



**School Ceremonies and Observances (Pledge of Allegiance) (10-230(c)) and 20 U.S.C. §6318-NCLB)**

**Instruction**

**Pledge of Allegiance**

In accordance with Connecticut General Statute Section 10-230(c), the Windham Charter School Corp. shall ensure that a period of time is set aside each school day to allow those students who wish to do so the opportunity to recite the Pledge of Allegiance. This policy shall not be construed to require any person to recite the Pledge of Allegiance, should he or she choose not to do so.

Legal Reference: Connecticut General Statutes

PA 02-119, An Act Concerning Bullying Behavior in Schools and Concerning the Pledge of Allegiance

Policy adopted: July 28, 2014

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**Nondiscrimination/Equal Education Opportunity (20 U.S.C. §1681, Title IX of Educational Amendments of 1972-34 CFR §106.8, 106.9)**

**Nondiscrimination in the Instructional Program**

This school pledges to avoid discriminatory actions and seeks to foster good human and educational relations which will help to attain:

1. Equal rights and opportunities for students and staff members in the school community.
2. Equal opportunity for all students to participate in the total school program of the schools.
3. Continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.
4. Training opportunities for improving staff ability and responsiveness to educational and social needs.
5. Opportunities in educational programs which are broadly available to all students.
6. An appropriate learning environment for students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (2) equitable allocation of resources among district schools and (3) a safe school setting.

Each student, at the time s/he becomes eligible for participation, will be advised of his/her right to an equal opportunity to participate in school programs without discrimination of any kind.

**Legal Reference: Connecticut General Statutes**

- 10-15 Towns to maintain schools.
- 10-15c Discrimination in public school prohibited.
- 10-18a Contents of textbooks and other general instructional materials.
- 10-226a Pupils of racial minorities.
- 10-145a(b) Certificates of qualification for teachers; Intergroup relations programs.
- 10-220 Duties of boards of education, as amended by PA 97-290, An Act Enhancing Educational Choices and Opportunities.
- Title IX of the Education Amendments of 1972, 20 U.S.C., 1681 et seq.
- Section 504, U.S. Rehabilitation Act, 1973, 29 U.S.C. 791

Policy adopted: July 28, 2014

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**Migrant Students (20 U.S.C. §6391 et. seq., 34 C.F.R. §200.40 et. seq., NCLB)**

**Instruction**

**Migrant Students**

The Principal will develop and implement a program to address the needs of migrant children in the school.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

**Migrant Education Program for Parent(s)/Guardian(s) Involvement**

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Legal Reference: No Child Left Behind Act of 2001, §1301 et seq., 20 U.S.C. §6391 et seq., 34 C.F.R. §200.40 - 200.45.

Policy adopted: July 28, 2014

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**Internet Safety Policy/Filtering (47 U.S.C. § 2541, 20 U.S.C. § 680; Children’s Internet Protection Act-47 U.S.C. § 254)**

**Instruction**

**Internet Acceptable Use: Filtering**

Windham Charter School Corp. has:

- A responsibility to enable students to utilize the Internet and participate in the increasingly information-based society of today;
- A responsibility to enable students to cope with the wide-range and volume of material available through the Internet; and
- A duty of care to protect their students from excessively inappropriate material on the Internet for the students’ age group.

Therefore, Windham Charter School Corp., through the Principal, will implement a system designed to filter out Internet sites containing visual depictions that are obscene, pornographic or harmful or inappropriate for students, as defined by the Children’s Internet Protection Act and as determined by the Principal or his/her designee. The school shall enforce the use, at all times, of such filtering devices. This filtering system shall be in addition to all other efforts utilized to help ensure student access to approved educational materials.

(cf. 6141.321 - Acceptable Use of the Internet)

(cf. 6141.322 - Web Sites/Pages)

**Legal Reference: Connecticut General Statutes**

1-19(b)(11) Access to public records. Exempt records.

10-15b Access of parent or guardians to student's records.

10-209 Records not to be public.

11-8a Retention, destruction and transfer of documents

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

46b-56 (e) Access to Records of Minors.

Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of PL 93-568, codified at 20 U.S.C.1232g.).

Dept. of Education. 34 CFR. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions



Act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.

