversity in education provides all children with the opportunity to learn from others with dissimilar backgrounds and recognizes the value of diversity in all learning environments. The District is committed to increasing the recruitment and retention of highly qualified diverse staff. The District is committed to fostering a learning environment where diversity is encouraged and to recruiting and retaining a workforce that reflects the diversity of our students and community. The Board is committed to hiring the best employees of all racial and ethnic backgrounds who will bring their unique talents and skills into the school system.
- F. The District shall offer opportunities for all staff to improve its cultural competencies in serving a diverse student body and community. The District staff shall work together to increase their individual and collective capacity to effectively teach a culturally, racially and ethnically diverse student population and serve culturally, racially and ethnically diverse families and communities. The District shall offer opportunities for all staff to improve culturally responsive instructional practices, curriculum, and assessments competencies in serving our diverse student body and community to increase individual and collective capacity to effectively teach our diverse student population and serve diverse families. Practices, procedures and programs that result in over or under representation of any group of students compared to peers shall be subject to close review to assure that such results are due to meeting student legitimate educational, social or emotional needs. Practices that do not meet this close review shall be eliminated. Teachers, administrators and district staff shall collaborate to establish and implement culturally responsive instructional practices, curriculum and assessments.
- G. The District shall promote the diversification of its vendor and supplier corps in accordance with law and district policy.
- H. The District shall provide professional development to teaching staff specifically designed to strengthen employee's knowledge and skills for eliminating opportunity and achievement gaps between groups of students.



## **Mission – Goals – Objectives**

### **Equity and Diversity**

#### **General Statement of Policy (continued)**

- I. The District shall seek partnerships with outside agencies, organizations and persons who have demonstrated culturally specific expertise to assist the District in meeting its equitable education and business goals, including, but not limited to: (1) government agencies, (2) non-profit organizations, (3) businesses, and (4) other community groups that support educational equity and cultural competencies.

#### **Responsibility**

- A. The Board shall consider the values stated in this policy in conducting its business and in exercising its responsibilities to the people of this community.
- B. The Superintendent shall establish in accordance with this policy such plans and procedures as may be necessary and appropriate to accomplish its purpose and intent. Plans and procedures established shall include clear accountability for actions and oversight.
- C. The Superintendent may promulgate regulations for the implementation of this policy as deemed necessary.
- D. The Board and Superintendent may establish specific goals to implement this policy as permitted by law and deemed necessary.
- E. The Superintendent shall annually report to the Board and the community regarding District performance goals on academic achievement and progress toward meeting these goals and closing the achievement gap. The report will also highlight discrepancies between the targets set and actual performance when applicable. This annual public report shall include an equity and diversity impact assessment that demonstrates policies with the least disparate impact have been adopted by the District.
- F. District staff shall within the parameters of their various duties and responsibilities comply with and execute such plans as are designed to address the values and directions included in this policy. District staff is further responsible to make such suggestions to the appropriate authority to improve the ability of the District to reduce the achievement and opportunity gaps that exist.
- G. Families are partners with the District in its effort to address achievement and opportunity gaps.
- H. Students are partners in their academic achievement. School attendance and engagement are essential to reduce achievement and opportunity gaps that exist.
- I. The Board, Superintendent and employees will work with students and families to identify barriers to achievement and opportunities for academic success.

## Mission – Goals – Objectives

### Equity and Diversity (continued)

- (cf. 0521 – Nondiscrimination)
- (cf. 1110.1 – Parental Involvement)
- (cf. 1110.3 – School Governance Council)
- (cf. 1210 – Community Associations)
- (cf. 1212 – Volunteers)
- (cf. 1330 or 3515 – Use of School Facilities)
- (cf. 1205 – Participation by the Public)
- (cf. 4111 – Recruitment and Selection)
- (cf. 4111.1/4211.1 – Affirmative Action)
- (cf. 4118.11 – Nondiscrimination)
- (cf. 4118.113/4218.113 – Harassment)
- (cf. 4118.3 – District Minority Recruitment Plan)
- (cf. 4131 – Staff Development)
- (cf. 5118.1 – Homeless Students)
- (cf. 5131.911 – Bullying/Safe School Climate Plans)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 5145.52 – Harassment)
- (cf. 5145.53 – Transgender and Non-Conforming Youth)
- (cf. 5145.6 – Student Grievance Procedure)
- (cf. 6115 – Ceremonies and Observances)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 - Equal Educational Opportunity)
- (cf. 6141.21 – Religions in the Public Schools)
- (cf. 6141.22 – Religious Accommodations)
- (cf. 6141.311 – Programs for limited English Proficient Students)
- (cf. 6171 – Special Education)
- (cf. 9133 – Board of Education Advisory Committees)