Public Law 106-554 Fiscal 2001 Appropriations Law containing the “Children’s Internet Protection Act”

*Reno v. ACLU*, 521 U.S. 844 (1997)

*Ginsberg v. New York*, 390 U.S. 629, at 642, n.10 (1968)

*Board of Education v. Pico*, 457 U.S. 868 (1988)

*Hazelwood School District v. Kuhlmeier*, 484 U.S. 620, 267 (1988)

Policy adopted: July 28, 2014

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## **Student Nutrition and Physical Activity (Student Wellness) (P.L. 108-265-Section 204)**

### **Instruction**

#### **School Wellness Policy**

#### **Policy Intent/Rationale**

Windham Charter School Corp. promotes healthy schools by supporting wellness, good nutrition and regular physical activity as part of the total learning environment. Schools contribute to the basic health status of children by facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes student performance potential and ensures that no child is left behind.

#### **Student Nutrition**

Windham Charter School Corp. recognizes that healthy eating patterns are essential for students to achieve their academic potential, full physical and mental growth and lifelong health and well-being. The link between nutrition and learning is well documented. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults. Schools have a responsibility to help students and staff establish and maintain lifelong, healthy eating patterns. Well-planned and well-implemented school nutrition programs have been shown to positively influence students eating habits.

#### **Fundraising**

All fund raising projects involving sale and consumption of food within and prior to the instructional day will adhere to the federal NSLP and SBP regulations. This regulation requires, that any foods sold to students within the school day, must be certified to ensure that these foods meet the USDA and the CSDE standards. The sale of non-food items is strongly encouraged to be used for fund-raisers.

#### **Nutrition Practices in Classroom**

Healthy snacks in appropriate portion sizes are strongly encouraged. The use of food items as part of a student incentive program is strongly discouraged. Non-food alternatives are strongly encouraged for classroom celebration.

#### **Parent/Guardian Information**

Wherever possible, nutritional information will be provided to parents on healthy snack, breakfast and lunch ideas, nonfood birthday celebration ideas, calcium needs of children, healthy portion sizes, food label reading guidelines, and fun activities to encourage physical activity outside of school. Dissemination vehicles can include but not be limited to newsletters, publications, open houses, speakers through the PTO and health fairs.



## **Faculty Information**

Nutritional information will be available to staff members through a variety of means such as in-service training, publications, through the school-based health center program, curriculum and publications which will include but not be limited to alternative birthday celebrations, activities to increase physical activity in the classroom, healthy snacks, alternative non-food reward options and alternatives to withholding recess as a consequence for student actions.

## **Nutrition Education**

Nutrition education topics shall be integrated within the health education program and be consistent with the State of Connecticut's health education standards/guidelines/framework.

## **Physical Activity**

Windham Charter School Corp. recognizes that schools have a responsibility to help students and staff establish and maintain lifelong habits of being physically active. According to the U. S. Surgeon General, regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being. Regular physical activity reduces the risk of premature death in general and of heart disease, high blood pressure, colon cancer and diabetes in particular. Promoting a physically active lifestyle among young people is important because it can help increase students' capacity for learning, it has substantial health benefits and it helps lay the foundation for being regularly active throughout life.

## **Extracurricular Physical Activity Programs**

School staff should encourage and support the participation of all students in extracurricular activities.

## **Other Opportunities for Physical Activity**

**School/Community Collaboration:** The school will work other community organizations to coordinate and enhance opportunities available to students and staff for physical activity during their out-of-school time.

**Staff Wellness:** All school staff are encouraged to improve their own personal health and wellness. The school will strive to plan, establish and implement activities to promote physical activity among staff and strive to provide opportunities for staff to conveniently engage in regular physical exercise.

Policy adopted: July 28, 2014

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## Grading/Assessment of Systems [weighting of grades] (10-220g) Instruction

### Grading/Assessment Systems

Windham Charter School Corp. will use three systems for data management: **Genius**, **Edgenuity**, and **Efforts to Outcomes**. These three systems each provide a different set of data entry and analysis features and are all critical to measuring student progress.

1. **Genius** will be used to track basic student information (e.g. demographic, contact, etc.). It will also be the primary data system for tracking the needs and service plans for students requiring special education. Additionally, Genius will provide a robust Parent Portal, so that parents may access information about their students. This portal will also be used to collect parent feedback for things such as surveys for Principal/teacher evaluations.
2. **Edgenuity** is an online course provider that focuses on academics. It will be customized to Path Academy's unique set of academic needs, allowing teachers and staff to easily track student success, both positive and negative, by the click of a button. In addition, Genius will be customized to include all standards associated with Path Academy curricula. These standards may then be tracked by teachers for each individual student, showing their level of mastery as they progress through time. The system will automatically set up performance groups of students who may need extra attention and support on certain standards. This will allow teachers to easily track student progress and pull groups of students together for differentiated instruction. All assessments used in the school will be integrated into this system. This system will serve as the primary tools for teachers (their "gradebook"). It will allow them not only to track students, but to disseminate detailed progress information to school staff, school leadership, students, and families.
3. Finally, the school will use **Efforts to Outcomes** to track student progress in youth development and postsecondary preparation activities. A best practice in the field, Efforts to Outcomes is used in all Pathways to Success programs. It features a wide range of data capabilities and tracking options, as well as room for extensive case notes. This will be particularly important to Youth Development Specialists, who will be expected to keep detailed notes on all interactions with students and families.

### Rank In Class

Rank in class will be determined by adding up the grades for all courses and dividing by the number of credits.



(cf. 5124 - Reporting to Parents)  
(cf. 6141.5 - Advanced College Placement)

Legal Reference: Connecticut General Statutes  
P.A. 99-81 An Act Concerning Weighted Grading for Honors Classes.

Policy adopted: July 28, 2014



## **Individualized Education Program/Special Education Program (20 U.S.C. §§1412, 1413(a)(1) IDEA)**

### **Instruction**

#### **Individualized Education Program/Special Education Program**

Any child, between the ages of 14 and 21 years of age, inclusive, who is identified as being in need of a special program shall be referred to a "special education planning and placement team" (PPT) which shall make an evaluative study to determine whether the child is a child with a disability as defined in state and federal statutes and if special education is required and to establish the scope of the special education program.

A parent of a child, the State Department of Education, other state agencies of the school may initiate a request for an initial evaluation to determine if the child is a child with a disability. Initial evaluations must be completed within sixty (60) days of the receipt of parental consent, or per a timeline determined by the State. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law.

#### **Planning and Placement Team or Individualized Education Program Team**

The term "individualized education program team" or "IEP Team" means a group of individuals composed of:

- (i) The parents of a child with a disability
- (ii) Not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) Not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) A representative of the local educational agency who:
  - (I) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
  - (II) Is knowledgeable about the general education curriculum; and
  - (III) Is knowledgeable about the availability of resources of the local educational agency;
- (v) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);



(vi) At the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and

(vii) Whenever appropriate, the child with a disability.

**NOTE:** An IEP Team member is not required to attend all or part of an IEP meeting if the parents and resident District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the resident District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the IEP Team prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a resident district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

Parents/Guardians and the resident District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

(a) **General.** The IEP for each child must include:

(1) A statement of the child's present levels of educational performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including:

(i) How the child's disability affects the child's involvement and progress in the general education curriculum; or

(ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

(2) A statement of measurable annual academic and functional goals, related to:



(i) Meeting the child’s needs that result from the child’s disability to enable the child to be involved in and progress in the general education curriculum; and

(ii) Meeting each of the child’s other educational needs that result from the child’s disability.

Alternate Assessments

(iii) A statement of “benchmarks or short-term objectives” is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

The IEP/PPT Team may only recommend appropriate accommodation or use of alternate assessment, but may not exempt students with disabilities from the state assessment.

(3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child:

(i) To advance appropriately toward attaining the annual goals;

(ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and

(iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph;

(4) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;

(5) (i) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and



(6) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and

(7) A statement of :

(i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and

(ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of:

(A) Their child's progress toward the annual goals; and

(B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year

(8) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary .

(b) ***Transition services.***

(1) The IEP must include:

(i) For each student beginning not later than the first IEP to be in effect when the child is sixteen (16), and younger if appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

(ii) For each student beginning not later than the first IEP to be in effect when the child is sixteen (16), (or younger, if determined appropriate by the IEP Team), a statement of needed transition services for the student, including courses of study, needed to assist the child in reaching these goals:

(iii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on



how to assist the student in meeting his/her postsecondary goals.