- Legal Reference:
- Connecticut General Statutes
  - 46a60 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” and P.A. 11-55 to include “gender identity or expression”)
  - 10-153 Discrimination on account of marital status.
  - 17a-101 Protection of children from abuse.
  - Connecticut State Board of Education “Position Statement on Culturally Responsive Education,” adopted May 4, 2011

## Mission – Goals – Objectives

### Equity and Diversity

Legal Reference: Connecticut General Statutes (continued)  
 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)  
 Section 8525, ESEA as amended by the Every Student Succeeds Act  
*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, 38 U.S.C. §4212  
 Title II of the Genetic Information Nondiscrimination Act of 2008  
 The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008  
 Public Law 111-256  
*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 2/15  
 rev 7/18

CABE acknowledges the contribution of the Minneapolis Public Schools Policy 1304 *Equity and Diversity* (10/8/13), Portland Public Schools Policy 2.10.010-P *Racial Educational Equity* (6/13/2011) and the Seattle Public Schools Policy 0030. *Ensuring Educational and Racial Equity* (8/15/2012) to the development of this policy.

*Another version of this recommended policy to consider.*

## **Mission – Goals – Objectives**

### **Equity and Diversity**

The Board of Education (Board) is committed to the success of every student in each of our schools and to achieving the mission of ensuring that all students graduate ready for college, career and life. The Board believes that the responsibility for student success is broadly shared by District staff, administrators, teachers, community and families. The Board is focused on closing the opportunity gap and creating learning communities that provide support and academic enrichment programs for all students. [or: The Board believes that every student has the potential to achieve and it is the responsibility of the District to give each student the opportunity and support to meet his or her highest potential.]

The concept of educational equity extends beyond formal equity, where all students are treated the same, to fostering a barrier-free environment where all students, regardless of their race, class, or other personal characteristics such as creed, color, religion, ancestry, national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy status, marital status, physical appearance, or the presence of any sensory, mental or physical disability, have the opportunity to benefit equally.

The responsibility for the disparities among our youth rests with adults, not the children. The Board is aware that student achievement data from across the country reveal similar patterns and those complex societal and historical factors contribute to the inequities faced by students. Rather than perpetuating such disparities, the Board believes the District must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed. This means differentiating resource allocation, within budgetary limitations, to meet the needs of students who need more supports and opportunities to succeed academically. The district will provide additional and differentiated resources to support the success of all students, including students of color.

District schools will significantly change/improve its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

With these commitments in mind, the \_\_\_\_\_ Public Schools shall:

- Provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
- Create multiple pathways to success in order to meet the needs of its diverse students, and shall actively encourage, support and expect high academic achievement from all racial groups.

## Mission – Goals – Objectives

### Equity and Diversity (continued)

- Recruit, employ, support and retain a teacher, administrator, instructional and support workforce that is balanced and reflects the diversity of the student body.
- Provide professional development to strengthen employees' knowledge and skills for eliminating cultural, racial and ethnic disparities in achievement.
- Ensure that each school creates a welcoming culture and inclusive environment that reflects and supports the diversity of the District's student population, their families and communities.
- Remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under representation in programs such as talented and gifted and Advanced Placement.
- Review existing policies, programs, professional development and procedures to ensure the promotion of racial equality, and all applicable new policies, programs and procedures will be developed with a racial equity approach.
- Include other partners who have demonstrated culturally specific expertise, including families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, businesses, and the community in general, in meeting the District's high goals for educational outcomes.
- Provide, consistent with state regulations and District policy and within budgetary considerations, materials and assessments that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity and other differences that contribute to the uniqueness of each student and staff member.

The Board recognizes that these are long-term goals that require significant work and resources to implement in all schools. All District employees are responsible for the success and achievement of all students. The Superintendent is authorized to develop procedures to implement this policy, including an action plan with clear responsibility. Annually, the Superintendent shall report to the Board on the progress towards achieving the goals outlined in this policy.