(2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.

(c) ***Transfer of rights.*** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)

(d) ***Students with disabilities convicted as adults and incarcerated in adult prisons.*** Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.

## **Transfers**

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one.

## **Independent Educational Assessment**

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or the resident District.

Legal Reference: Connecticut General Statutes

10-76a Definitions

10-76b State supervision of special education programs and services. Regulations.

10-76d Duties and powers of Boards of Education to provide special education programs and services.

10-76g State aid for special education.

10-76h Special education hearing and review procedure.

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of



Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education  
Improvement Act of 2004

Policy adopted: July 28, 2014

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## **Instruction**

### **Special Education**

The Windham Charter School Corp. accepts its legal duties and responsibilities for providing special education programs for the students of the school district.

Each student with a disability who is a resident of the district shall be provided quality education programs and services that meet the student's needs for educational, instructional, transitional, and related services. The special education program shall be designed to comply with federal and state law; conform to goals; and integrate programs of special education with the regular instructional programs of the schools, consistent with the interests of the student with a disability and other students.

In determining whether a child has a specific learning disability, the resident District may use a process that determines if the student responds to scientific, research-based intervention as a part of the evaluation procedures to determine eligibility.

#### **Legal Reference: Connecticut General Statutes**

- 10-76a Definitions. (as amended by PA 00-48)
- 10-76b State supervision of special education programs and services.
- 10-76c Receipt and use of money and personal property.
- 10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114 and PA 00-48)
- 10-76e School construction grant for cooperative regional special education facilities.
- 10-76f Definition of terms used in formula for state aid for special education.
- 10-76g State aid for special education.
- 10-76h Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)
- 10-76i Advisory council for special education.
- 10-76j Five-year plan for special education.
- 10-76k Development of experimental educational programs.
- State Board of Education Regulations.
- 10-76m Auditing claims for special education assistance.
- 10-76a-1 et seq. Definitions. (as amended by PA 00-48)
- 10-76b-1 through 10-76b-4 Supervision and administration.



10-76d-1 through 10-76d-19 Conditions of instruction.  
10-76h-1 through 10-76h-2 Due process.  
10-76l-1 Program Evaluation.  
10-145a-24 through 10-145a-31 Special Education (re teacher certification).  
10-264l Grants for the operation of interdistrict magnet school programs.  
34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.  
American with Disabilities Act, 42 U.S.C. §12101 et seq.  
Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.  
Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.  
P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act  
20 U.S.C. §6368(3) The No Child Left Behind Act

Policy adopted: July 28, 2014

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## **Comparability of Services-Title I (34 C.F.R. part 200 of NCLB)**

### **Instruction**

#### **Comparability of Services**

The Principal, or his/her designee, shall pursue funding under Title I of the Federal Strengthening and Improving of Elementary and Secondary Schools Act to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

Legal Reference: Title I Improving the Academic Achievement of the Disadvantaged, as implemented by 34 C.F.R. part 200 of the No Child Left Behind Act of 2001

*Agostini v. Felton* 521 U.S. 103 (1997)

Policy adopted: July 28, 2014

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## Surveys of Students/Student Privacy (20 U.S.C. §1232(h)(c)(2)(A)-NCLB)

### Instruction

#### Surveys of Students (Student Privacy)

Surveys can be a valuable resource for schools and communities in determining student needs for educational services. When a survey is used, every effort should be made to ask questions in a neutral manner to ensure the accuracy of the survey.

The school may use surveys for many purposes. Such purposes may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related, to a specific subject or units. These are examples of surveys and not intended to be an all-inclusive listing. Administrative approval is required for surveys. The anonymity of responders will be preserved.

Surveys used in any experimental program or research project will be subject to the requirements of Policy 6141.11. Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program.

**Note:** The term “survey” includes an evaluation.

Prior to administering a survey, the Windham Charter School Corp. must approve all those that are received by the Principal that include reference to any of the factors listed below. In addition, no student may, without parental consent, take part in a survey, analysis, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or the student’s parent;
2. Mental or psychological problems of the student or the student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or



8. Religious practices, affiliations, or beliefs of the student or the student’s parent.

Surveys conducted for other agencies, organizations or individuals must have the recommendation of the Principal and the approval of the Windham Charter School Corp. as to content and purpose. The results of such approved surveys must be shared with the Windham Charter School Corp. board.