(cf. 0521 – Nondiscrimination)  
(cf. 1110.1 – Parental Involvement)  
(cf. 1110.3 – School Governance Council)  
(cf. 1210 – Community Associations)  
(cf. 1212 – Volunteers)  
(cf. 1330 or 3515 – Use of School Facilities)  
(cf. 1205 – Participation by the Public)  
(cf. 4111 – Recruitment and Selection)  
(cf. 4111.1/4211.1 – Affirmative Action)  
(cf. 4118.11 – Nondiscrimination)

## Mission – Goals – Objectives

### Equity and Diversity (continued)

- (cf. 4118.113/4218.113 – Harassment)
- (cf. 4118.3 – District Minority Recruitment Plan)
- (cf. 4131 – Staff Development)
- (cf. 5118.1 – Homeless Students)
- (cf. 5131.911 – Bullying/Safe School Climate Plans)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 5145.52 – Harassment)
- (cf. 5145.53 – Transgender and Non-Conforming Youth)
- (cf. 5145.6 – Student Grievance Procedure)
- (cf. 6115 – Ceremonies and Observances)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 – Equal Educational Opportunity)
- (cf. 6141.21 – Religions in the Public Schools)
- (cf. 6141.22 – Religious Accommodations)
- (cf. 6141.311 – Programs for limited English Proficient Students)
- (cf. 6171 – Special Education)
- (cf. 9133 – Board of Education Advisory Committees)

- Legal Reference: Connecticut General Statutes
- 46a60 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” and P.A. 11-55 to include “gender identity or expression”)
  - 10-153 Discrimination on account of marital status.
  - 17a-101 Protection of children from abuse.
  - Connecticut State Board of Education, “Position Statement on Culturally Responsive Education,” adopted May 4, 2011
  - 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)
  - Section 8525, ESEA as amended by the Every Student Succeeds Act
  - Meritor Savings Bank. FSB v. Vinson*, 477 U.S. 57 (1986)

## Mission – Goals – Objectives

### Equity and Diversity

Legal Reference: Connecticut General Statutes (continued)  
*Faragher v. City of Boca Raton*, No. 97-282 (U.S. Supreme Court, June 26, 1998)  
*Gebbs v. Lago Vista Indiana School District*, No. 99-1866, (U.S. Supreme Court, June 26, 1998)  
*Davis v. 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  
The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008  
Public Law 111-256  
*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:

eps 2/15  
rev 7/18

CABE acknowledges the contribution of the Portland Public Schools Policy 2.10.010-P *Racial Educational Equity* (6/13/2011) and the Seattle Public Schools Policy 0030, *Ensuring Educational and Racial Equity* (8/15/2012) to the development of this policy.





*Another version of this recommended policy to consider.*

## **Mission – Goals – Objectives**

### **Equity and Diversity**

#### **Values**

Every student deserves a respectful learning environment in which their cultural, racial and ethnic diversity is valued and contributes to successful academic outcomes. The \_\_\_\_\_ Public Schools is committed to identifying and correcting practices and policies that perpetuate the achievement gap and institutional racism in all forms in order to provide all of its students with the opportunity to succeed. Learning and work environments are enriched and improved by the contributions, perspectives and very presence of diverse participants. The \_\_\_\_\_ School District is committed to the success of every student in each of our schools.

The Board of Education (Board) believes that the responsibility for student success is broadly shared by District staff, families, our community and our student's own efforts. Achievement gaps between students with different socio-economic and cultural backgrounds are unacceptable if we are to achieve our mission and vision and to meet our moral obligations to our students, their families and our community. Gaps in learning and opportunity are contrary to our belief that all children can learn and succeed. Adult behaviors must not contribute to achievement gaps or create barriers to success. Adults must concentrate on eliminating gaps, particularly those that are predicated on a student's race, ethnicity, home language, personal characteristics or culture and on assurance of educational equity.

#### **Purpose**

The purpose of this policy is to:

1. Ensure that the District acts consistently (a) with its beliefs that all children can learn and succeed and that diversity of our student body, community and staff is a strength that should be fostered; and (b) with its obligation to provide all its students with educational equity and the opportunity to succeed;
2. Establish a policy framework for eliminating bias, instructional racism and other barriers to success and for achieving educational equity;
3. Ensure that the District (a) evaluates proposed policies and practices for disparate impacts on learning and development of students with different personal characteristics and on resource allocation; and (b) adopts effective policies that achieve the District's goals without disparate impacts; and
4. Ensure that no district policies or practices contribute to achievement gaps between students of different races, colors, socio-economic status, ethnicity, home languages, country or origin or other personal characteristics.

## Mission – Goals – Objectives

### Equity and Diversity

#### Definitions

For the purposes of this policy the following terms shall have these meanings:

- A. **“Diversity”** includes “personal characteristics” that include but are not limited to race, culture, color, creed or religion, national origin, gender, mental and physical ability, age, marital status, family structure, citizenship status, sexual orientation, gender expression or identity, economic status, veteran’s status, and any other protected class in conformance with federal, state and local laws.
- B. **“District staff”** includes all employees, consultants, and contractors of the \_\_\_\_\_ Public Schools.
- C. **“District”** includes District staff and the Board of Education of the \_\_\_\_\_ Public Schools.
- D. **“Educational equity”** means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students, and (2) eliminating the racial or cultural predictability and disproportionality of which student groups occupy the highest and lowest achievement categories including rates of graduation.
- E. **“Institutional racism”** means the collective failure of a public or private organization to provide an appropriate and professional service to people because of their race, color, culture or ethnic origin which can be seen or detected in practices, processes, systems, attitudes and behavior. It looks beyond individual acts of prejudice to the systemic biases that may be built into institutions. These systemic biases discriminate against and disadvantage people of color through unwitting prejudice, ignorance, thoughtlessness or racial stereotyping.

#### Implementation Procedures

##### Diversity:

- 1. The District shall adopt employment procedures (recruitment, hiring, training and retention) to ensure diversity in an excellent workforce that reflects community and student diversity (as defined in this policy). Children of all races, cultures, and backgrounds benefit from seeing familiar role models in schools. District staff diversity provides all students a better chance of seeing themselves as belonging to the education system. District staff diversity provides all children with the opportunity to learn from others with dissimilar backgrounds.

## **Mission – Goals – Objectives**

### **Equity and Diversity**

#### **Implementation Procedures (continued)**

##### **Diversity: (continued)**

2. The District shall make efforts to increase diversity of vendors and suppliers corps in accordance with law and District policy.
3. The District shall offer professional development opportunities for all staff to improve their effectiveness and capacity (individual and collective) (1) to teach an ethnically and racially diverse student population and (2) to serve similarly diverse families and communities.

##### **Equity:**

1. The District shall offer professional development opportunities to the teaching and administrative staff specifically to strengthen and deepen their knowledge and skills for (1) eliminating barriers to learning and barriers to opportunities for academic success and for (2) closing achievement and opportunity gaps between student groups.
  - a. The Board, Superintendent and employees will offer opportunities for students and families to provide their recommendations for identifying barriers to achievement and opportunities for academic success.
  - b. Because school attendance is essential to student engagement and learning, and to reducing gaps in achievement and opportunity, the District will ensure its attendance policies and practices eliminate barriers to opportunities for academic success through positive practices.
  - c. District staff members are responsible - within the parameters of their duties - for complying with this policy and for making suggestions to appropriate authorities to improve the District's ability to reduce achievement and opportunity gaps. The Superintendent is responsible for distribution of this policy to each teaching and administrative staff member.
2. The District shall evaluate proposed policies and practices relative to their goals (1) for potential disparate impacts on learning and development of students with different personal characteristics and (2) for resource allocations potentially adverse to students with particular personal characteristics. The District shall adopt policies and practices that achieve District goals without disparate impacts.

## **Mission – Goals – Objectives**

### **Equity and Diversity**

#### **Implementation Procedures (continued)**

#### **Equity: (continued)**

3. The District shall work collaboratively with teachers, administrators and other experts to eliminate current practices, procedures and programs that result in over or under representation of students with certain personal characteristics as compared to their peers. The District shall subject all practices, procedures and programs to close review to assure that they do not contribute to achievement gaps between students based on personal characteristics.
  - a. To assist the District in meeting its equitable education and business goals, the District may seek outside expertise from, but not limited to: (1) government agencies, (2) non-profit organizations and (3) community groups supporting educational equity and cultural competencies.
4. To support the District goal of educational equity, the District shall provide each student with equitable access to high quality instruction, curriculum, support, facilities, opportunities, and other educational resources, even when this means differentiating resource allocations on the basis of student needs.
  - a. Because resource allocation must support educational equity while complying with state and federal funding mandates, the Superintendent shall conduct equity and diversity impact assessments on all policies and practices that have a significant impact on student learning and resource allocation.