Parents/guardians shall have the right to inspect, upon their request, a survey created by a third party before the survey is administered or distributed by a school to a student. Such requests shall be made in writing with a response to be at least two weeks in advance of any survey to be given.

Overall survey results following decisions must be shared with all parties who request such information.

Parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy and when enrolling students for the first time the school. This notification must explain that parent/guardians, or students 18 or older, have the right to “opt the student out of participation,” in writing, in the following activities:

1. The collection, disclosure and use of personal information gathered from students for the purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students, such as:
  - a. College or other postsecondary education recruitment, or military recruitment;
  - b. Book clubs, magazines and programs providing access to low-cost literary products;
  - c. Curriculum and instructional materials used in schools;
  - d. Tests and assessments used by schools to provide cognitive, evaluative, diagnostic, clinical, aptitude or achievement information about students;
  - e. Student recognition programs; and
  - f. The sale by students of products or services to raise funds for school-related activities or education-related activities.
2. The administration of any survey that delves into the restricted sensitive subject areas identified and listed above; or
3. The administration of any non-emergency, invasive physical examination or screening



that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law.

**Note:** *The term “invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening.*

*The term “personal information” means individually identifiable information including a student’s or parent’s name, address, telephone number, or social security number.*

Parents/guardians of a student shall also have the right to inspect, upon request, any instructional material used as part of the educational curriculum.

**Note:** *The term “instructional material” means instructional material that is provided to a student, regardless of format including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). It does not include academic tests or academic assessments.*

- (cf. 6141.11 - Curriculum Research/Experimental Projects)
- (cf. 6161 – Equipment, Books and Materials: Provision/Selection)
- (cf. 6161.1 – Evaluation/Selection of Instructional Materials)
- (cf. 6161.12 – Reconsideration of Materials)

Legal Reference: P.L. 103-227 Section 1017 (which amends Section 439 of the General Education Provisions Act)

P.L. 107-110, (HR 1-“Leave No Child Behind”) § 1061/1062 – Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors. (20 U.S.C. §1232h)  
Regulation 34 CFR Part 99

Policy adopted: July 28, 2014

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## **Drug and Alcohol Use or Possession on School Property (10-221(d))**

### **Instruction**

#### **Drugs, Tobacco, Alcohol**

Since the use of these harmful agents may have a deleterious effect on the health and welfare of the users, and causes far-reaching detrimental consequences to the users, their families and society, the Windham Charter School Corp. desires that every effort be made by all staff members to reduce the chances that students will begin or continue use of such harmful drugs, tobacco, and alcohol.

The professional staff shall become more aware of the problem, and become more expert in recognition of the symptoms of such use. Annually, teachers shall emphasize the effect of alcohol, nicotine, tobacco, and drugs on health, character, citizenship, and personality development wherever appropriate in the health education program and other contexts which touch on the subject.

It is desired that the administration make use of in-service training sessions for both certified and non-certified staff to achieve the goals of this policy, and that full cooperation with community agencies be given wherever such cooperation can be advantageous to the students.

(cf. 5131.6 - Drugs, Tobacco, Alcohol)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught.

10-19a Superintendent to designate substance abuse prevention team.

10-19b Advisory councils on drug abuse prevention.

10-220 Duties of boards of education.

10-221(d) Boards of education to prescribe rules.

Policy adopted: July 28, 2014



## **Exemption from AIDS Instruction (10-19(b))**

### **Instruction**

#### **Acquired Immune Deficiency Syndrome (AIDS)**

Education is the best way to prevent the spread of AIDS, and through learning the facts about AIDS, students are better able to make decisions which will keep them healthy and even save their lives. Various school district curricula, including health curricula, science curricula, and social studies curricula among others shall include information on AIDS - both its cause and prevention.

Students will be exempt from instruction on acquired immune deficiency syndrome upon written request of the parent or guardian in accordance with regulation.

Legal Reference: Connecticut General Statutes  
10-19b AIDS education

### **Instruction**

#### **Acquired Immune Deficiency Syndrome (AIDS)**

Students will be exempt from instruction on acquired immune deficiency syndrome upon written request of the parent or guardian in accordance with the policy.

Regulation approved: July 28, 2014