#### **Equity and Diversity:**

1. To fulfill the District's public accountability responsibility, the Superintendent shall keep the Board informed about the District's performance and progress toward educational equity, staff diversity and staff development, consistent with this policy.
  - a. The Superintendent shall annually report to the Board and the community regarding District performance goals on academic achievement and progress toward meeting these goals and closing the achievement gap. The report will also highlight discrepancies between the targets set and actual performance. This annual public report shall include an equity and diversity impact assessment to demonstrate that the District has adopted policies with the least disparate impact.

(cf. 0521 – Nondiscrimination)

(cf. 1110.1 – Parental Involvement)

(cf. 1110.3 – School Governance Council)

(cf. 1205 – Participation by the Public)

## Mission – Goals – Objectives

### Equity and Diversity (continued)

- (cf. 1210 – Community Associations)
- (cf. 1212 – Volunteers)
- (cf. 1330 or 3515 – Use of School Facilities)
- (cf. 4111 – Recruitment and Selection)
- (cf. 4111.1/4211.1 – Affirmative Action)
- (cf. 4118.11 – Nondiscrimination)
- (cf. 4118.111/4218.111 – Title IX Grievance Procedure)
- (cf. 4118.113/4218.113 – Harassment)
- (cf. 4118.3 – District Minority Recruitment Plan)
- (cf. 4131 – Staff Development)
- (cf. 5113 – Attendance)
- (cf. 5114 – Suspension/Expulsion, Due Process)
- (cf. 5114.2 – Suspension for Interscholastic Athletics)
- (cf. 5118.1 – Homeless Students)
- (cf. 5131 – Conduct)
- (cf. 5131.1 – Conduct on School Buses)
- (cf. 5131.111 – Video Surveillance)
- (cf. 5131.21 – Threats of Violence by Students)
- (cf. 5131.3 – Student Driving and Parking)
- (cf. 5131.4 – School Ground Disturbances)
- (cf. 5131.6 – Alcohol, Drugs and Tobacco)
- (cf. 5131.7 – Weapons and Dangerous Instruments)
- (cf. 5131.9 – Gang Activity or Association)
- (cf. 5131.911 – Bullying/Safe School Climate Plans)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 5145.52 – Harassment)
- (cf. 5145.53 – Transgender and Non-Conforming Youth)
- (cf. 5145.6 – Student Grievance Procedure)
- (cf. 6115 – Ceremonies and Observances)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 – Equal Educational Opportunity)
- (cf. 6141.21 – Religions in the Public Schools)
- (cf. 6141.22 – Religious Accommodations)
- (cf. 6141.311 – Programs for limited English Proficient Students)
- (cf. 6171 – Special Education)
- (cf. 9133 – Board of Education Advisory Committees)

## Mission – Goals – Objectives

### Equity and Diversity (continued)

Legal Reference: Connecticut General Statutes  
46a60 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” and P.A. 11-55 to include “gender identity or expression”)  
10-153 Discrimination on account of marital status.  
17a-101 Protection of children from abuse.  
Connecticut State Board of Education “Position Statement on Culturally Responsive Education,” adopted May 4, 2011  
Federal Legislation/Judicial Decisions  
Title IV of the Civil Rights Act of 1964 (CRA)  
Title VI of the Civil Rights Act of 1964 (CRA)  
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)  
Section 8525, ESEA as amended by the Every Student Succeeds Act  
Federal Guidance, January 8, 2014  
(<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>)  
*Meritor Savings Bank. FSB v. Vinson*, 477 U.S. 57 (1986)  
*Faragher v. City of Boca Raton*, No. 97-282 (U.S. Supreme Court, June 26, 1998)  
*Gebbs v. Lago Vista Indiana School District*, No. 99-1866, (U.S. Supreme Court, June 26, 1998)  
*Davis v. Monroe County Board of Education*, No. 97-843, (U.S. Supreme Court, May 24, 1999.)  
Title IV of the Civil Rights Act of 1964 (CRA)  
Title VI of the CRA  
The Vietnam Era Veterans’ Readjustment Act of 1974, as amended, 38 U.S.C. §4212  
Title II of the Genetic Information Nondiscrimination Act of 2008  
The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008  
Public Law 111-256

## Mission – Goals – Objectives

### Equity and Diversity

Legal Reference: Connecticut General Statutes (continued)  
January 2014 “Federal Guidance-School Climate and Discipline”  
(<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>).  
*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:

Policy adopted:

cps 7/15  
rev 7/18

CABE acknowledges the contribution of the Minneapolis Public Schools Policy 1304 *Equity and Diversity* (10/8/13), Portland Public Schools Policy 2.10.010-P *Racial Educational Equity* (6/13/2011), the Seattle Public Schools Policy 0030, *Ensuring Educational and Racial Equity* (8/15/2012), Mirra Martinez of the New London Board of Education and Republic Ed to the development of this policy.

*Another version of this recommended policy to consider:*

## **Mission – Goals – Objectives**

### **Racial and Ethnic Equity**

The District recognizes that our nation has had major historical and societal factors impact the inequity that exists within public schools. Purposeful action can be taken to identify, acknowledge and overcome racial and ethnic disparities between students. The responsibility for addressing these disparities among students rests with the adults, not with the students.

District students deserve a safe and respectful learning environment in which all students shall receive an education that maximizes their potential for success in college, a career, and community leadership. The District shall focus on improving its practices in order to ensure equity in education. Any achievement gap between white students and students of color (historically defined as the racial and ethnic student groups made up of Black or African Americans, Africans, American Indian or Alaska Native, Asians, Latinos, Native Hawaiian or Pacific Islander), is unacceptable.

In order to advance racial and ethnic equity and improve student achievement for all students in District schools, the Board of Education (Board) establishes the following goals:

1. The District shall provide every student with equitable access to high quality, culturally and personally relevant instruction, curricula, support, facilities, and other educational resources, even when this means differentiating resources to accomplish this goal.
2. The District shall actively monitor practices, including assessment practices in special education. The District shall analyze and present annually the data regarding the representation and achievement of all students receiving special education services, regardless of race or ethnicity.
3. The District shall actively monitor and work to eliminate losing instructional time due to disciplinary referrals. The District shall analyze and present annually the data regarding the number of students who lose instructional time due to disciplinary referrals to ensure equitable practices regardless of race or ethnicity.
4. The District shall actively work to encourage advanced academic opportunities. The District shall examine enrollment process and data annually to ensure no inequitable impact on students of color.
5. All employees and all students shall be given the opportunity to develop critical racial, ethnic and cultural competence so that they may understand the contexts in which they teach, work, and learn.
6. The District shall create opportunities for all students and families, including families of students of color, with opportunities being found for those whose first language may not



be English, for leadership development and empowerment as partners. in education, planning and decision-making.

## Mission – Goals – Objectives

### Racial and Ethnic Equity (continued)

7. The District shall create welcoming environments that reflect support for racial and ethnic diversity.
8. The District shall include partners who have demonstrated culturally specific expertise in meeting educational outcomes.
9. The District shall develop employees' personal, professional and organizational skills and knowledge, in order to empower employees to address race and ethnic disparities.
10. The District shall not tolerate lower academic achievement for any student racial and/or ethnic group compared to peers.
11. The District shall model racial and ethnic equity in business and operational practices.
12. The District shall include cultural responsiveness in reviews of the curriculum, instructional practices, and assessment design.
13. The District shall report annually on the recruiting, employment, placement, and retention of persons from underrepresented racial and ethnic groups at all organizational levels.

The Board shall hold the Superintendent, central office staff, individual school staff, and Board members accountable for implementation of this policy. The Superintendent shall develop procedures to implement this policy and metrics to measure achievement of the stated goals and shall report on progress at the beginning, middle, and end of each academic year.

- (cf. 0521 – Nondiscrimination)
- (cf. 1110.1 – Parental Involvement)
- (cf. 1110.3 – School Governance Council)
- (cf. 1210 – Community Associations)
- (cf. 1212 – Volunteers)
- (cf. 1330 or 3515 – Use of School Facilities)
- (cf. 1205 – Participation by the Public)
- (cf. 4111 – Recruitment and Selection)
- (cf. 4111.1/4211.1 – Affirmative Action)
- (cf. 4118.11 – Nondiscrimination)
- (cf. 4118.113/4218.113 – Harassment)
- (cf. 4118.3 – District Minority Recruitment Plan)
- (cf. 4131 – Staff Development)
- (cf. 5118.1 – Homeless Students)
- (cf. 5131.911 – Bullying/Safe School Climate Plans)
- (cf. 5145.4 – Nondiscrimination)

## Mission – Goals – Objectives

### Racial and Ethnic Equity (continued)

- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 5145.52 – Harassment)
- (cf. 5145.53 – Transgender and Non-Conforming Youth)
- (cf. 5145.6 – Student Grievance Procedure)
- (cf. 6115 – Ceremonies and Observances)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 - Equal Educational Opportunity)
- (cf. 6141.21 – Religions in the Public Schools)
- (cf. 6141.22 – Religious Accommodations)
- (cf. 6141.311 – Programs for limited English Proficient Students)
- (cf. 6171 – Special Education)
- (cf. 9133 – Board of Education Advisory Committees)

Legal Reference: Connecticut General Statutes  
46a60 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” and P.A. 11-55 to include “gender identity or expression”)  
10-153 Discrimination on account of marital status.  
17a-101 Protection of children from abuse.  
Connecticut State Board of Education “Position Statement on Culturally Responsive Education,” adopted May 4, 2011  
Federal Legislation/Judicial Decisions  
Title IV of the Civil Rights Act of 1964 (CRA)  
Title VI of the Civil Rights Act of 1964 (CRA)  
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)  
Section 8525, ESEA as amended by the Every Student Succeeds Act  
Federal Guidance, January 8, 2014  
(<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>)

## Mission – Goals – Objectives

### Racial and Ethnic Equity

Legal Reference: (continued)

*Meritor Savings Bank. FSB v. Vinson*, 477 U.S. 57 (1986)

*Faragher v. City of Boca Raton*, No. 97-282 (U.S. Supreme Court, June 26, 1998)

*Gebbs v. Lago Vista Indiana School District*, No. 99-1866, (U.S. Supreme Court, June 26, 1998)

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

Title IV of the Civil Rights Act of 1964 (CRA)

Title VI of the CRA

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

Title II of the Genetic Information Nondiscrimination Act of 2008

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

Public Law 111-256

January 2014 "Federal Guidance-School Climate and Discipline"  
(<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>).

*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:

Policy adopted:

cps 4/17  
rev 7/18

CABE acknowledges the contribution of Fort Worth ISD, Policy AE "District Racial and Ethnic Equity Policy" to the development of this policy.

## Students

### On-Campus Recruitment

Subject to the provisions of Subdivision (11) of Subsection (b) of Section 1-210 of the Connecticut General Statutes, the high schools of the school district shall provide the same directory information and oncampus recruiting opportunities to representatives of the armed forces of the United States of America and State Armed Services as are offered to nonmilitary recruiters, recruiters for commercial concerns and recruiters representing institutions of higher education.

The Board of Education (Board) will inform, at the middle and high school level, students and parents/guardians of the availability of (1) vocational, technical and technological education and training at technical high schools, and (2) agricultural sciences and technology education at regional agricultural science and technology education centers.

The Board shall also provide full access for the recruitment of students by technical high schools, regional agricultural science and technology education centers, inter-district magnet schools, ~~charter schools~~ and inter-district student ~~attendance~~ programs, provided such recruitment is not for the purpose of interscholastic athletic competition. ~~The Board shall also post information about these school options on its website.~~

Directory information or class lists of student names and/or addresses shall not be distributed without the consent of the parent or legal guardian of the student or by the student who has attained majority status.

Military recruiters or institutions of higher learning shall have access to secondary school students' names, addresses, and telephone listings unless ~~a secondary student or~~ the parent/guardian of the such student submits a written request that such information not be released without their prior written ~~parental~~ consent. A student, eighteen years of age or older, rather than his/her parent/guardian, may request in writing that such information not be released without his/her prior written permission. The Board of Education shall notify parents/guardians and students of the option to make such request and shall comply with any request received. The objection shall remain in force until the district re-issues the annual notification referenced above, after which time the parents and/or secondary school student must inform the school district in writing again of their objection to the disclosure of the information described above.

~~*ESSA requires the release of the student's name, address and telephone listing unless, after giving appropriate notice to parents/guardians and students 18 years of age or older, of their right to opt out and to require, after such opt out, written permission to release the information.*~~

The school administrator may make the determination of when the recruitment meetings are to take place and reserves the right to deny such meeting where the holding of such meeting will materially and substantially interfere with the proper and orderly operation of the school.

Any person or organization denied the rights accorded under this policy shall have the right to request a review of the decision by the Board of Education by filing a written request with the Superintendent of Schools.

## **Students**

### **On-Campus Recruitment** (continued)

(cf. 5125 Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes

1-210 (11) Access to public records. Exempt records.

10-220d Student recruitment by a regional and interdistrict specialized schools and programs. Recruitment of athletes prohibited (as amended by P.A. 12-116, An Act Concerning Educational Reform)

10-221b Boards of education to establish written uniform policy re treatment of recruiters. (as amended by PA 98-252)

P.L. 106-398, 2000 H.R. 4205: The National Defense Authorization Act for Fiscal Year 2001

~~P.L. 107-110 "No Child Left Behind Act" Title IX, Sec. 9528~~

Section 8025 of Public Law 114-95, "The Every Student Succeeds Act of 2015"

Policy adopted:

## **Students**

### **Activism and Dissent**

The Board of Education recognizes the fundamental right of students to express their views on school property during the regular school day. This freedom of expression will be acceptable under the following conditions:

1. The activity is not disruptive.
2. The activity does not interfere with the rights of other students or staff.

Students must remain fully aware that guarantees of freedom of speech and press does not protect against legal challenges on issues of libel and slander.

The Board of Education encourages students to use student government and school publications to express concerns and opinions.

### **Students Rights and Responsibilities in Activism and Dissent**

~~(Applicable to grades 9-12)~~

The Newtown Board of Education recognizes the students' rights to:

1. Carry or wear buttons, badges, or armbands on school property.
2. Distribute handbills, leaflet, or newspapers at times and in places approved by the Principal. The limitation is necessary to prevent interference with an orderly school program.
3. Collect signatures on petitions at times and in places approved by the Principal.
4. Seek redress from any decision of the school administration to the Superintendent of Schools. The appeal must be made within a period of five days and the decision rendered within five days thereafter.

In expressing dissent, students may not:

1. Use obscenities in any manner.
2. Practice disruptive activities ~~(sit ins, strikes, walk outs, etc.)~~
3. Issue false statements about persons or organizations.
4. Advocate violation of school policies and regulations. (They may, however, criticize these policies and regulations.)

## **Students**

### **Activism and Dissent (continued)**

5. Sell for individual or group profit any papers, handbills, or leaflets on school property.
6. Coerce others or interfere with another's freedom in collecting signatures on petitions.
7. Collect signatures in any class period, library, or study room.
8. Distribute any materials without prior review by the Principal.

Punishment for a violation of these guidelines will be administered by a designated staff member and may range from oral warning/reprimands to detentions, suspension or expulsion.

### **Freedom of Speech/Expression**

The school district shall assume no responsibility for the contents of any written material produced, posted, circulated or otherwise distributed, or of student conduct, taken in accordance with this policy, insofar as such matter or conduct may relate to any interests other than those of an orderly and efficient educational process and proper school environments.

In order to protect the educational process and school environment, printed material produced or distributed within the confines of school district property shall meet the following criteria:

1. Material shall be noncommercial.
2. Material shall not contain libelous or obscene language.
3. Material shall not advocate illegal actions.
4. Material shall not contain false statements or innuendoes that would subject any person to hatred, ridicule, contempt or injury of reputation.
5. Material will not imminently threaten to disrupt the educational process of the school.
6. Material shall not advocate action that would endanger the health or safety of students.
7. Material shall not invade the lawful rights of others.
8. Material published, posted or otherwise distributed shall bear the names of at least two students principally involved in the promotion of this material and, when applicable, the name of the sponsoring student organization or group.
9. Distributors of materials will be held responsible for cleaning up litter caused by such distribution.



## **Students**

(cf. 1220 – Citizens’ Advisory Committees)

(cf. 1312 - Public Complaints)

(cf. 6144 - Controversial Issues)

(cf. 6161 - Equipment, Books, Materials: Provision/Selection)

Legal Reference: *Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969).

*Grayned v. City of Rockford*, 408 U.S. 104 (1972).

Amendment of U.S. Constitution Article I.

Connecticut Constitution, Article First, Declaration of Rights, Sections 4, 5.

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81).

Policy adopted: