

Special Policy Committee Meeting  
Tuesday, June 18, 2024 3:00 PM

Zoom only  
10 Campus Drive  
Madison, CT 06443

## **Meeting Agenda**

### I. Rescind

0100/6010 Our Mission  
6050 Organization of Instruction  
6080.11 Technology and Instruction  
6100.9 Use of Computers in Instruction  
6100.9.1 Computers: Web Sites / Pages  
6100.15.2 Use of Internet/Online Services

### II. Review

5110.4 Student Discipline  
5113 Student Attendance: Truancy and Chronic Absenteeism  
5131.911 Bullying Prevention and Intervention  
5131.914 Safe School Climate Policy

### III. Public Comment

The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town ADA/Human Resources Director, Debra Ferrante, at 203-245-6310 or by email at [ferranted@madisonct.org](mailto:ferranted@madisonct.org) at least five (5) business days prior to the meeting.

## Policy Summary

June 18, 2024

### **Rescind**

#### 0100/6010 Our Mission

A mission or vision statement is not a necessary policy under CT or federal law. A mission or vision can be maintained by the Board and is not unlawful, but it is not a "policy" that gives direction to the administration or staff.

#### 6050 Organization of Instruction

This policy is not mandatory and we recommend repeal. The district is not currently in compliance with this policy. For example, the policy currently provides that the elementary level will be K-4, and the middle level 5-8, but does not mention an intermediate level. If not repealed, we recommend that the Board conduct a comprehensive review in light of the district's current building configuration and new school building construction and reconfiguration of grades at each school.

#### 6080.11 Technology and Instruction

This policy is not mandatory and we recommend repeal because it is unnecessary and likely outdated. Technology is now an essential part of education and thus this policy is likely no longer necessary. If the Board wishes to maintain a policy concerning technology, we recommend internal review to ensure that the processes identified continue to be applicable.

#### 6100.9 Use of Computers in Instruction

We recommend the Board repeal this policy. As explained under policy 5210, we recommend that the Board adopt the S&G Model Policy concerning computer use in school.

##### 6100.9.1 Computers: Web Sites / Pages

We recommend the Board repeal this policy. As explained under policy 5210, we recommend that the Board adopt the S&G Model Policy concerning computer use in school.

##### 6100.15.2 Use of Internet/Online Services

We recommend the Board repeal this policy. As explained under policy 5210, we recommend that the Board adopt the S&G Model Policy concerning computer use in school.

### **Review**

#### 5110.4 Student Discipline

We have revised this policy to prohibit the unauthorized use of generative artificial intelligence. We also made changes to address consistent discipline practices and promote strategies to teach, encourage, and reinforce positive student behavior in light of recent [guidance](#) issued by the U.S. Department of Education Office for Civil Rights and U.S. Department of Justice Civil Rights Division, Resource on Confronting Racial Discrimination in Student Discipline. The revisions also reflect several legislative changes passed this session as well as updated definitions.

### 5113 Student Attendance: Truancy and Chronic Absenteeism

In 2021, the Connecticut legislature directed the State Board of Education to amend its definitions of “excused absence” and “unexcused absence” as they relate to student attendance during remote learning. In the fall of 2022, the State Board of Education responded to this mandate by revising its definition of “in attendance.” We have revised our model regulations to reflect the new definition. In addition, we have revised the regulation’s documentation requirements to allow districts greater flexibility, while still following the guidelines established by the Connecticut State Department of Education. The revised language allows districts to accept delivery of written documentation to support a student’s absence through a scanned copy sent by e-mail under “certain circumstances” rather than “in rare and extraordinary circumstances.”

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*Legislation passed in 2023 requires boards of education to adopt the school climate policy adopted by the Social and Emotional Learning and School Climate Advisory Collaborative for implementation during the 2025-2026 school year. Boards can do so earlier, if they so choose and the District would like to make this change now. Among other things, the Collaborative’s school climate policy contains the new definition of bullying. The following policies have been updated to reflect the new definition and support the required safe school climate plan:*

#### 5131.911 Bullying Prevention and Intervention

We have revised this policy and the model Safe School Climate Plan to include the new definition of “bullying”. We have added definitions of “discrimination” and “harassment.” While not required by law, these revisions are designed to provide guidance to districts in determining whether conduct in question constitutes discrimination or harassment. We have also made additional technical revisions for clarity.

#### 5131.914 Safe School Climate Policy

For the school year commencing July 1, 2025, and each school year thereafter, each local and regional board of education shall adopt and implement the Connecticut School Climate Policy. The policy was developed to provide districts guidance on recent revisions to Connecticut’s school climate law, Public Act 23-167. In accordance with Public Act 23-167, An Act Concerning Transparency in Education, for the school years commencing July 1, 2023, and July 1, 2024, each local and regional board of education may adopt and implement the Connecticut School Climate Policy, in lieu of implementing the provisions of sections 10-222d, 10-222g to 10-222i, inclusive, 10-222k and 10-222p of the general statutes.

#0100 / #6010

**Our Mission**

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Madison Public Schools  
Vision for 21<sup>st</sup> Century Education

***The Madison Public Schools: “Every child, every day, leading the way”***

The Madison Public Schools are driven by a mission to prepare all learners to make a unique, positive contribution in a complex, global society. We are committed to fostering the diverse talents and abilities of each and every child in an emotionally and physically safe environment. We envision learning as joyful and learners as passionate. We support our educators as innovators in a dynamic pursuit of continuous improvement.

We are committed to the work that will lead to the development of all learners’ capacities to:

- put ideas into action by thinking critically and creatively to identify and solve authentic, complex problems;
- communicate and collaborate purposefully and effectively using a variety of media;
- approach learning with effort and persistence while responding to success and failure with resiliency, reflection, and adaptability in an ever-changing world;
- make ethical and responsible decisions.

Date of Adoption: October 1, 1996  
Revised: November 7, 2006  
Revised: September 3, 2013  
Revised: February 11, 2014 / Added Series 0000 Mission, Goals, Philosophy

**#6050****Organization of Instruction**

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The school system has seven schools, and offers a diversified educational program compatible with the needs of the community and state standards.

The overall organization plan of the school system will be designed to facilitate the philosophy of educating every child, each to his or her fullest capacity.

The basic structure of the system will consist of three main divisions - the elementary level, middle school level, and high school level.

The elementary level will include the grades of kindergarten through grade four. The middle school will consist of grades five through eight; and, the high school will consist of grades nine through twelve.

The organization is designed to meet the standards of accreditation as required by the State Department of Education, and to serve the needs of all students.

Date of Adoption: October 1, 1996  
Date of Revision: November 20, 2001

**#6080.11****Technology and Instruction**

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Students shall become technologically literate and acquire skills and knowledge that allow them to function comfortably as productive citizens in a technologically-oriented society. Student achievement of technology literacy is expected to be accomplished throughout the K-12 continuum through a planned, ongoing, and systematic program. Continuous evaluation of progress toward this goal is to be conducted by the Superintendent and school district staff.

The program of instruction in technology literacy requires attention to the following components:

1. Curriculum. Objectives for instruction will be designed to promote sequential learning awareness, theory, and application of technology.
2. Hardware. Specifications for selection will be designed to ensure durable, functional, and updated equipment.
3. Software. Programs for use in technology, whether commercially or locally developed, will be selected and shared, within constraints of copyright laws, in the school system to promote maximum learning.
4. Staff Development. Employees shall be offered training in awareness, theory, and technology applications.
5. Resources and Funding. Commitment of school system resources is required for the development of the technology literacy program, and the Superintendent shall budget district funds to this program as well, seeking other public and private fundings for district technology.

**6080.11 (continued)**

Technologies curricula in the schools shall:

1. familiarize students with technology equipment operation and uses;
2. progress to use of technology as an instructional aide for regular class work and an enhancement to content learning; and
3. teach students to use technology as one of many effective tools for problem solving.

The Superintendent or his / her designee shall work with staff to develop a long-range plan appropriate for instructional technology from kindergarten through the grade twelve continuum, including:

1. budgeting and acquisition of technology equipment and infrastructure at all school levels;
2. budgeting and acquisition of computer software at all school levels;
3. professional development on appropriate uses for instructional technology and skills in instructional uses;
4. coordination of K-12 curricula in instructional technology; and
5. application of technology throughout the curricula in grades K-12.

Legal Reference: Connecticut General Statutes  
10-221 Boards of education to prescribe rules.

Date of Adoption: April 1, 1997

# 6141.322

**Computers: Web Sites / Pages**

The Board of Education encourages the administration and staff to create and maintain World Wide Web sites for the district and individual schools for educational purposes. The web sites shall serve as avenues for educating the community, providing information about our schools and communicating with the extended school community. District and individual school web sites shall be used to share information relating to our schools and our mission. Web sites may also provide instructional resources for staff and students.

Materials displayed on web sites are published on the Internet. Therefore, the content should be professional quality and consistent with the education mission of the school system. Web sites shall follow standards for ethical behavior with regard to information and technology by showing respect for the principles of intellectual freedom, intellectual property rights and the responsible use of information and technology. Pages shall reflect an understanding that both internal and external audiences will be viewing the information.

Any pages or links representing the school district shall follow guidelines and responsibilities pertaining to content standards, student records, copyright, and technical standards which are contained in the administrative regulations which accompany this policy.

Additionally, all provisions of this policy must comply with existing Board of Education policies.

(cf. 5180.1 – Records / Confidentiality)

(cf. 5090.4.2 - Freedom of Speech / Written and Oral Expression)

(cf. 6100.10 - Selection of Instructional Materials)

(cf. 6100.14.3 - Resource Centers / Media Centers / School Libraries)

**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 regs.

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

Ct Public Records Administration Schedule V - Disposition of Educ. 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 Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. 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.

U.S. Const. Amend. I

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

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §§791, 793-794 (2006), (34 Code of Federal Regulations Part 104)

Americans with Disabilities Act of 1990, 42 U.S.C. §§12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006)

Americans with Disabilities Amendments Act of 2008

Date of Adoption: May 4, 1999

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**# 6100.9**  
**Use of Computers in Instruction**

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The Board recognizes that technological advances in all areas are necessary and that computers are and will continue to be a part of this advance. As such, the Board's goal is to implement computer resources in each school facility. The computer resources of the Madison Public Schools are the property of the Madison Board of Education and are to be used exclusively for the instruction of students, management of instruction, and administration of the district. These resources are not to be used for personal gain by students and staff of the district. The Board reserves the right to bypass any passwords on computer files, records, and electronic access privileges on any computer resources under the control of the Board. Because of the many types of applications and the potential cost, the Board establishes the following policy to plan for and guide this growth both for instructional and administrative uses.

Computers for instruction will be used primarily for the following:

1. providing computer-assisted instruction to improve student performance;
2. managing an instructional program in areas such as a classroom, library and resource room involving maintenance of test scores, grades, and other data used in evaluating instruction and student progress;
3. teaching computer skills and / or concepts and applying those skills to real-life applications; and
4. promoting use of computers for general interest, enrichment, and motivation.

Any student or staff member using computers will be instructed in the proper use and care of the hardware and software prior to its use.

The school principal, or designee, will coordinate the use of computers in the classrooms within his / her school.

Date of Adoption: April 1, 1997

**#6100.15.2****Use of Internet / Online Services**

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The Madison Public Schools shall offer Internet / online services access to all staff and students, K-12, to advance the use of telecommunication in the instructional setting. Since it is impossible to control or monitor the content of material on the Internet / online services, students and staff are expected to engage in an educationally sound use of this resource. Failure to comply with this policy shall result in students / staff being denied access to and use of the Internet / online services.

**Internet Safety**

Each District computer with Internet access shall have a filtering device that blocks entry to 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 Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or his / her designee.

The Superintendent or designee shall include measures in this policy's implementation plan and administrative regulation to address the following:

- a. Limiting student access to inappropriate matter as well as restricting access to harmful materials;
- b. Student safety and security when using electronic communications;
- c. Limiting unauthorized access, including "hacking" and other unlawful activities; and
- d. Limiting unauthorized disclosure, use and dissemination of personal identification information.

**#6100.15.2 (continued)****Guidelines for the Use of the Internet / Online Services**

Since the sole purpose of the Madison Public Schools is to support educational activities, certain guidelines governing students' and staff use of the Internet / online services are in order.

The Board of Education retains the right to place reasonable restrictions on material that students / staff access or post through the Internet / online services:

- Because there may be a cost associated with Internet / online services, users should obtain approval from the library media specialist or school administrator before accessing “for fee” online services.
- Users are expected to exhibit exemplary behavior while online, behavior that will reflect well on the school and the district.
- Users are expected to adhere to the same code of conduct appropriate for school or school-related activities.
- Any unauthorized access to computer systems or to computer data maintained by the Madison Public Schools, including the student database, the fiscal database, and the personnel database, is prohibited.
- Deliberate attempts to disrupt computer system performance or to destroy data by spreading computer viruses or by other means is prohibited.
- Users are prohibited from online harassment, i.e., acting in a manner which serves to distress, threaten, demean, annoy, or taunt another user.
- Users are prohibited from the use of profanity, offensive or inflammatory speech, personal attacks, or any other form of rude behavior or inappropriate language.

**#6100.15.2 (continued)**

- Users may not access or post material that is “objectionable,” i.e., material which includes, but is not limited to pornography, hate literature, material that promotes or threatens injury to individuals, and material which is related to illegal activities.
- Users are prohibited from plagiarizing the ideas or writings of another person via the Internet / online services.
- Users are prohibited from reproducing a work that is protected by a copyright.
- Users will respect the privacy of others while online.
- Users are expected to follow regulations for efficient and effective use of the Internet / online services.

Violation of this policy will result in disciplinary action, up to and including student suspension or expulsion, subject to the terms and conditions of Board Policy 5110.4. Staff violations of this policy may result in disciplinary action in accordance with regulations developed by the Superintendent with regard to acceptable use of Internet / online services.

Date of Adoption: May 8, 1997

Date of Revision: February 8, 2006

#5110.4  
**Student Discipline**  
**(formerly Suspension/Expulsion/Exclusion**  
**From School/School Activities)**

It is the policy of the Madison Board of Education (the “Board”) to create a school environment that promotes respect of self, others, and property within the Madison Public Schools (the “District”). Compliance with this policy will enhance the Board and the District’s ability to maintain discipline and reduce interference with the educational process that can result from student misconduct. Pursuant to this policy, the District shall promote the utilization of consistent discipline practices, both within and across schools in the District, while also promoting the consideration of individual circumstances arising in each student disciplinary matter. Where appropriate, the District implements strategies that teach, encourage and reinforce positive student behavior that do not require engagement with the discipline system.

**I. Definitions**

- A. **Cannabis** means marijuana, as defined by Conn. Gen. Stat. § 21a-240.
- B. **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.
- C. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g. hunting); type of projectile; force and velocity of discharge; method of discharge (i.e. spring v. CO2 cartridge) and potential for serious bodily harm or death.
- D. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.
- E. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- F. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- G. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken. The expulsion period may not extend beyond one (1) calendar year.

41 **H. Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon (including a starter gun) that  
42 will, is designed to, or may be readily converted to expel a projectile by the action of an  
43 explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or  
44 (d) any destructive device. The term firearm does not include an antique firearm. As used in  
45 this definition, a "**destructive device**" includes any explosive, incendiary, or poisonous gas  
46 device, including a bomb, a grenade, a rocket having a propellant charge of more than four  
47 ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a  
48 mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell which  
49 the Attorney General finds is generally recognized as particularly suited for sporting purposes)  
50 that will, or may be readily converted to, expel a projectile by explosive or other propellant,  
51 and which has a barrel with a bore of more than ½" in diameter. The term "destructive device"  
52 also includes any combination of parts either designed or intended for use in converting any  
53 device into any destructive device and from which a destructive device may be readily  
54 assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be  
55 used by the owner solely for sporting, recreational, or cultural purposes; or any device which  
56 is neither designed nor redesigned for use as a weapon.

57 **H.I. Generative Artificial Intelligence ("AI")** refers to a technology system, including but  
58 not limited to ChatGPT, capable of learning patterns and relationships from data,  
59 enabling it to create content, including but not limited to text, images, audio, or video,  
60 when prompted by a user.

61 **H.J. Protected Class Harassment** is a form of discrimination on the basis of any protected  
62 characteristic (or protected class) including race, color, religion, age, sex, sexual orientation,  
63 marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or  
64 expression, veteran status, status as a victim of domestic violence, or any other basis prohibited  
65 by state or federal law ("Protected Class"). Harassment constitutes unlawful discrimination  
66 when it creates a hostile environment, which occurs when the harassment is sufficiently severe,  
67 pervasive, or persistent so as to interfere with or limit a student's ability to participate in or  
68 benefit from the services, activities, or opportunities offered by a school. Harassment does not  
69 have to include intent to harm, be directed at a specific target, or involve repeated incidents.  
70 Harassment against any individual on the basis of that individual's association with someone  
71 in a Protected Class may be a form of Protected Class harassment.

72 **H.K. In-School Suspension** means an exclusion from regular classroom activity for no more  
73 than ten (10) consecutive school days, but not exclusion from school, provided such exclusion  
74 shall not extend beyond the end of the school year in which such in-school suspension was  
75 imposed. No student shall be placed on in-school suspension more than fifteen (15) times or  
76 a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.

77 **H.L. Martial Arts Weapon** means a nunchaku, kama, kasari fundo, octagon sai, tonfa or  
78 Chinese star.

79 **H.M. Removal** is the exclusion of a student from a classroom for all or part of a single class  
80 period, provided such exclusion shall not extend beyond ninety (90) minutes.

81 **H.N. School Days** shall mean days when school is in session for students.

**N.O. School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.

**O.P. Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

**P.Q. Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.

**Q.R. Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under Section 29-38 of the Connecticut General Statutes.

**R.S.** Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the District to another regular education classroom program in the District shall not constitute a suspension or expulsion.

**S.T.** For purposes of this policy, references to “school”, “school grounds”, and “classroom” shall include physical educational environments, including on school transportation, as well as in which students are engaged in remote learning, which means instruction by means of one or more Internet-based software platforms as part of a remote learning.

**II. Scope of the Student Discipline Policy**

**A. Conduct on School Grounds, on School Transportation or at a School-Sponsored Activity:**

1. **Suspension.** Students may be suspended for conduct on school grounds, on school transportation, or at any school-sponsored activity that violates a publicized policy of the Board or is seriously disruptive of the educational process or endangers persons or property.
2. **Expulsion.** Students may be expelled for conduct on school grounds, on school transportation or at any school-sponsored activity that either (1) violates a publicized policy of the Board and is seriously disruptive of the educational process, or (2) endangers persons or property.



117 B. Conduct off School Grounds:

118 Discipline. Students may be disciplined, including suspension and/or expulsion, for  
119 conduct off school grounds if such conduct *violates a* publicized policy of the Board and  
120 is seriously disruptive of the educational process.

121 C. Seriously Disruptive of the Educational Process

122 In making a determination as to whether such conduct is seriously disruptive of the  
123 educational process, the Administration and the Board ~~of Education~~ may consider, but such  
124 consideration shall not be limited to, the following factors: (1) whether the incident  
125 occurred within close proximity of a school; (2) whether other students from the school  
126 were involved or whether there was any gang involvement; (3) whether the conduct  
127 involved violence, threats of violence, or the unlawful use of a weapon, as defined in  
128 Section Conn. Gen. Stat. § 29-38, and whether any injuries occurred; and (4) whether the  
129 conduct involved the use of alcohol. The Administration and/or the Board ~~of Education~~  
130 may also consider (5) whether the off-campus conduct involved the illegal use of drugs.

131 D. A student shall not have greater discipline, punishment, or sanction for the use, sale, or  
132 possession of cannabis on school property than a student would face for the use, sale, or  
133 possession of alcohol on school property, except as otherwise required by applicable law.

134 III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or  
135 Expulsion

136 Conduct that is considered to violate a publicized policy of the Board of Education includes the  
137 offenses described below. Any such conduct may lead to disciplinary action (including, but not  
138 limited to, removal from class, suspension and/or expulsion in accordance with this policy):

- 139 1. Striking or assaulting a student, members of the school staff or other persons.
- 140 2. Theft.
- 141 3. The use of obscene or profane language or gestures, the possession and/or display of obscenity  
142 or pornographic images or the unauthorized or inappropriate possession and/or display of  
143 images, pictures or photographs depicting nudity.
- 144 4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies  
145 governing student conduct.
- 146 5. Refusal to obey a member of the school staff, law enforcement authorities, or school  
147 volunteers, or disruptive classroom behavior.
- 148 6. Any act of Protected Class Harassment or reprisal or retaliation against any individual for  
149 reporting in good faith incidents of Protected Class Harassment, or who participate in the  
150 investigation of such reports.
- 151 7. Refusal by a student to respond to a staff member's request for the student to provide the  
152 student's name to a staff member when asked, misidentification of oneself to such person(s),  
153 lying to school ~~officials~~ staff members or otherwise engaging in dishonest behavior.

- 154 8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school  
155 grounds, on school transportation, or at a school-sponsored activity.
- 156 9. A walk-out from or sit-in within a classroom or school building or school grounds.
- 157 10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that  
158 could be construed to constitute blackmail, a threat, or intimidation, regardless of whether  
159 intended as a joke), including the use of AI to engage in such conduct.
- 160 11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic  
161 defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun,  
162 air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not,  
163 or any other dangerous object or instrument. The possession and/or use of any object or  
164 device that has been converted or modified for use as a weapon.
- 165 12. Possession of any ammunition for any weapon described above in paragraph 11.
- 166 13. Unauthorized entrance into any school facility or portion of a school facility or aiding or  
167 abetting an unauthorized entrance.
- 168 14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition  
169 of any material causing a fire. Possession of any materials designed to be used in the ignition  
170 of combustible materials, including matches and lighters.
- 171 15. Possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery  
172 systems (e.g. e-cigarettes), electronic cannabis delivery system, or vapor products, or the  
173 unlawful possession, sale, distribution, use or consumption of drugs, narcotics or alcoholic  
174 beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item  
175 represented to be tobacco, drugs or alcoholic beverages), including being under the influence  
176 of any such substances or aiding in the procurement of any such substances. For the purposes  
177 of this Paragraph 15, the term “electronic nicotine delivery system” shall mean an electronic  
178 device used in the delivery of nicotine or other substances to a person inhaling from the  
179 device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic  
180 cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or  
181 other component of such device, including, but not limited to, electronic cigarette liquid. For  
182 purposes of Paragraph 15, the term “electronic cannabis delivery system” shall mean an  
183 electronic device that may be used to simulate smoking in the delivery of cannabis to a person  
184 inhaling the device and includes, but is not limited to, a vaporizer, electronic pipe, electronic  
185 hookah and any related device and any cartridge or other component of such device. For the  
186 purposes of Paragraph 15, the term “vapor product” shall mean any product that employs a  
187 heating element, power source, electronic circuit or other electronic, chemical or mechanical  
188 means, regardless of shape or size, to produce a vapor that may or may not include nicotine  
189 and is inhaled by the user of such product. For the purposes of this Paragraph 15, the term  
190 "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and  
191 non-prescription) and any controlled substance whose possession, sale, distribution, use or  
192 consumption is illegal under state and/or federal law, including cannabis.
- 193 16. Sale, distribution, or consumption of substances contained in household items; including, but  
194 not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as

- 195 the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing  
196 a stimulant, depressant, hallucinogenic or mind-altering effect.
- 197 17. Possession of paraphernalia used or designed to be used in the consumption, sale or  
198 distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For  
199 purposes of this policy, drug paraphernalia includes any equipment, products and materials  
200 of any kind which are used, intended for use or designed for use in planting, propagating,  
201 cultivating, growing, harvesting, manufacturing, compounding, converting, producing,  
202 processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or  
203 concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or  
204 controlled substances into the human body, including but not limited to items such as  
205 "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used,  
206 intended or designed for use in storing, concealing, possessing, distributing or selling  
207 controlled drugs or controlled substances, including cannabis.
- 208 18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise  
209 damaging property in any way.
- 210 19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or  
211 failure to attend detention.
- 212 20. Trespassing on school grounds while on out-of-school suspension or expulsion.
- 213 21. Making false bomb threats or other threats to the safety of students, employees, and/or other  
214 persons.
- 215 22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other  
216 employees and/or law enforcement authorities.
- 217 23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized  
218 by school employees responsible for student supervision.
- 219 24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school  
220 grounds or at any school-sponsored activity.
- 221 25. Leaving school grounds, school transportation or a school-sponsored activity without  
222 authorization.
- 223 26. Use of or copying of the academic work of another individual and presenting it as the  
224 student's own work, without proper attribution; the unauthorized use of AI for the completion  
225 of class assignments; or any other form of academic dishonesty, cheating or plagiarism.
- 226 27. Possession and/or use of a cellular telephone, radio, portable audio player, CD player,  
227 blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device,  
228 or similar electronic device, on school grounds, on school transportation, or at a school-  
229 sponsored activity in violation of Board policy and/or administrative regulations regulating  
230 the use of such devices.

- 231 28. Possession and/or use of a beeper or paging device on school grounds, on school  
232 transportation, or at a school-sponsored activity without the written permission of the  
233 principal or designee.
- 234 29. Unauthorized use of or tampering with any school computer, computer system, computer  
235 software, Internet connection or similar school property or system, or the use of such property  
236 or system for inappropriate purposes, including using AI in a manner that disrupts or  
237 undermines the effective operation of the school district or is otherwise seriously disruptive  
238 to the educational process.
- 239 30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer  
240 temporarily for an educational purpose while under the direct supervision of a responsible  
241 adult.
- 242 31. Hazing.
- 243 32. Bullying, defined as unwanted and aggressive behavior among children in grades  
244 kindergarten to twelve, inclusive, that involves a real or perceived power imbalance~~an act~~  
245 ~~that is direct or indirect and severe, persistent or pervasive, which:~~
- 246 ~~a. causes physical or emotional harm to an individual;~~
- 247 ~~b. places an individual in reasonable fear of physical or emotional harm; or~~
- 248 ~~d. infringes on the rights or opportunities of an individual at school.~~
- 249 Bullying shall include, but need not limited be to, a written, oral or electronic communication  
250 or physical act or gesture based on any actual or perceived differentiating characteristics,  
251 such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender  
252 identity or expression, socioeconomic status, academic status, physical appearance, or  
253 mental, physical, developmental or sensory disability, or by association with an individual  
254 or group who has or is perceived to have one or more of such characteristics.
- 255 33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and  
256 digital technologies, cellular mobile telephone or other mobile electronic devices or any  
257 electronic communications.
- 258 34. Acting in any manner that creates a health and/or safety hazard for employees, students, third  
259 parties on school property or the public, regardless of whether the conduct is intended as a  
260 joke, including but not limited to violating school or district health and safety protocols  
261 developed in connection with the COVID-19 pandemic, such as, but not limited to, physical  
262 distancing and mask-wearing requirements.
- 263 35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by  
264 electronic means; or recording by electronic means acts of violence for purposes of later  
265 publication (other than to school officials).
- 266 36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic  
267 means; or recording by electronic means sexual acts for purposes of later publication.

- 268 37. Using computer systems, including email, remote learning platforms, instant messaging, text  
269 messaging, blogging, or the use of social networking websites, AI, or other forms of  
270 electronic communications, to engage in any conduct prohibited by this policy.
- 271 38. Use of a privately owned electronic or technological device in violation of school rules,  
272 including the unauthorized recording (photographic or audio) of another individual without  
273 permission of the individual or a school employee.
- 274 39. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse,  
275 including stalking, harassing and threatening, which occurs between two students who are  
276 currently in or who have recently been in a dating relationship.
- 277 40. Any action prohibited by any Federal or State law.
- 278 41. Any other violation of school rules or regulations or a series of violations which makes the  
279 presence of the student in school seriously disruptive of the educational process and/or a  
280 danger to persons or property.

281 **IV. Discretionary and Mandatory Expulsions**

- 282 A. An administrator responsible for a school program (“responsible administrator”) may consider  
283 recommendation of expulsion of a student in grades three to twelve, inclusive, in a case where  
284 the responsible administrator has reason to believe the student has engaged in conduct  
285 described at Sections II.A. or II.B., above.
- 286 B. A responsible administrator must recommend expulsion proceedings in all cases against any  
287 student in grades kindergarten to twelve, inclusive, whom the District Administration has  
288 reason to believe:
- 289 1. was in possession on school grounds, on school transportation, or at a school-sponsored  
290 activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as  
291 defined in 18 U.S.C. § 921 as amended from time to time; or
- 292 2. off school grounds, possessed a firearm as defined in 18 U.S.C. § 921, in violation of Conn.  
293 Gen. Stat. § 29-35, or possessed and used a firearm as defined in 18 U.S.C. § 921, a deadly  
294 weapon, a dangerous instrument or a martial arts weapon in the commission of a crime  
295 under chapter 952 of the Connecticut General Statutes; or
- 296 3. was engaged on or off school grounds or school transportation in offering for sale or  
297 distribution a controlled substance (as defined in Conn. Gen. Stat. § 21a-240(9)), whose  
298 manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with  
299 intent to sell or dispense, offering or administering is subject to criminal penalties under  
300 Conn. Gen. Stat. §§21a-277 and 21a-278. Sale or Distribution of less than one (1) kilogram  
301 of cannabis is not subject to mandatory expulsion.

302 The terms “dangerous instrument,” “deadly weapon,” “electronic defense weapon,” “firearm,”  
303 and “martial arts weapon,” are defined above in Section I.

- 304 C. In any preschool program provided by the Board of Education or provided by a regional  
305 educational service center or a state or local charter school pursuant to an agreement with the

306 Board of Education, no student enrolled in such a preschool program shall be expelled from  
307 such preschool program, except an expulsion hearing shall be conducted by the Board of  
308 Education in accordance with Section VIII of this policy whenever the Administration has  
309 reason to believe that a student enrolled in such preschool program was in possession of a  
310 firearm as defined in 18 U.S.C. § 921, as amended from time to time, on or off school grounds,  
311 on school transportation, or at a preschool program-sponsored event. The term “firearm” is  
312 defined above in Section I.

313 D. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry  
314 concerning the expulsion recommendation. If the Superintendent or designee determines that  
315 a student should or must be expelled, student shall forward such recommendation to the Board  
316 of Education so that the Board can consider and act upon this recommendation.

317 E. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the  
318 policy of the Board to expel a student in grades kindergarten to twelve, inclusive, for one (1)  
319 full calendar year for the conduct described in Section IV.B(1), (2) and (3) of this policy and  
320 to expel a student enrolled in a preschool program for one (1) calendar year for the conduct  
321 described in Section IV.C. For any mandatory expulsion offense, the Board may modify the  
322 term of expulsion on a case-by-case basis.

323 **V. Procedures Governing Removal from Class**

324 ~~A.~~—A student may be removed from class by a teacher or administrator if the student deliberately  
325 causes a serious disruption of the educational process. When a student is removed by a teacher,  
326 the teacher must send the student to a designated area and notify the responsible administrator  
327 or administrator’s designee at once.

328 ~~B.A.~~ A. A student may not be removed from class more than six (6) times in one school year nor  
329 more than twice in one week unless the student is referred to the responsible administrator or  
330 administrator’s designee and granted an informal hearing at which the student should be  
331 informed of the reasons for the disciplinary action and given an opportunity to explain the  
332 situation.

333 ~~C.B.~~ C. The parents or guardian of any minor student removed from class shall be given notice of  
334 such disciplinary action within twenty-four (24) hours of the time of the institution of such  
335 removal from class.

336 **VI. Procedures Governing Suspension**

337 A. The responsible administrator or administrator’s designee, shall have the right to suspend a  
338 student for breach of conduct as noted in Section II of this policy for not more than ~~ten (10)~~  
339 ~~five~~ (5) consecutive school days. In cases where suspension is contemplated, the following  
340 procedures shall be followed.

341 1. Unless an emergency situation exists, no student shall be suspended prior to having an  
342 informal hearing before the responsible administrator or administrator’s designee at which  
343 the student is informed of the charges and given an opportunity to respond. In the event of  
344 an emergency, the informal hearing shall be held as soon after the suspension as possible.

- 345 2. If suspended, such suspension shall be an in-school suspension, except the responsible  
346 administrator or administrator’s designee may impose an out-of-school suspension on any  
347 pupil:
- 348 a. in grades three to twelve, inclusive, if, during the informal hearing, (i) the responsible  
349 administrator or administrator’s designee determines that the student poses such a  
350 danger to persons or property or such a disruption of the educational process that  
351 student should be excluded from school during the period of suspension; or (ii) the  
352 responsible administrator or administrator’s designee determines that an out-of-school  
353 suspension is appropriate based on evidence of (A) the student’s previous disciplinary  
354 problems that have led to suspensions or expulsion of such student, and (B) previous  
355 efforts by the Administration to address the student’s disciplinary problems through  
356 means other than out-of-school suspension or expulsion, including positive behavioral  
357 support strategies, or
- 358 b. in grades preschool to two, inclusive, if the responsible administrator or administrator’s  
359 designee (A) determines that an out-of-school suspension is appropriate for such  
360 student based on evidence that such student’s conduct on school grounds is behavior  
361 that causes physical harm, (B) requires that such pupil receives services that are trauma-  
362 informed and developmentally appropriate and align with any behavioral intervention  
363 plan, individualized education program or plan pursuant to Section 504 of the  
364 Rehabilitation Act of 1973, as amended from time to time, for such pupil upon such  
365 pupil’s return to school immediately following the out-of-school suspension, and (C)  
366 considers whether to convene a planning and placement team meeting for the purposes  
367 of conducting and evaluation of the student. ~~or on school transportation is of a violent~~  
368 or sexual nature that endangers persons.
- 369 3. An out-of-school suspension imposed in accordance with (II.A) of this subsection shall not  
370 exceed ten (10) school days, and an out-of-school suspension imposed in accordance with  
371 (II.B.) of this subsection shall not exceed five (5) school days.
- 372 4. Evidence of past disciplinary problems that have led to removal from a classroom,  
373 suspension, or expulsion of a student who is the subject of an informal hearing may be  
374 received by the responsible administrator or the administrator’s designee, but only  
375 considered in the determination of the length of suspensions.
- 376 54. By telephone, the responsible administrator or the administrator’s designee shall make  
377 reasonable attempts to immediately notify the parent or guardian of a minor student  
378 following the suspension and to state the cause(s) leading to the suspension.
- 379 65. Whether or not telephone contact is made with the parent or guardian of such minor student,  
380 the responsible administrator or administrator’s designee shall forward a letter promptly to  
381 such parent or guardian to the last address reported on school records (or to a newer address  
382 if known by the responsible administrator or administrator’s designee), offering the parent  
383 or guardian an opportunity for a conference to discuss same.

- 384 76. In all cases, the parent or guardian of any minor student who has been suspended shall be  
385 given notice of such suspension within twenty-four (24) hours of the time of the institution  
386 of the suspension.
- 387 87. Not later than twenty-four (24) hours after the commencement of the suspension, the  
388 responsible administrator or administrator's designee shall also notify the Superintendent  
389 or designee of the name of the student being suspended and the reason for the suspension.
- 390 98. The student shall be allowed to complete any classwork, including examinations, without  
391 penalty, which the student missed while under suspension.
- 392 109. The school Administration may, in its discretion, shorten or waive the suspension period  
393 for a student who has not previously been suspended or expelled, if the student completes  
394 an Administration-specified program and meets any other conditions required by the  
395 Administration. Such Administration-specified program shall not require the student  
396 and/or the student's parents to pay for participation in the program. The Superintendent  
397 may delegate this authority to building or program level administrators.
- 398 110. Notice of the suspension shall be recorded in the student's cumulative educational record.  
399 Such notice shall be expunged from the cumulative educational record if the student  
400 graduates from high school. In cases where the student's period of suspension is shortened  
401 or waived in accordance with Section VI.A(9), above, the Administration may choose to  
402 expunge the suspension notice from the cumulative record at the time the student completes  
403 the Administration-specified program and meets any other conditions required by the  
404 Administration. The Superintendent may delegate this authority to building or program  
405 level administrators.
- 406 112. If the student has not previously been suspended or expelled, and the Administration  
407 chooses to expunge the suspension notice from the student's cumulative record prior to  
408 graduation, the Administration may refer to the existence of the expunged disciplinary  
409 notice, notwithstanding the fact that such notice may have been expunged from the  
410 student's cumulative file, for the limited purpose of determining whether any subsequent  
411 suspensions or expulsions by the student would constitute the student's first such offense.
- 412 132. The decision of the responsible administrator or administrator's designee with regard to  
413 disciplinary actions up to and including suspensions shall be final.
- 414 143. During any period of suspension served out of school, the student shall not be permitted  
415 to be on school property and shall not be permitted to attend or participate in any school-  
416 sponsored activities, unless the responsible administrator or the administrator's designee  
417 specifically authorizes the student to enter school property for a specified purpose or to  
418 participate in a particular school-sponsored activity.
- 419 B. In cases where a student's suspension will result in the student being suspended more than ten  
420 (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of  
421 exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before  
422 the Board of Education. The responsible administrator or administrator's designee shall report  
423 the student to the Superintendent or designee and request a formal Board hearing. If an  
424 emergency situation exists, such hearing shall be held as soon after the suspension as possible.



425 **VII. Procedures Governing In-School Suspension**

- 426 A. The responsible administrator or administrator’s designee may impose in-school suspension in  
427 cases where a student's conduct endangers persons or property, violates school policy or  
428 seriously disrupts the educational process as determined by the responsible administrator or  
429 administrator’s designee.
- 430 B. In-school suspension may not be imposed on a student without an informal hearing by the  
431 responsible administrator or administrator’s designee.
- 432 C. In-school suspension may be served in the school or program that the student regularly attends  
433 or in any other school building within the jurisdiction of the Board.
- 434 D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total  
435 of fifty (50) days in one school year, whichever results in fewer days of exclusion.
- 436 E. The parents or guardian of any minor student placed on in-school suspension shall be given  
437 notice of such suspension within twenty-four (24) hours of the time of the institution of the  
438 period of the in-school suspension.

439 **VIII. Procedures Governing Expulsion Hearing**

- 440 A. Emergency Exception
- 441 Except in an emergency situation, the Board of Education shall, prior to expelling any student,  
442 conduct a hearing to be governed by the procedures outlined herein and consistent with the  
443 requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as  
444 well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen.  
445 Stat. §§ 4-176e to 4-180a, and § 4-
- 446 181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as  
447 possible after the expulsion.
- 448 B. Hearing Panel:
- 449 Expulsion hearings conducted by the Board will be heard by any three or more Board members.  
450 A decision to expel a student must be supported by a majority of the Board members present,  
451 provided that no less than three (3) affirmative votes to expel are cast.
- 452 1. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or  
453 more persons to hear and decide the expulsion matter, provided that no member of the  
454 Board may serve on such panel.
- 455 C. Hearing Notice and Rights of the Student and Parent(s)/Guardian(s):
- 456 1. Written notice of the expulsion hearing must be given to the student, and, if the student is  
457 a minor, to student’s parent(s) or guardian(s) at least five (5) business days ~~before~~prior to  
458 and precluding such hearing date.

- 459 2. A copy of this Board policy on student discipline shall also be given to the student, and if  
460 the student is a minor, to student's parent(s) or guardian(s), at the time the notice is sent  
461 that an expulsion hearing will be convened.
- 462 3. The written notice of the expulsion hearing shall inform the student of the following:
- 463 a. The date, time, place and nature of the hearing, including if the hearing will be held  
464 virtually, via video conference.
- 465 b. The legal authority and jurisdiction under which the hearing is to be held, including a  
466 reference to the particular sections of the legal statutes involved.
- 467 c. A short, plain description of the conduct alleged by the ~~Administration~~Superintendent  
468 or Superintendent's designee.
- 469 d. The student may present as evidence relevant testimony and documents concerning the  
470 conduct alleged and the appropriate length and conditions of expulsion; and that the  
471 expulsion hearing may be the student's sole opportunity to present such evidence.
- 472 e. The student may cross-examine witnesses called by the ~~Administration~~Superintendent  
473 of Superintendent's Designee.
- 474 f. The student may be represented by an attorney or other advocate of student's choice at  
475 the student's expense or at the expense of student's parent(s) or guardian(s).
- 476 g. A student is entitled to the services of a translator or interpreter, to be provided by the  
477 Board of Education, whenever the student or student's parent(s) or guardian(s) requires  
478 the services of an interpreter because student(s) do(es) not speak the English language  
479 or is(are) disabled.
- 480 h. The conditions under which the Board is not legally required to give the student an  
481 alternative educational opportunity (if applicable).
- 482 i. Information concerning the parent's(s') or guardian's(s') and the student's legal rights  
483 and about free or reduced-rate legal services and how to access such services.
- 484 j. The parent(s) or guardian(s) of the student have the right to have the expulsion hearing  
485 postponed for up to one week to allow time to obtain representation, except that if an  
486 emergency exists, such hearing shall be held as soon after the expulsion as possible.

487 D. Hearing Procedures:

- 488 1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order,  
489 introduce the parties, Board members and others participating in the hearing (if applicable),  
490 briefly explain the hearing procedures, and swear in any witnesses called by the  
491 ~~Administration~~Superintendent or Superintendent's designee or the student. If an impartial  
492 board or more than one person has been appointed, the impartial board shall appoint a  
493 Presiding Officer.
- 494 2. The hearing will be conducted in executive session. A verbatim record of the hearing will  
495 be made, either by tape or digital recording or by a stenographer. A record of the hearing

will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.

3. The ~~Administration~~ Superintendent or Superintendent's designee shall bear the burden of production to come forward with evidence to support its case and shall bear the burden of persuasion. The standard of proof shall be a preponderance of the evidence.
4. Formal rules of evidence will not be followed. The Board (or the impartial board) has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial, irrelevant, and/or any other objections to its submission.
5. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board (or the impartial board) will receive and consider evidence regarding the conduct alleged by the Administration.
6. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or designee.
7. Each witness for the ~~Superintendent or Superintendent's designee~~ Administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel, by the Presiding Officer and by Board members (or the impartial board).
8. The student shall not be compelled to testify at the hearing.
9. After the ~~Superintendent or Superintendent's designee~~ Administration has presented its case, the student will be asked if they have any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Superintendent or Superintendent's designee, the Presiding Officer and/or by the Board (or the impartial board). The student may also choose to make a statement at this time. If the student chooses to make a statement, they will be sworn and subject to cross examination and questioning by the Superintendent or Superintendent's designee, the Presiding Officer and/or by the Board (or the impartial board). Concluding statements will be made by the Superintendent or Superintendent's designee ~~Administration~~ and then by the student and/or the student's representative.
10. In cases where the student has denied the allegation, the Board (or the impartial board) must determine whether the student committed the offense(s) as charged by the Superintendent or Superintendent's designee.
11. If the Board (or the impartial board) determines that the student has committed the conduct as alleged, then the Board (or the impartial board) shall proceed with the second portion of the hearing, during which the Board (or the impartial board) will receive and consider relevant evidence regarding the length and conditions of expulsion.
12. When considering the length and conditions of expulsion, the Board (or the impartial board) may review the student's attendance, academic and past disciplinary records. The Board (or the impartial board) may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as provided in

536 Section VI.A (9), (10), (11), above, and Section X, below. The Board (or the impartial  
537 board) may ask the Superintendent or Superintendent’s designee for a recommendation as  
538 to the discipline to be imposed.

539 13. Evidence of past disciplinary problems that have led to removal from a classroom,  
540 suspension or expulsion of a student being considered for expulsion may be considered  
541 only during the second portion of the hearing, during which the Board (or the impartial  
542 board) is considering length of expulsion and nature of alternative educational opportunity  
543 to be offered.

544 14. Where administrators presented the case in support of the charges against the student,  
545 neither such administrative staff nor the Superintendent or Superintendent’s designee shall  
546 ~~not~~ be present during the deliberations of the Board (or the impartial board) either on  
547 questions of evidence or on the final discipline to be imposed. The Superintendent or  
548 Superintendent’s designee may, after reviewing the incident with administrators, and  
549 reviewing the student’s records, make a recommendation to the Board (or the impartial  
550 board) as to the appropriate discipline to be applied.

551 15. The Board (or the impartial board) shall make findings as to the truth of the charges, if the  
552 student has denied them; and, in all cases, the disciplinary action, if any, to be imposed.  
553 While the hearing itself is conducted in executive session, the vote regarding expulsion  
554 must be made in open session and in a manner that preserves the confidentiality of the  
555 student’s name and other personally identifiable information.

556 16. Except for a student who has been expelled based on possession of a firearm or deadly  
557 weapon as described in subsection IV.B(1) and (2) above, the Board (or the impartial  
558 board) may, in its discretion, shorten or waive the expulsion period for a student who has  
559 not previously been suspended or expelled, if the student completes a Board-specified  
560 program and meets any other conditions required by the Board (or the impartial board).  
561 The Board-specified program shall not require the student and/or the student’s parents to  
562 pay for participation in the program.

563 17. The Board (or the impartial board) shall report its final decision in writing to the student,  
564 or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on  
565 which the decision is based, and the disciplinary action to be imposed. Said decision shall  
566 be based solely on evidence presented at the hearing. The parents or guardian or any minor  
567 student who has been expelled shall be given notice of such disciplinary action within  
568 twenty-four (24) hours of the time of the institution of the period of the expulsion.

569 18. The hearing may be conducted virtually, via video conference, at the direction of the Board  
570 (or the impartial board), in the event school buildings are closed to students or individuals  
571 are provided limited access to school buildings due to a serious health or other emergency.  
572 Any virtual hearing must provide the student the due process rights identified in this  
573 Subsection D.

574 E. Presence on School Grounds, on School Transportation, and Participation in School-  
575 Sponsored Activities During Expulsion:

576 During the period of expulsion, the student shall not be permitted to be on school property or  
577 on school transportation and shall not be permitted to attend or participate in any school-  
578 sponsored activities, except for the student’s participation in any alternative educational  
579 opportunity provided by the district in accordance with this policy, unless the Superintendent  
580 or Superintendent’s specifically provides written permission for the student to enter school  
581 property or school transportation for a specified purpose or to participate in a particular school-  
582 sponsored activity.

583 F. Stipulated Agreements:

584 In lieu of the procedures used in this Section, the Superintendent or Superintendent’s  
585 designeeAdministration and the parent(s) or legal guardian(s) of a student facing expulsion  
586 may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the  
587 Board concerning the length and conditions of expulsion. Such Joint Stipulation and  
588 Recommendation shall include language indicating that the parent(s) or legal guardian(s)  
589 understand their right to have an expulsion hearing held pursuant to these procedures, and  
590 language indicating that the Board, in its discretion, has the right to accept or reject the Joint  
591 Stipulation of Facts and Recommendation. If the Board (or the impartial board) rejects either  
592 the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held  
593 pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the  
594 student shall have the authority to enter into a Joint Stipulation on the student’s own behalf.

595 If the parties agree on the facts, but not on the disciplinary recommendation, the Superintendent  
596 or Superintendent’s designeeAdministration and the parents (or legal guardians) of a student  
597 facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only  
598 the Stipulation of the Facts to the Board (or the impartial board) in lieu of holding the first part  
599 of the hearing, as described above. Such Joint Stipulation shall include language indicating  
600 that the parents and/or student over the age of 18 understand their right to have a hearing to  
601 determine whether the student engaged in the alleged misconduct and that the Board, in its  
602 discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board (or the  
603 impartial board) rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held  
604 pursuant to the procedures outlined herein.

605 **IX. Alternative Educational Opportunities for Expelled Students**

606 A. Students under sixteen (16) years of age:

607 Whenever the Board of Education expels a student under sixteen (16) years of age, it shall  
608 offer any such student an alternative educational opportunity.

609 B. Students sixteen (16) to eighteen (18) years of age:

610 1. The Board of Education shall provide an alternative educational opportunity to a sixteen  
611 (16) to eighteen (18) year-old student expelled for the first time if the student requests it  
612 and if the student agrees to the conditions set by the Board (or the impartial board). Such  
613 alternative educational opportunity may include, but shall not be limited to, the placement  
614 of a student who is at least seventeen years of age in an adult education program. Any  
615 student participating in an adult education program during a period of expulsion shall not

616 be required to withdraw from school as a condition to participation in the adult education  
617 program.

618 2. The Board of Education is not required to offer an alternative educational opportunity to  
619 any student between the ages of sixteen (16) and eighteen (18) who is expelled for a second,  
620 or subsequent, time.

621 3. The Board of Education shall count the expulsion of a student when the student was under  
622 sixteen (16) years of age for purposes of determining whether an alternative educational  
623 opportunity is required for such student when the student is between the ages of sixteen  
624 and eighteen.

625 C. Students eighteen (18) years of age or older:

626 The Board of Education is not required to offer an alternative educational opportunity to  
627 expelled students eighteen (18) years of age or older.

628 D. Content of Alternative Educational Opportunity

629 1. For the purposes of Section IX, and subject to Subsection IX.E, below, any alternative  
630 educational opportunity to which an expelled student is statutorily entitled shall be (1)  
631 alternative education, as defined by Conn. Gen. Stat. § 10-74j and in accordance with the  
632 *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted  
633 by the State Board of Education, with an individualized learning plan, if the Board provides  
634 such alternative education, or (2) in accordance with the *Standards for Educational*  
635 *Opportunities for Students Who Have Been Expelled*, adopted by the State Board of  
636 Education.

637 . The Superintendent, or designee, shall develop administrative regulations concerning  
638 alternative educational opportunities, which administrative regulations shall be in  
639 ~~compliance with~~ compliance with the standards adopted by the State Board of Education.  
640 Such administrative regulations shall include, but not limited to, provisions to address  
641 student placement in alternative education; individualized learning plans; monitoring of  
642 student(s) placements and performance; and a process for transition planning.

643 E. Students identified as eligible for services under the Individuals with Disabilities Education  
644 Act (“IDEA”):

645 Notwithstanding Subsections IX.A. through D. above, if the Board of Education expels a  
646 student who has been identified as eligible for services under the Individuals with Disabilities  
647 Education Act (“IDEA”), it shall offer an alternative educational opportunity to such student  
648 in accordance with the requirements of IDEA, as it may be amended from time to time, and in  
649 accordance with the *Standards for Educational Opportunities for Students Who Have Been*  
650 *Expelled*, adopted by the State Board of Education.

651 F. Students for whom an alternative educational opportunity is not required:

652 The Board of Education may offer an alternative educational opportunity to a student for whom  
653 such alternative educational opportunity is not required by law or as described in this policy.

654 In such cases, the Board, or if delegated by the Board, the Administration, shall determine the  
 655 components, including nature, frequency and duration of such services, of any such alternative  
 656 educational opportunity.

657 **X. Notice of Student Expulsion on Cumulative Record**

658 Notice of expulsion and the conduct for which the student was expelled shall be included on the  
 659 student’s cumulative educational record. Such notice, except for notice of an expulsion of a  
 660 student in grades nine through twelve, inclusive, based upon possession of a firearm or deadly  
 661 weapon, shall be expunged from the cumulative educational record by the ~~Board-District~~ if the  
 662 student graduates from high school.

663 In cases where the student’s period of expulsion is shortened or waived in accordance with  
 664 Section VIII.D(14), above, the Board may choose to expunge the expulsion notice from the  
 665 cumulative record at the time the student completes the Board-specified program and meets any  
 666 other conditions required by the Board. Except as may be specified by the Board in an expulsion  
 667 hearing decision, the Board delegates the authority to make decisions pertaining to expungement  
 668 to the Superintendent.

669 If a student’s period of expulsion was not shortened or waived, the Board may choose to  
 670 expunge the expulsion notice from the student’s cumulative record prior to graduation if such  
 671 student has demonstrated to the Board that the student’s conduct and behavior in the years  
 672 following such expulsion warrants an expungement. In deciding whether to expunge the  
 673 expulsion notice, the Board may receive and consider evidence of any subsequent disciplinary  
 674 problems that have led to removal from a classroom, suspension or expulsion of the student.  
 675 Except as may be specified by the Board in an expulsion hearing decision, the Board delegates  
 676 the authority to make decisions pertaining to expungement to the Superintendent.

677  
 678 If the student has not previously been suspended or expelled, and the Administration chooses to  
 679 expunge the expulsion notice from the student’s cumulative record prior to graduation, the  
 680 Administration may refer to the existence of the expunged notice, notwithstanding the fact that  
 681 such notice may have been expunged from the student’s cumulative file, for the limited purpose  
 682 of determining whether any subsequent suspension or expulsion by the student would constitute  
 683 the student’s first such offense.

684 **XI. Change of Residence During Expulsion Proceedings**

685 A. Student moving into the District:

- 686 1. If a student enrolls in the District while an expulsion hearing is pending in another  
 687 public school district, such student shall not be excluded from school pending  
 688 completion of the expulsion hearing unless an emergency exists, as defined  
 689 above. The Board shall retain the authority to suspend the student or to conduct  
 690 its own expulsion hearing. The procedures outlined above in Section VIII and  
 691 consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen.  
 692 Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform  
 693 Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-  
 694 181a shall be utilized for any hearing conducted under this section.

- 695
- 696                   2.       Where a student enrolls in the district during the period of expulsion from another
- 697                   public school district, the Board may adopt the decision of the student expulsion
- 698                   hearing conducted by such other school district. The student shall be excluded
- 699                   from school pending such hearing. The excluded student shall be offered an
- 700                   alternative educational opportunity in accordance with statutory requirements.
- 701                   The Board (or the impartial board) shall make its determination pertaining to
- 702                   expulsion based upon a hearing held by the Board (or the impartial board), which
- 703                   hearing shall be limited to a determination of whether the conduct which was the
- 704                   basis of the previous public school district’s expulsion would also warrant
- 705                   expulsion by the Board. The procedures outlined above in Section VIII and
- 706                   consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen.
- 707                   Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform
- 708                   Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-
- 709                   181a shall be utilized for any hearing conducted under this section.

710

711                   B. Student moving out of the District:

712                   Where a student withdraws from school after having been notified that an expulsion hearing is

713                   pending, but before a decision has been rendered by the Board, the notice of the pending

714                   expulsion hearing shall be included on the student’s cumulative record and the Board shall

715                   complete the expulsion hearing and render a decision. If the Board subsequently renders a

716                   decision to expel the student, a notice of the expulsion shall be included on the student’s

717                   cumulative record.

718                   **XII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for**

719                   **Services under the Individuals with Disabilities Education Act (“IDEA”)**

720                   A. Suspension of IDEA students:

721                   Notwithstanding the foregoing, if ~~the Administration~~ a responsible administrator suspends a

722                   student identified as eligible for services under the IDEA (an “IDEA student”) who has

723                   violated any rule or code of conduct of the District that applies to all students, the following

724                   procedures shall apply:

- 725                   1. The ~~Administration~~ responsible administrator shall make reasonable attempts to
- 726                   immediately notify the parents of the student of the decision to suspend on the date on
- 727                   which the decision to suspend was made, and a copy of the special education procedural
- 728                   safeguards must either be hand-delivered or sent by mail to the parents on the date that the
- 729                   decision to suspend was made.
- 730                   2. During the period of suspension, the District is not required to provide any educational
- 731                   services to the IDEA student beyond that which is provided to all students suspended by
- 732                   the District.



733 B. Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:

734 Notwithstanding any provision to the contrary, if the Administration recommends for  
735 expulsion an IDEA student who has violated any rule or code of conduct of the District that  
736 applies to all students, the procedures described in this section shall apply. The procedures  
737 described in this section shall also apply for students whom the Administration has suspended  
738 in a manner that is considered under the IDEA, as it may be amended from time to time, to be  
739 a change in educational placement:

740 1. Upon the decision by the Administration to recommend expulsion or impose a suspension  
741 that would constitute a change in educational placement, the Administration shall promptly  
742 notify the parent(s)/guardian(s) of the student of the recommendation of expulsion or the  
743 suspension that would constitute a change in educational placement, and provide the  
744 parents(s)/guardian(s) a copy of the special education procedural safeguards either by  
745 hand-delivery or by mail (unless other means of transmission have been arranged).

746 2. The District shall immediately convene the student's planning and placement team  
747 ("PPT"), but in no case later than ten (10) school days after the recommendation for  
748 expulsion or the suspension that constitutes a change in placement was made. The  
749 student's PPT shall consider the relationship between

750 the student's disability and the behavior that led to the recommendation for expulsion or  
751 the suspension which constitutes a change in placement, in order to determine whether the  
752 student's behavior was a manifestation of the student's disability.

753 3. If the student's PPT finds that the behavior was a manifestation of the student's disability,  
754 the Administration shall not proceed with the recommendation for expulsion or the  
755 suspension that constitutes a change in placement.

756 4. If the student's PPT finds that the behavior was not a manifestation of the student's  
757 disability, the Administration may proceed with the recommended expulsion or suspension  
758 that constitutes a change in placement.

759 5. During any period of expulsion, or suspension of greater than ten (10) days per school year,  
760 the Administration shall provide the student with an alternative education program in  
761 accordance with the provisions of the IDEA.

762 6. When determining whether to recommend an expulsion or a suspension that constitutes a  
763 change in placement, the responsible administrator (or designee) should consider the nature  
764 of the misconduct and any relevant educational records of the student.

765 C. Removal of Special Education Students for Certain Offenses:

766 1. A responsible administrator may remove a student eligible for special education under the  
767 IDEA to an appropriate interim alternative educational setting for not more than forty-five  
768 (45) school days if the student:

- 769 a. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as  
770 amended from time to time, on school grounds, on school transportation or at a school-  
771 sponsored activity, or
- 772 b. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled  
773 substance while at school, on school transportation or at a school-sponsored activity;  
774 or
- 775 c. Has inflicted serious bodily injury upon another person while at school, on school  
776 premises, on school transportation or at a school function.
- 777 2. The following definitions shall be used for this subsection XII.C.:
- 778 a. **Dangerous weapon** means a weapon, device, instrument, material, or substance,  
779 animate or inanimate, that is used for, or is readily capable of, causing death or serious  
780 bodily injury, except that such term does not include a pocket knife with a blade of less  
781 than 2.5 inches in length.
- 782 b. **Controlled substance** means a drug or other substance identified under schedules I, II,  
783 III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).
- 784 c. **Illegal drug** means a controlled substance but does not include a substance that is  
785 legally possessed or used under the supervision of a licensed health-care professional  
786 or that is legally possessed or used under any other authority under the Controlled  
787 Substances Act or under any other provision of federal law.
- 788 d. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of  
789 death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D)  
790 protracted loss or impairment of the function of a bodily member, organ, or mental  
791 faculty.

792 **XIII. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of**  
793 **the Rehabilitation Act of 1973 (“Section 504”)**

- 794 A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if  
795 the Administration recommends for expulsion a student identified as eligible for educational  
796 accommodations under Section 504 who has violated any rule or code of conduct of the District  
797 that applies to all students, the following procedures shall apply:
- 798 1. The parents of the student must be notified of the decision to recommend the student for  
799 expulsion.
- 800 2. The District shall immediately convene the student’s Section 504 team (“504 team”) for  
801 the purpose of reviewing the relationship between the student’s disability and the behavior  
802 that led to the recommendation for expulsion. The 504 team will determine whether the  
803 student’s behavior was a manifestation of the student’s disability.
- 804 3. If the 504 team finds that the behavior was a manifestation of the student’s disability, the  
805 Administration shall not proceed with the recommended expulsion.

- 806 4. If the 504 team finds that the behavior was not a manifestation of the student's disability,  
807 the Administration may proceed with the recommended expulsion.
- 808 B. The Board may take disciplinary action for violations pertaining to the use or possession of  
809 illegal drugs or alcohol against any student with a disability who currently is engaging in the  
810 illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against  
811 nondisabled students. Thus, when a student with a disability is recommended for expulsion  
812 based solely on the illegal use or possession of drugs or alcohol, the 504 team *shall not be*  
813 *required to meet* to review the relationship between the student's disability and the behavior  
814 that led to the recommendation for expulsion.

815 **XIV. Procedures Governing Expulsions for Students Placed in a Juvenile Detention Center**

- 816 A. Any student who commits an expellable offense and is subsequently placed in a juvenile  
817 detention center or any other residential placement for such offense may be expelled by the  
818 Board in accordance with the provisions of this section. The period of expulsion shall run  
819 concurrently with the period of placement in a juvenile detention center or other residential  
820 placement.
- 821 B. If a student who committed an expellable offense seeks to return to the District after  
822 participating in a diversionary program or having been placed in a juvenile  
823 detention center or any other residential placement and such student has not been expelled by the  
824 board of education for such offense under subdivision (A) of this subsection, the Board shall  
825 allow such student to return and may not expel the student for additional time for such offense.

826 **XV. Early Readmission to School**

827 An expelled student may apply for early readmission to school. The Board delegates the authority  
828 to make decisions on readmission requests to the Superintendent. Students desiring readmission  
829 to school shall direct such readmission requests to the Superintendent. The Superintendent has the  
830 discretion to approve or deny such readmission requests, and may condition readmission on  
831 specified criteria.

832 **XVI. Dissemination of Policy**

833 The District shall, at the beginning of each school year and at such other times as it may deem  
834 appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s)  
835 of this policy.

836 **XVII. Compliance with Documentation and Reporting Requirements**

- 837 A. The District shall include on all disciplinary reports the individual student's state-assigned  
838 student identifier (SASID).
- 839 B. The District shall report all suspensions and expulsions to the State Department of Education.
- 840 C. If the Board of Education expels a student for sale or distribution of a controlled substance, as  
841 defined in Conn. Gen. Stat. § 21a-240(9), whose manufacture, distribution, sale, prescription,  
842 dispensing, transporting or possessing with the intent to sell or dispense, offering, or

843 administration is the subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-  
844 278, the District shall refer such student to an appropriate state or local agency for  
845 rehabilitation, intervention or job training and inform the agency of its action.

846 D. If the Board of Education expels a student for possession of a firearm, as defined in 18 U.S.C.  
847 § 921, or deadly weapon, dangerous instrument or martial arts weapon, as defined in Conn.  
848 Gen. Stat. § 53a-3, the District shall report the violation to the local police.

849 **Legal References:**

850 Connecticut General Statutes:

- 851
- 852 § 10-16 Length of school year
- 853
- 854 § 10-74j Alternative education
- 855
- 856 §§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act
- 857
- 858 § 10-222d Safe school climate plans. Definitions. Safe school climate assessments
- 859
- 860 §§ 10-233a through 10-233f Suspension and expulsion of students
- 861
- 862 § 10-233l Expulsion and suspension of children in preschool programs
- 863
- 864 § 10-253 School privileges for children in certain placements, nonresident children,  
865 children in temporary shelters, homeless children and children in juvenile  
866 detention facilities. Liaison to facilitate transitions between school districts  
867 and juvenile and criminal justice systems.
- 868
- 869 § 19a-342a Use of electronic nicotine delivery system or vapor product prohibited.  
870 Exceptions. Signage required. Penalties
- 871
- 872 § 21a-240 Definitions
- 873
- 874 § 21a-277 Penalty for illegal manufacture, distribution, sale, prescription, dispensing
- 875
- 876 § 21a-278 Penalty for illegal manufacture, distribution, sale, prescription, or  
877 administration by non-drug-dependent person
- 878
- 879 §§ 21a-408a through 408p Palliative Use of Marijuana
- 880
- 881 § 29-35 Carrying of pistol or revolver without permit prohibited. Exceptions
- 882
- 883 § 29-38 Weapons in vehicles
- 884
- 885 § 53a-3 Definitions
- 886
- 887 § 53-206 Carrying of dangerous weapons prohibited

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§ 53-344 Sale or delivery of cigarettes or tobacco products to persons under twenty-one.

§ 53-344b Sale and delivery of electronic nicotine delivery system or vapor products to persons under twenty-one years or age

Public Act No. 24-25, “An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth.”

Public Act 24-93, “An Act Concerning Various and Assorted Revisions to the Education Statutes.”

Public Act No. 21-46, “An Act Concerning Social Equity and the Health, Safety and Education of Children.”

*Packer v. Board of Educ. of the Town of Thomaston*, 717 A.2d 117 (Conn. 1998).

*State v. Hardy*, 896 A.2d 755 (Conn. 2006).

*State v. Guzman*, 955 A.2d 72 (Conn. App. Ct. 2008).

Connecticut State Department of Education, *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted January 3, 2018.

Federal law:

Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

18 U.S.C. § 921 (definition of “firearm”)

18 U.S.C. § 930(g)(2) (definition of “dangerous weapon”)

18 U.S.C. § 1365(h)(3) (identifying “serious bodily injury”)

21 U.S.C. § 812(c) (identifying “controlled substances”)

34 C.F.R. § 300.530 (defining “illegal drugs”)

Gun-Free Schools Act, 20 U.S.C. § 7961

*Honig v. Doe*, 484 U.S. 305 (1988)

U.S. Department of Education Office for Civil Rights, U.S. Department of Justice Civil Rights Division, *Resource on Confronting Racial Discrimination in Student Discipline (May 2023)*

Date of Adoption: October 6, 2020  
Date of Revision: January 4, 2022  
Date of Revision: December 12, 2023

#5113

**Student Attendance, Truancy and  
Chronic Absenteeism  
(formerly Student Attendance)**

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Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education (the “Board”), through its Superintendent, will adopt and maintain procedures to implement this policy.

In addition, the Board takes seriously the issue of chronic absenteeism. To address this issue, the Board, through its Superintendent, will adopt and maintain procedures regarding chronic absenteeism in accordance with state law.

**Legal References:**

Public Act No. 22-47

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-184

Connecticut General Statutes § 10-186

Connecticut General Statutes § 10-198a

Connecticut General Statutes § 10-198b

Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

Connecticut General Statutes § 10-198e

Connecticut General Statutes § 10-198f

Guidelines for Reporting Student Attendance in the Public School Information System  
(Connecticut State Department of Education, January 2008)

41 Connecticut State Board of Education Memorandum, *Definitions of Excused and*  
42 *Unexcused Absences* (June 27, 2012)

43  
44 Connecticut State Department of Education, *Guidelines for Implementation of the*  
45 *Definitions of Excused and Unexcused Absences and Best Practices for Absence*  
46 *Prevention and Intervention* (April 2013)

47  
48 Connecticut State Department of Education, *Reducing Chronic Absence in Connecticut's*  
49 *Schools: A Prevention and Intervention Guide for Schools and Districts* (April 2017)

50  
51 Connecticut State Department of Education Memorandum, *Youth Service Bureau*  
52 *Referral for Truancy and Defiance of School Rules* (February 22, 2018)

53  
54 Connecticut State Department of Education, *Youth Service Bureau Referral Guide*  
55 (February 2018)

56  
57 Connecticut State Department of Education Memorandum, *Mental Health Wellness Days*  
58 (January 24, 2022)

59  
60 Connecticut State Department of Education Memorandum, *Adoption of Definitions of*  
61 *Remote Absence* (September 7, 2022)

62  
63 Connecticut State Board of Education Resolution (September 7, 2022)

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67 Date of Adoption: October 6, 2020

68 Date Revised: April 5, 2022

69 Date Revised: January 10, 2023

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Regulation #5113  
Student Attendance, Truancy and  
Chronic Absenteeism  
(formerly Student Attendance)

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6 **I. Attendance and Truancy**

7  
8 A. Definitions for Section I

- 9  
10 1. **“Absence”** - any day during which a student is not considered “in attendance” ~~at his/her~~  
11 ~~assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of~~  
12 ~~the school day.~~ as defined in these regulations.
- 13  
14 2. **“Disciplinary absence”** - Any absence as a result of school or district disciplinary action.  
15 Any student serving an out-of-school suspension or expulsion should be considered  
16 absent. ~~Such~~ except for each day that the student receives alternative educational  
17 programming for at least half of the instructional school day. A disciplinary absence is  
18 not considered excused or unexcused for attendance and truancy purposes.
- 19  
20 3. **“Educational evaluation”** - for purposes of this policy, an educational evaluation is an  
21 assessment of a student’s educational development, which, based upon the student’s  
22 presenting characteristics, would assess (as appropriate) the following areas: health,  
23 vision, hearing, social and emotional status, general intelligence, academic performance,  
24 communicative status and motor abilities.
- 25  
26 4. **“Excused absence”** - a student is considered excused from school if the school has  
27 received written documentation describing the reason for the absence within ten (10)  
28 school days of the student’s return to school, or if the child has been excluded from  
29 school in accordance with section 10-210 of the Connecticut General Statutes (regarding  
30 communicable diseases), and the following criteria are met:
- 31  
32 a. Any absence before the student’s tenth (10<sup>th</sup>) absence is considered excused when the  
33 student’s parent/guardian approves such absence and submits
- 34



#5113R(b)

appropriate written documentation in accordance with this regulation.

b. For the student’s tenth (10<sup>th</sup>) absence and all absences thereafter, a student’s absences from school are, with appropriate documentation in accordance with this regulation, considered excused only for the following reasons:

- i. student illness (verified by an appropriately licensed medical professional);
- ii. religious holidays;
- iii. mandated court appearances (documentation required);
- iv. funeral or death in the family, or other emergency beyond the control of the student’s family;
- v. extraordinary educational opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this regulation;
- vi. lack of transportation that is normally provided by a district other than the one the student attends.

c. A student, age five (5) to eighteen (18), whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student’s parent or legal guardian with respect to the parent’s leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student’s teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to his or her return to school.

5. “In aAttendance” - aAny day during which a student is present at the student’s assigned school, or an activity sponsored by the school, and/or participating in an activity sponsored by the school (e.g., field trip) for at least half of the regular school day; and/or

67 participating in statutorily authorized remote learning as determined through a  
68 combination of synchronous virtual classes, synchronous virtual meetings, activities on  
69 time-logged electronic systems, and/or the completion and submission of assignments for  
70 at least half of the instructional school day;

71 6. “Mental health wellness day” - a school day during which a student attends to such  
72 student’s emotional and psychological well-being in lieu of attending school.

73  
74 7. “Remote learning” means instruction by means of one or more Internet-based software  
75 platforms as part of a remote learning model as may be authorized by the Madison Board  
76 of Education (the “Board”) in accordance with applicable law.

77 8. “Student” - a student enrolled in the Madison Public Schools (the “District”).  
78

79 97. "Truant" - any student five (5) to eighteen (18) years of age, inclusive, who has four (4)  
80 unexcused absences from school in any one month or ten (10) unexcused absences from  
81 school in any school year.

82  
83 108. "Unexcused absence" - any absence from a regularly scheduled school day for at least  
84 one half of the school day, which is not excused or considered a disciplinary absence.

85  
86 The determination of whether an absence is excused will be made by the building  
87 principal or principal’s his/her designee. Parents or other persons having control of the  
88 child may appeal that decision to the Superintendent or his/her Superintendent’s designee,  
89 whose decision shall be final.

90  
91 B. Mental Health Wellness Days

92 Any student enrolled in grades kindergarten to twelve, inclusive, shall be permitted to  
93 take two mental health wellness days during the school year, during which day such  
94 student shall not be required to attend school. No student shall take mental health  
95 wellness days during consecutive school days. Mental health wellness days shall be  
96 excused when permission by the student’s parent/guardian is documented by the student’s  
97 school, regardless of the number of absences a student has accrued in the school year.  
98 Mental health wellness days will not be included in reporting or referrals related to  
99

100 truancy. Mental health wellness day will count as an “absence” for determining chronic  
101 absenteeism, as defined in Section II of this policy.

102  
103 C.. Written Documentation Requirements for Absences

104  
105 1. Written documentation must be submitted for each incidence of absence within ten (10)  
106 school days of the student’s return to school. Consecutive days of absence are considered  
107 one incidence of absence.

108  
109 2. The first nine (9) days of absence will be excused upon receipt of a signed note from the  
110 student’s parent/guardian, a signed note from a school official that spoke in person with  
111 the parent/guardian regarding the absence, or a note confirming the absence by the school  
112 nurse or by a licensed medical professional, as appropriate. ~~For any absence due to~~  
113 ~~student illness, the signed note must include the specific symptom(s) exhibited by the~~  
114 ~~student so that the District can monitor trends that would suggest the spread of COVID-~~  
115 ~~19.~~

116  
117 3. For the student’s tenth (10<sup>th</sup>) absence, and all absences thereafter, documentation of the  
118 absence must be submitted in accordance with paragraphs 1 and 2 above, and must also  
119 include the reason for the absence and the following additional information:

120  
121 a. student illness:

122  
123 i. a signed note from a medical professional, who may be the school nurse, who has  
124 evaluated the student confirming the absence and giving an expected return date  
125 ~~and including the specific symptom(s) exhibited by the student so that the District~~  
126 ~~can monitor trends that would suggest the spread of COVID-19;~~ or

127 ii. a signed note from school nurse who has spoken with the student’s medical  
128 professional and confirmed the absence, including the date and location of the  
129 consultation ~~and including the specific symptom(s) exhibited by the student so~~  
130 ~~that the District can monitor trends that would suggest the spread of COVID-19.~~

- 131           b. religious holidays: none.
- 132           c. mandated court appearances:
- 133           i. a police summons;
- 134           ii. a subpoena;
- 135           iii. a notice to appear;
- 136           iv. a signed note from a court official; or
- 137           v. any other official, written documentation of the legal requirement to
- 138           appear in court.
- 139           d. funeral or death in the family, or other emergency beyond the control of the
- 140           student's family: a written document explaining the nature of the emergency.
- 141           e. extraordinary educational opportunity pre-approved by the district
- 142           administrators and in accordance with Connecticut State Department
- 143           of Education guidance and this policy: written pre-approval from the
- 144           administration, in accordance with this regulation.
- 145           f. lack of transportation that is normally provided by a district other than the one
- 146           the student attends: none.
- 147
- 148           4. ~~Neither e-mail nor text message shall serve to satisfy the requirement of written~~
- 149           ~~documentation. In rare and extraordinary circumstances, Under certain circumstances, a~~
- 150           building administrator may, in ~~his/her~~the administrator's own discretion, accept the
- 151           delivery of written documentation through a scanned copy sent by e-mail.
- 152
- 153           5. The District reserves the right to randomly audit written documentation received, through
- 154           telephone and other methods of communication, to determine its authenticity.
- 155
- 156           6. Any absence that is not documented in accordance with this regulation within ten (10)
- 157           school days after the incidence of absence will be recorded as unexcused. If
- 158           documentation is provided within ten (10) school days, but is incomplete, the building
- 159           principal may, at his/her own discretion, grant up to a five (5) school day extension for
- 160           provision of the completed documentation.
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162 D. Extraordinary Educational Opportunities

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1. To qualify as an extraordinary educational opportunity, the opportunity must:
  - a. be educational in nature and must have a learning objective related to the student’s course work or plan of study;
  - b. be an opportunity not ordinarily available to the student;
  - c. be grade and developmentally appropriate; and
  - d. include content that is highly relevant to the student; while some opportunities will be relevant to all students, others will contain very specific content that would limit their relevance to a smaller group of students.
  
2. Family vacations do not qualify as extraordinary educational opportunities.
  
3. All requests for approval of extraordinary educational opportunities must:
  - a. be submitted to the building principal in writing prior to the opportunity, but no later than ten (10) school days prior to the opportunity except in exceptional circumstances at the discretion of the building administrator;
  - b. contain the signatures of both the parent/guardian and the student;
  - c. include an outline of the learning objective of the opportunity and include detail as to how the objective is linked to the student’s coursework or plan of study; and
  - d. include additional documentation, where available, about the opportunity.
  
4. The building principal shall provide a response in writing and include the following:
  - a. either approval or denial of the request;
  - b. brief reason for any denial;
  - c. any requirements placed upon the student as a condition of approval;
  - d. the specific days approved as excused absences for the opportunity;
  - e. the understanding that the building administrator may withdraw ~~its~~ approval if the opportunity is canceled or the student fails to meet the agreed-upon requirements of the approval.

- 193 5. All decisions of the building principal relating to extraordinary educational opportunities  
194 shall be final.
- 195 6. Students who are granted excusal from school to participate in extraordinary educational  
196 opportunities are expected to share their experiences with other students and/or school  
197 staff when they return.
- 198 7. Approval for an extraordinary educational opportunity is determined on a case-by-case  
199 basis and the analysis of individualized factors. An opportunity approved for one student  
200 may not be approved for another.

201

202 E. Truancy Exceptions:

203

- 204 1. A student five (5) or six (6) years of age shall not be considered truant if the parent or  
205 person having control over such student has appeared personally at the ~~school~~ District  
206 office and exercised the option of not sending the child to school at five (5) or six (6)  
207 years of age.

208

- 209 ~~2. Until June 30, 2023, A student seventeen (17) years of age shall not be considered truant~~  
210 ~~if the parent or person having control over such student consents to such student's~~  
211 ~~withdrawal from school. Such parent or person shall personally appear at the school~~  
212 ~~district office and sign a withdrawal form indicating such consent. Such withdrawal form~~  
213 ~~must include an attestation from a guidance counselor or school administrator from the~~  
214 ~~school that the district provided the parent (or person having control of the child) with~~  
215 ~~information on the educational options available in the school system and community.~~

216

- 217 ~~23. Beginning July 1, 2023, A~~ student who is eighteen (18) years of age or older may  
218 withdraw from school. Such student shall personally appear in person at the school  
219 District office and sign a withdrawal form. Such withdrawal form must include an  
220 attestation from a guidance counselor or school administrator from the school that the  
221 District provided such student with information on the educational options available in  
222 the school system and community.

223

224 3. ~~Beginning July 1, 2023, a~~ student seventeen (17) years of age shall not be considered  
225 truant if the parent or person having control over such child withdraws such child from  
226 school and enrolls such child in an adult education program pursuant to Conn. Gen. Stat.  
227 § 10-69. Such parent or person shall personally appear at the ~~school~~-District office and  
228 sign an adult education withdrawal and enrollment form. Such adult education  
229 withdrawal and enrollment form shall include an attestation (1) from a school counselor  
230 or school administrator of the school that the District has provided such parent or person  
231 with information on the educational options available in the school system and in the  
232 community, and (2) from such parent or person that such child will be enrolled in an adult  
233 education program upon such child's withdrawal from school.

234  
235 ~~45.~~ If a parent or guardian of an expelled student chooses not to enroll the student in an  
236 alternative program, the student shall not be considered to be “truant.”

237  
238 F. Readmission to School Following Voluntary Withdrawal

239  
240 1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in  
241 accordance with Section ~~ED.32~~, above) and subsequently seeks readmission, the Board  
242 may deny school accommodations to the student for up to ninety (90) school days from  
243 the date of the student’s withdrawal from school.

244  
245 2. If a student who has voluntarily withdrawn from school (in accordance with Section  
246 ~~D.2E.3~~, above) seeks readmission within ten (10) school days of his/her withdrawal, the  
247 Board shall provide school accommodations to the student not later than three (3) school  
248 days after the student requests readmission.

249  
250 G. Determinations of Whether a Student is “In Attendance”:

251  
252 1. A student serving an out of school suspension or expulsion shall be reported as absent  
253 unless he or she receives an alternative educational program for at least ~~one~~-half of the

254 ~~regular~~ instructional school day. In any event, the absence is considered a disciplinary  
255 absence, and will not be designated as excused or unexcused.

256  
257 2. On early dismissal days and days shortened due to inclement weather, the regular school  
258 day for attendance purposes is considered to be the amount of instructional time offered  
259 to students on that day. For example, if school is open for four hours  
260 on a shortened day scheduled, a student must be present for a minimum of two hours in  
261 order to be considered “in attendance.”

262  
263 3. Students placed on homebound instruction due to illness or injury in accordance with  
264 applicable regulations and requirements are counted as being “in attendance” for every  
265 day that they receive instruction from an appropriately certified teacher for an amount of  
266 time deemed adequate in accordance with applicable law.

267  
268 H. Procedures for students in grades K-8\*

269 1. Notification

270 a. Annually at the beginning of the school year and upon the enrollment of any child  
271 during the school year, the administration shall notify the parent or other person  
272 having control of the student enrolled in grades K - 8 in writing of the obligations  
273 pursuant to Conn. Gen. Stat. § 10-184 to ensure that such a student attends school  
274 regularly or to show that the child is elsewhere receiving equivalent instruction in the  
275 studies taught in the District.

276  
277 b. Annually at the beginning of the school year and upon the enrollment of any child  
278 during the school year, the administration shall obtain from the parent or other person  
279 having control of the student in grades K-8 a telephone number or other means of  
280 contacting such parent or other person during the school day.

281  
282 2. Monitoring

283 Each school shall implement a system of monitoring individual unexcused absences of  
284 students in grades K-8. Whenever such a student fails to report to school on a regularly



285 scheduled school day, school personnel under the direction of the building principal [or  
286 principal's designee] shall make a reasonable effort to notify the parent or other person  
287 having control of such student by telephone and by mail of the student's absence, unless  
288 school personnel have received an indication that the parent or other person is aware of  
289 the student's absence. [Reasonable efforts shall include two (2) attempts to reach the  
290 parent or other person at the telephone number provided by the parent or other person.  
291 Such attempts shall be recorded on a form provided by the Superintendent.] Any person  
292 who, in good faith, gives or fails to give such notice shall be immune from liability, civil  
293 or criminal, which might otherwise be incurred or imposed and shall have the same  
294 immunity with respect to any judicial proceeding which results from such notice or  
295 failure to give notice.  
296

297 I. Procedures applicable to students ages five (5) to eighteen (18)

298 1. Intervention

299 a. When a student is truant, the building principal or ~~his/her~~principal's designee shall  
300 schedule a meeting with the parent (or other person having control of such student)  
301 and appropriate school personnel to review and evaluate the reasons for the student's  
302 truancy. This meeting shall be held no later than ten (10) days after the student  
303 becomes truant. The district shall document the meeting, and if parent or other person  
304 declines to attend the meeting, or is otherwise is non-responsive, that fact shall also be  
305 documented and the meeting shall proceed with school personnel in attendance.  
306

307 b. When a student is truant, the Superintendent or ~~the Superintendent's~~his/her designee  
308 shall coordinate services with and referrals of students to community agencies  
309 providing child and family services, as appropriate. The ~~D~~istrict shall document  
310 efforts to contact and include families and to provide early intervention in truancy  
311 matters.  
312

313 c. When a student is truant, the Superintendent or Superintendent's designee shall  
314 provide notice to the student's parent or guardian of the information concerning the  
315 existence and availability of the 2-1-1 Infoline program, and other pediatric mental and

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behavioral health screening services and tools described in Conn. Gen. Stat. § 17a-22r.

- d. ~~Beginning July 1, 2023,~~ When a student is truant, an appropriate school mental health specialist, as determined by the District, shall conduct an evaluation of the student to determine if additional behavioral health interventions are necessary for the well-being of the child. “School mental health specialist” means any person employed by the District to provide mental health services to students, including but not limited to a school social worker, school psychologist, trauma specialist, behavior technician, board certified behavior analyst, school counselor, licensed professional counselor or licensed marriage and family therapist.
  
- e. If the Commissioner of Education determines that any school under the jurisdiction of Madison Board of Education (the “Board”) has a disproportionately high rate of truancy, the district shall implement in that school a truancy intervention model identified by the Department of Education pursuant to Conn. Gen. Stat. § 10-198e.
  
- f. In addition to the procedures specified in subsections (a) through (c) above, a regular education student who is experiencing attendance problems should be referred to the building Child Study Team [or other appropriate school-based team] (the “Team”) to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a planning and placement team (“PPT”) meeting to review the student’s need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.
  
- g. Where the documented implementation of the procedures specified in subsections (a) through (d) above does not result in improved outcomes despite collaboration with the parent/guardian, the Superintendent or ~~his/her~~Superintendent’s designee may, with written parental consent, refer a student who is truant to a Youth Service Bureau.

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J. Attendance Records

All attendance records developed by the Board shall include the individual student’s state-assigned student identifier (SASID).

**II. Chronic Absenteeism**

A. Definitions for Section II

1. “Chronically absent child” - a child who is enrolled in a school under the jurisdiction of the Board and whose total number of absences at any time during a school year is equal to or greater than ten percent (10%) of the total number of days that such student has been enrolled at such school during such school year;
2. “Absence” - an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to section 10-198b of the general statutes and these administrative regulations;
3. “District chronic absenteeism rate” - the total number of chronically absent children under the jurisdiction of the Board in the previous school year divided by the total number of children under the jurisdiction of the Board for such school year; and
4. “School chronic absenteeism rate” - the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

B. Establishment of Attendance Review Teams

If the Board has a district chronic absenteeism rate of ten percent (10%) or higher, it shall establish an attendance review team for the school district.

If a school under the jurisdiction of the Board has a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for that school.

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If the Board has more than one school with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

If the Board has a district chronic absenteeism rate of ten percent (10%) or higher and one or more schools with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

C. Composition and Role of Attendance Review Teams

Any attendance review team established under these regulations may include school administrators, guidance counselors, school social workers, teachers, representatives from community-based programs who address issues related to student attendance by providing programs and services to truants, as defined under I.A.97, and chronically absent children and their parents or guardians.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

D. State Chronic Absenteeism Prevention and Intervention Plan

The Board and its attendance review teams, if any, will consider any chronic absenteeism prevention and intervention plan developed by the State Department of Education.

**III. Reports to the State Regarding Truancy Data**

406           Annually, each local and regional board of education shall include information regarding  
407           the number of truants and chronically absent children in the strategic school profile report  
408           for each school under its jurisdiction and for the school district as a whole submitted to  
409           the Commissioner of Education. Measures of truancy include the type of data that is  
410           required to be collected by the Department of Education regarding attendance and  
411           unexcused absences in order for the department to comply with federal reporting  
412           requirements and the actions taken by the board of education to reduce truancy in the  
413           school district.

414

415 **IV.    Evolving State Department of Education Guidance**

416           The Board will comply with any and all guidance issued by the State Department of  
417           Education regarding attendance requirements, including during periods of blended  
418           learning, and regarding attendance requirements of students who choose not to  
419           participate.

420

421 **Legal References:**

422

423           Connecticut General Statutes § 10-220

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425           Connecticut General Statutes § 10-184

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427           Connecticut General Statutes § 10-186

428

429           Connecticut General Statutes § 10-198a

430

431           Connecticut General Statutes § 10-198b

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433           Connecticut General Statutes § 10-198c

434

435           Connecticut General Statutes § 10-198d

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437           Connecticut General Statutes § 10-198e

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439           Connecticut General Statutes § 10-198f

440

441           Guidelines for Reporting Student Attendance in the Public School Information System  
442           (Connecticut State Department of Education, January 2008)

443

- 444 Connecticut State Board of Education Memorandum, *Definitions of Excused and*  
445 *Unexcused Absences* (June 27, 2012)  
446
- 447 Connecticut State Department of Education, *Guidelines for Implementation of the*  
448 *Definitions of Excused and Unexcused Absences and Best Practices for Absence*  
449 *Prevention and Intervention* (April 2013)  
450
- 451 Connecticut State Department of Education, *Reducing Chronic Absence in Connecticut's*  
452 *Schools: A Prevention and Intervention Guide for Schools and Districts* (April 2017)  
453
- 454 Connecticut State Department of Education Memorandum, *Youth Service Bureau*  
455 *Referral for Truancy and Defiance of School Rules* (February 22, 2018)  
456
- 457 Connecticut State Department of Education, *Youth Service Bureau Referral Guide*  
458 (February 2018)  
459
- 460 Connecticut State Department of Education Memorandum, *Mental Health Wellness Days*  
461 (January 24, 2022)  
462
- 463 Connecticut State Department of Education Memorandum, *Adoption of Definition of*  
464 *Remote Absence* (September 7, 2022)  
465
- 466 Connecticut State Board of Education Resolution (September 7, 2022)  
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**Bullying Prevention and Intervention**

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5 The Madison Board of Education (the “Board”) is committed to creating and maintaining an  
6 educational environment within the Madison Public Schools (the “District”) that is physically,  
7 emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment  
8 and discrimination. In accordance with state law and the Board’s Safe School Climate Plan, the  
9 Board expressly prohibits any form of bullying behavior on school grounds; at a school-  
10 sponsored or school-related activity, function or program, whether on or off school grounds; at a  
11 school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional  
12 board of education; or through the use of an electronic device or an electronic mobile device  
13 owned, leased or used by the Board.

14  
15 The Board also prohibits any form of bullying behavior outside of the school setting if such  
16 bullying (i) creates a hostile environment at school for the student against whom such bullying  
17 was directed, (ii) infringes on the rights of the student against whom such bullying was directed  
18 at school, or (iii) substantially disrupts the education process or the orderly operation of a school.  
19 Discrimination and/or retaliation against an individual who reports or assists in the investigation  
20 of an act of bullying is likewise prohibited.

21  
22 Students who engage in bullying behavior or teen dating violence shall be subject to school  
23 discipline, up to and including expulsion, in accordance with the Board's policies on student  
24 discipline, suspension and expulsion, and consistent with state and federal law.

25  
26 For purposes of this policy, “**Bullying**” means unwanted and aggressive behavior among  
27 children in grades kindergarten to twelve, inclusive, that involves a real or perceived power  
28 imbalance.~~an act that is direct or indirect and severe, persistent or pervasive, which:~~

29  
30 ~~caused physical or emotional harm to an individual;~~  
31 ~~placed an individual in reasonable fear of physical or emotional harm; or~~  
32 ~~infringes on the rights or opportunities of an individual at school.~~

#5131.911(b)

34  
35 Bullying shall include, but need not be limited to, a written, oral or electronic communication or  
36 physical act or gesture based on any actual or perceived differentiating characteristics, such as  
37 race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and  
38 expression, socioeconomic status, academic status, physical appearance, or mental, physical,  
39 developmental or sensory disability, or by association with an individual or group who has or is  
40 perceived to have one or more of such characteristics.

41  
42 For purposes of this policy, "**Cyberbullying**" means any act of bullying through the use of the  
43 Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic  
44 devices or any electronic communications.

45  
46 For purposes of this policy, "**Teen Dating Violence**" means any act of physical, emotional or  
47 sexual abuse, including stalking, harassing and threatening, that occurs between two students  
48 who are currently in or who have recently been in a dating relationship.

49  
50 For purposes of this policy, "**Discrimination**" means unlawful discrimination that occurs when a  
51 student is denied participation in, or the benefits of, a program or activity of the Board because of  
52 such student's actual or perceived race, color, religion, age, sex, sexual orientation, marital  
53 status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression,  
54 veteran status, status as a victim of domestic violence or any other basis prohibited by state or  
55 federal law ("Protected Class").

56  
57 For purposes of this policy, "**Harassment**" is a form of Protected Class discrimination that is  
58 prohibited by law and by this policy. Harassment constitutes unlawful discrimination when it  
59 creates a hostile environment, which occurs when the harassment is sufficiently severe,  
60 pervasive, or persistent so as to interfere with or limit a student's ability to participate in or  
61 benefit from the services, activities, or opportunities offered by a school. Harassment does not  
62 have to include intent to harm, be directed at a specific target, or involve repeated incidents.  
63 Harassment may be an act of bullying.

64  
65 Consistent with the requirements under state law, the Board authorizes the Superintendent or  
66 designee(s), along with the Safe School Climate Coordinator, to be responsible for developing  
67 and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state  
68 law, such Safe School Climate Plan shall include, but not be limited to provisions which:

69



- 70 (1) enable students to anonymously report acts of bullying to school employees and  
71 require students and the parents or guardians of students to be notified at the  
72 beginning of each school year of the process by which students may make such  
73 reports;  
74
- 75 (2) enable the parents or guardians of students to file written reports of suspected  
76 bullying;  
77
- 78 (3) require school employees who witness acts of bullying or receive reports of bullying  
79 to orally notify the safe school climate specialist, or another school administrator if  
80 the safe school climate specialist is unavailable, not later than one school day after  
81 such school employee witnesses or receives a report of bullying, and to file a written  
82 report not later than two school days after making such oral report;  
83
- 84 (4) require the safe school climate specialist to investigate or supervise the investigation  
85 of all reports of bullying and ensure that such investigation is completed promptly  
86 after receipt of any written reports made under this section and that the parents or  
87 guardians of the student alleged to have committed an act or acts of bullying and the  
88 parents or guardians of the student against whom such alleged act or acts were  
89 directed receive prompt notice that such investigation has commenced;  
90
- 91 (5) require the safe school climate specialist to review any anonymous reports, except  
92 that no disciplinary action shall be taken solely on the basis of an anonymous report;  
93
- 94 (6) include a prevention and intervention strategy for school employees to deal with  
95 bullying and teen dating violence;  
96
- 97 (7) provide for the inclusion of language in student codes of conduct concerning  
98 bullying;  
99
- 100 (8) require each school to notify the parents or guardians of students who commit any  
101 verified acts of bullying and the parents or guardians of students against whom

102 such acts were directed not later than forty-eight hours after the completion of the  
103 investigation described in subdivision (4), above; (A) of the results of such  
104 investigation, and (B) verbally or by electronic mail, if such parents' or guardians'  
105 electronic mail addresses are known, that such parents or guardians may refer to  
106 the plain language explanation of the rights and remedies available under Conn.  
107 Gen. Stat. Section 10-4a and 10-4b published on the Internet website of the  
108 Board;

109  
110 (9) require each school to invite the parents or guardians of a student against whom  
111 such act was directed to a meeting to communicate to such parents or guardians the  
112 measures being taken by the school to ensure the safety of the student against whom  
113 such act was directed and policies and procedures in place to prevent further acts of  
114 bullying;

115  
116 (10) require each school to invite the parents or guardians of a student who commits any  
117 verified act of bullying to a meeting, separate and distinct from the meeting required  
118 in subdivision (9) above, to discuss specific interventions undertaken by the school  
119 to prevent further acts of bullying;

120  
121 (11) establish a procedure for each school to document and maintain records relating to  
122 reports and investigations of bullying in such school and to maintain a list of the  
123 number of verified acts of bullying in such school and make such list available for  
124 public inspection, and annually report such number to the Department of Education  
125 and in such manner as prescribed by the Commissioner of Education;

126  
127 (12) direct the development of case-by-case interventions for addressing repeated  
128 incidents of bullying against a single individual or recurrently perpetrated bullying  
129 incidents by the same individual that may include both counseling and discipline;

130  
131 (13) prohibit discrimination and retaliation against an individual who reports or assists in  
132 the investigation of an act of bullying;

133

134 (14) direct the development of student safety support plans for students against whom an  
135 act of bullying was directed that address safety measures the school will take to  
136 protect such students against further acts of bullying;

137  
138 (15) require the principal of a school, or the principal's designee, to notify the  
139 appropriate local law enforcement agency when such principal, or the principal's  
140 designee, believes that any acts of bullying constitute criminal conduct;

141 (16) prohibit bullying (A) on school grounds, at a school-sponsored or school-related  
142 activity, function or program whether on or off school grounds, at a school bus stop,  
143 on a school bus or other vehicle owned, leased or used by a local or regional board  
144 of education, or through the use of an electronic device or an electronic mobile  
145 device owned, leased or used by the Board, and (B) outside of the school setting if  
146 such bullying (i) creates a hostile environment at school for the student against  
147 whom such bullying was directed, or (ii) infringes on the rights of the student  
148 against whom such bullying was directed at school, or (iii) substantially disrupts the  
149 education process or the orderly operation of a school;

150  
151 (17) require, at the beginning of each school year, each school to provide all school  
152 employees with a written or electronic copy of the school district's safe school  
153 climate plan;

154  
155 (18) require that all school employees annually complete the training described in Conn.  
156 Gen. Stat. §§ 10-220a or 10-222j related to the identification, prevention and  
157 response to bullying.

158  
159 The notification required pursuant to subdivision (8) (above) and the invitation required pursuant  
160 to subdivisions (9) and (10) (above) shall include a description of the response of school  
161 employees to such acts and any consequences that may result from the commission of further acts  
162 of bullying. Any information provided under this policy or accompanying Safe School Climate  
163 Plan shall be provided in accordance with the confidentiality restrictions imposed under the  
164 Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access  
165 to Student Information policy and regulations.

166  
167 The Board shall submit its Safe School Climate Plan to the Connecticut State Department of  
168 Education (the “Department”) for review and approval. Not later than thirty (30) calendar days  
169 after approval by the Department, the Board shall make such plan available on the Board's and  
170 each individual school in the school district's web site and ensure that the Safe School Climate  
171 Plan is included in the school district's  
172 publication of the rules, procedures and standards of conduct for schools and in all student  
173 handbooks.

174  
175 As required by state law, the Board, after consultation with the ~~Connecticut~~ Department of  
176 ~~Education~~ and the Connecticut Social and Emotional Learning and School Climate Advisory  
177 Collaborative (the “Collaborative”), shall provide on the Board’s website training materials to  
178 school administrators regarding the prevention of and intervention in discrimination against and  
179 targeted harassment of students based on such students’ (1) actual or perceived differentiating  
180 characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation,  
181 gender identity or expression, socioeconomic status, academic status, physical appearance or  
182 mental, physical, developmental or sensory disability, or (2) association with individuals or  
183 groups who have or are perceived to have one or more of such characteristics.

184  
185 As required by state law, the Board shall post on its website the plain language explanation of  
186 rights and remedies under Connecticut General Statutes §§ 10-4a and 10-4b, as developed and  
187 provided to the Board by the ~~Connecticut Social and Emotional Learning and School Climate~~  
188 ~~Advisory~~ Collaborative.

189  
190 Legal References:

- 191 ~~Public Act 19-166~~  
192 Public Act 21-95  
193 Conn. Gen. Stat. § 10-145a  
194 Conn. Gen. Stat. § 10-145o  
195 Conn. Gen. Stat. § 10-220a  
196 Conn. Gen. Stat. § 10-222d  
197 Conn. Gen. Stat. § 10-222g  
198 Conn. Gen. Stat. § 10-222h  
199 Conn. Gen. Stat. § 10-222j  
200 Conn. Gen. Stat. § 10-222k

201 Conn. Gen. Stat. § 10-222i  
202 Conn. Gen. Stat. § 10-222j  
203 Conn. Gen. Stat. § 10-222k  
204 Conn. Gen. Stat. §§ 10-233a through 10-233f

205  
206 Date of Adoption: April 6, 2021  
207 Revised: April 5, 2022  
208

Safe School Climate Policy

The Madison Board of Education (the “Board”) is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment within the Madison Public Schools (the “District”) free from bullying, teen dating violence, harassment and discrimination.

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

For the school year commencing July 1, 2025, and each school year thereafter, each local and regional board of education shall adopt and implement the Connecticut School Climate Policy. This policy does not modify or eliminate any rights or obligations under state and federal laws, including any constitutional and civil rights protections or any other applicable policies and procedures or collective bargaining agreements.

**Definitions:**

- 33 1. “School climate” means the quality and character of the school life, with a particular  
34 focus on the quality of the relationships within the school community, and which is based  
35 on patterns of people's experiences of school life and that reflects the norms, goals,  
36 values, interpersonal relationships, teaching, learning, leadership practices and  
37 organizational structures within the school community.
- 38 2. “Positive Sustained School Climate” is the foundation for learning and positive youth  
39 development and includes:
- 40 a. Norms, values, and expectations that support people feeling socially, emotionally,  
41 culturally, racially, intellectually, and physically safe.
  - 42 b. People who treat one another with dignity and are engaged, respected and solve  
43 problems restoratively.
  - 44 c. A school community that works collaboratively together to develop, live, and  
45 contribute to a shared school vision.
  - 46 d. Adults who model and nurture attitudes that emphasize the benefits and  
47 satisfaction gained from learning; and
  - 48 e. A school community that contributes to the operations of the school and the care  
49 of the physical environment. P5131.911(b) Students Connecticut School Climate  
50 Policy Definitions (continued)
- 51
- 52 3. “Social and emotional learning” means the process through which children and adults  
53 achieve emotional intelligence through the competencies of self-awareness, self-  
54 management, social awareness, relationship skills and responsible decision-making.  
55
- 56 4. “Emotional intelligence” means the ability to (A) perceive, recognize, and understand  
57 emotions in oneself or others, (B) use emotions to facilitate cognitive activities,  
58 including, but not limited to, reasoning, problem solving and interpersonal  
59 communication, (C) understand and identify emotions, and (D) manage emotions in  
60 oneself and others.  
61
- 62 5. “Bullying” means unwanted and aggressive behavior among children in grades  
63 kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

- 64
- 65 6. “School environment” means a school-sponsored or school-related activity, function or
- 66 program, whether on or off school grounds, including at a school bus stop or on a school
- 67 bus or other vehicle owned, leased or used by a local or regional board of education, and
- 68 may include other activities, functions or programs that occur outside of a school
- 69 sponsored or school-related activity, function or program if bullying at or during such
- 70 other activities, functions or programs negatively impacts the school environment.
- 71
- 72 7. “Cyberbullying” means any act of bullying through the use of the Internet, interactive and
- 73 digital technologies, cellular mobile telephone or other mobile electronic devices or any
- 74 other electronic communication.
- 75
- 76 8. “Teen dating violence” means any act of physical, emotional or sexual abuse, including
- 77 stalking, harassing and threatening, that occurs between two students who are currently in
- 78 or who have recently been in a dating relationship.
- 79
- 80 9. “Mobile electronic device” means any hand-held or other portable electronic equipment
- 81 capable of providing data communication between two or more individuals, including,
- 82 but not limited to, a text messaging device, a paging device, a personal digital assistant, a
- 83 laptop computer, equipment that is capable of playing a video game or a digital video
- 84 disk or equipment on which digital images are taken or transmitted.
- 85 10. “Electronic communication” means any transfer of signs, signals, writing, images,
- 86 sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio,
- 87 electromagnetic, photoelectronic or photo-optical system. P5131.911(c) Students
- 88 Connecticut School Climate Policy Definitions (continued)
- 89
- 90 11. “School climate improvement plan” means a building-specific plan developed by the
- 91 school climate committee, in collaboration with the school climate specialist, using
- 92 school climate survey data and any other relevant information, through a process that
- 93 engages all members of the school community and involves such members in a series of
- 94 overlapping systemic improvements, school-wide instructional practices and relational



- 95 practices that prevent, identify and respond to challenging behavior, including, but not  
96 limited to alleged bullying and harassment in the school environment.
- 97 12. “Restorative practices” means evidence and research-based system-level practices that  
98 focus on (A) building high-quality, constructive relationships among the school  
99 community, (B) holding each student accountable for any challenging behavior, and (C)  
100 ensuring each such student has a role in repairing relationships and reintegrating into the  
101 school community.
- 102 13. “School climate survey” means a research-based, validated and developmentally  
103 appropriate survey administered to students, school employees and families of students,  
104 in the predominant languages of the members of the school community, that measures  
105 and identifies school climate needs and tracks progress through a school climate  
106 improvement plan.
- 107 14. “Connecticut school climate policy” means the school climate policy developed, updated  
108 and approved by an association in the state that represents boards of education and  
109 adopted by the Social and Emotional Learning and School Climate Advisory  
110 Collaborative, established pursuant to section 10-222q of the general statutes, as amended  
111 by this act, that provides a framework for an effective and democratically informed  
112 school climate improvement process that serves to implement Connecticut school climate  
113 standards, and includes a continuous cycle of (A) planning and preparation, (B)  
114 evaluation, (C) action planning, and (D) implementation.
- 115 15. “School employee” means (A) a teacher, substitute teacher, administrator, school  
116 superintendent, school counselor, school psychologist, social worker, school nurse,  
117 physician, paraeducator or coach employed by a local or regional board of education, or  
118 (B) any other individual who, in the performance of his or her duties, has regular contact  
119 with students and who provides services to or on behalf of students enrolled in a public  
120 school, pursuant to a contract with a local or regional board of education.
- 121 16. “School community” means any individuals, groups, businesses, public institutions and  
122 nonprofit organizations that are invested in the welfare and vitality of a public school  
123 system and the community in which it is located, including, but not limited to, students  
124 and their families, members of the local or regional board of education, volunteers at a  
125 school and school employees.

- 126 17. “Challenging behavior” means behavior that negatively impacts school climate or  
127 interferes, or is at risk of interfering, with the learning or safety of a student or the safety  
128 of a school employee.
- 129 18. “Evidence Based Practices” in education refers to instructional and school-wide  
130 improvement practices that systematic empirical research has provided evidence of  
131 statistically significant effectiveness.
- 132 19. “Effective School Climate Improvement” is a restorative process that engages all  
133 stakeholders in the following six essential practices:
- 134 A. Promoting decision-making that is collaborative and actively involves all  
135 stakeholders (e.g., school personnel, students, families, community members)  
136 with varied and meaningful roles and perspectives where all voices are heard;
- 137 B. Utilizing psychometrically sound quantitative (e.g., school climate survey,  
138 discipline data) and qualitative (e.g., interviews, focus groups) data to drive action  
139 planning, preventive and intervention practices and implementation strategies that  
140 continuously improve all dimensions of school climate, including regularly  
141 collecting data to evaluate progress and inform the improvement process;
- 142 C. Tailoring improvement goals to the unique needs of the students, educators, and  
143 broader school community. These goals shall be integrated into overall school  
144 improvement efforts thereby leveraging school strengths to address evidence-  
145 based areas of need, while sustaining the improvement process over time;
- 146 D. Fostering adult learning in teams and/or professional learning communities to  
147 build capacity building among school personnel and develop common staff skills  
148 to educate the whole child;
- 149 E. Basing curriculum, instruction, student supports, and interventions on scientific  
150 research and grounding in cognitive, social-emotional, and psychological theories  
151 of youth development. Interventions include strength-based programs and  
152 practices that together represent a comprehensive continuum of approaches to  
153 promote healthy student development and positive learning environments as well  
154 as address individual student barriers to learning and adult barriers to teaching;  
155 and
- 156 F. Strengthening policies and procedures related to:

- a. climate and restorative informed teaching and learning environments;
- b. infrastructure to facilitate data collection, analysis, and effective planning;
- c. implementation of school climate improvement plans with the goal of becoming restorative;
- d. evaluation of the school climate improvement process; and
- e. sustainability of school climate and restorative improvement efforts.

**School Climate Coordinator Roles and Responsibilities**

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to

187 the school climate improvement plan, and (C) assist with the completion of the school  
188 climate survey.

189

190 **School Climate Specialist**

191 For the school year commencing July 1, 2025, and each school year thereafter, the principal of  
192 each school, or a school employee who holds professional certification pursuant to section 10-  
193 145 of the general statutes, is trained in school climate improvement or restorative practices and  
194 is designated as the school climate specialist by the school principal, shall serve as the school  
195 climate specialist for the school.

196

197 The school climate specialist shall be responsible for:

- 198 1. leading in the prevention, identification, and response to challenging behavior, including,  
199 but not limited to, reports of alleged bullying and harassment;
- 200 2. implementing evidence and research-based interventions, including, but not limited to,  
201 restorative practices;
- 202 3. scheduling meetings for and leading the school climate committee; and
- 203 4. leading the implementation of the school climate improvement plan.

204

205 **School Climate Committee**

206 For the school year commencing July 1, 2025, and each school year thereafter, each school  
207 climate specialist shall appoint members to the school climate committee who are diverse,  
208 including members who are racially, culturally, and linguistically representative of various roles  
209 in the school community.

210

211 The school climate committee shall consist of:

- 212 1. the school climate specialist;
- 213 2. a teacher selected by the exclusive bargaining representative for certified employees  
214 chosen pursuant to section 10-153b of the general statutes;
- 215 3. a demographically representative group of students enrolled at the school, as  
216 developmentally appropriate;
- 217 4. families of students enrolled at the school; and

218 5. at least two members of the school community, as determined by the school climate  
219 specialist.

220 Membership of the school climate committee shall be annually reviewed and approved by the  
221 school climate specialist, in coordination with the school climate coordinator.

222

223 The school climate committee shall be responsible for:

224 1. assisting in the development, annual scheduling, and administration of the school climate  
225 survey, and reviewing of the school climate survey data.

226 2. using the school climate survey data to identify strengths and challenges to improve school  
227 climate, and to create or propose revisions to the school climate improvement plan.

228 3. assisting in the implementation of the school climate improvement plan and  
229 recommending any improvements or revisions to the plan.

230 4. advising on strategies to improve school climate and implementing evidence and research-  
231 based interventions, including, but not limited to, restorative practices, in the school  
232 community.

233 5. annually providing notice of the uniform challenging behavior and/or bullying complaint  
234 form, or similar complaint form used by the school, to the school community.

235

### 236 **School Climate Survey**

237 For the school year commencing July 1, 2025, and biennially thereafter, the school climate  
238 committee, for each school, shall administer a school climate survey to students, school  
239 employees and families of students, provided the parent or guardian of each student shall receive  
240 prior written notice of the content and administration of such school climate survey and shall  
241 have a reasonable opportunity to opt such student out of such school climate survey.

242

### 243 **School Climate Improvement Plan**

244 For the school year commencing July 1, 2025, and each school year thereafter, the school climate  
245 specialist, for each school, in collaboration with the school climate coordinator, shall develop,  
246 and update as necessary, a school climate improvement plan. Such plan shall be based on the  
247 results of the school climate survey, any recommendations from the school climate committee,  
248 including the protocols, supports, and any other data the school climate specialist and school

249 climate coordinator deem relevant. Such plan shall be submitted to the school climate  
250 coordinator for review and approval on or before December thirty-first of each school year. Upon  
251 approval of such plan, a written or electronic copy of such plan shall be made available to  
252 members of the school community and such plan shall be used in the prevention of, identification  
253 of and response to all challenging behavior.

254

255 Additionally, districts may place the school climate improvement plans into their district and  
256 school improvement plans.

257

258 **Training**

259 For the school year commencing July 1, 2024, and each school year thereafter, each local and  
260 regional Board of Education shall provide resources and training to school employees regarding:

261

1. social and emotional learning;

262

2. school climate and culture and evidence and research-based interventions; and

263

3. restorative practices.

264 Such resources and training may be made available at each school under the jurisdiction of such

265 board and include technical assistance in the implementation of a school climate improvement

266 plan. Any school employee may participate in any such training offered by the board under this

267 section. The school climate coordinator, shall select, and approve, the individuals or

268 organizations that will provide such training.

269

270 **Funding**

271 The school district shall in its discretion allocate sufficient funding to satisfy the requirements of

272 this policy for all schools in the district. Such funding shall be distributed accordingly, with

273 Superintendent approval, for assessments and professional development, as well as for school

274 community outreach, training, and technical assistance.

275

276 **Accountability**

277 The Board shall adopt and allocate adequate resources to support the Connecticut School Climate

278 Policy and adhere to state regulations set forth in Public Act 23-167.

279

280 **Connecticut School Climate Standards**

- 281 1. The school district community has a shared vision and plan for promoting and sustaining a  
282 positive school climate that focuses on prevention, identification, and response to all  
283 challenging behavior.
- 284 2. The school district community adopts policies that promote:
- 285 a. a sound school environment that develops and sustains academic, social, emotional,  
286 ethical, civic, and intellectual skills; and
- 287 b. a restorative school environment focused on overcoming barriers to teaching and  
288 learning by building and supporting meaningful school-wide relationships, and  
289 intentionally re-engaging any disengaged students, educators, and families of students in  
290 the school community
- 291 3. The school community’s practices are identified, prioritized, and supported to:
- 292 a. promote learning and the positive academic, social, emotional, ethical, and civic  
293 development of students;
- 294 b. enhance engagement in teaching, learning, and school-wide activities;
- 295 c. address barriers to teaching and learning; and d. develop and sustain a restorative  
296 infrastructure that builds capacity, accountability, and sustainability.
- 297 4. The school community creates a school environment where everyone is safe, welcomed,  
298 supported, and included in all school-based activities.
- 299 5. The school community creates a restorative system that cultivates a sense of belonging  
300 through norms and activities that promote social and civic responsibility, and a dedication  
301 to cultural responsiveness, diversity, equity, and inclusion.  
302

The Madison Board of Education (the “Board”) is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, teen dating violence, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board policy. This Plan represents a comprehensive approach to addressing bullying, cyberbullying and teen dating violence and sets forth the Board’s expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying and teen dating violence.

Bullying behavior and teen dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district’s commitment to addressing bullying behavior and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

### **I. Prohibition Against Bullying, Teen Dating Violence and Retaliation**

- A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.
  
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.



**#5131.914(b)**

- C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process. The Board does not condone any form of bullying or teen dating violence.
- D. In addition to prohibiting student acts that constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying and/or teen dating violence.
- E. Students who engage in bullying behavior or teen dating violence in violation of Board policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

**II. Definition of Bullying**

- A. **“Bullying”** means an act that is direct or indirect and severe, persistent or pervasive, which:
  - (1) causes physical or emotional harm to an individual;
  - (2) places an individual in reasonable fear of physical or emotional harm; or
  - (3) infringes on the rights or opportunities of an individual at school.
- B. Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by

**#5131.914(c)**

association with an individual or group who has or is perceived to have one or more of such characteristics.

**III. Other Definitions**

- A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
  
- B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
  
- C. **"Emotional intelligence"** means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communications, (3) understand and identify emotions, and (4) manage emotions in oneself and others.
  
- D. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.
  
- E. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.
  
- F. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by the Board.

**#5131.914(d)**

- G. **"Positive school climate"** means a school climate in which (1) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (2) students, parents, and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (3) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (4) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.
- H. **"Prevention and intervention strategy"** may include, but is not limited to:
- (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education,
  - (2) school rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts,
  - (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur,
  - (4) inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school,
  - (5) individual interventions with the bully, parents and school employees, and interventions with the bullied student, parents and school employees,
  - (6) school-wide training related to safe school climate,
  - (7) student peer training, education and support,

**#5131.914(e)**

- (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions, and
- (9) culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- I. **"School climate"** means the quality and character of school life based on patterns of students', parents' and guardians' and school employees' experiences of school life, including but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.
- J. **"School employee"** means
- (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or
- (2) any other individual who, in the performance of the individual's duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.
- K. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board.
- L. **"Social and emotional learning"** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

**#5131.914(f)**

- M. **"Teen dating violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

**IV. Leadership and Administrative Responsibilities****A. Safe School Climate Coordinator**

The Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

- (1) be responsible for implementing the district's Safe School Climate Plan ("Plan");
- (2) collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
- (3) provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying; and
- (4) meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying in the school district and to make recommendations concerning amendments to the district's Plan.

**B. Safe School Climate Specialist**

The Principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying, collect and maintain records of reports and investigations of bullying in the school and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

#5131.914(g)

**V. Development and Review of Safe School Climate Plan**

A. The Principal of each school shall establish a committee or designate at least one existing committee (“Committee”) in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include:

- (1) at least one parent/guardian of a student enrolled in the school, as appointed by the school principal;
- (2) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees;
- (3) medical and mental health personnel assigned to such school; and
- (4) in the case of a committee for a high school, at least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal.

B. The Committee shall:

- (1) receive copies of completed reports following bullying investigations;
- (2) identify and address patterns of bullying among students in the school;
- (3) implement the provisions of the school security and safety plan, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying,
- (4) review and amend school policies relating to bullying;

**#5131.914(h)**

- (5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school;
  - (6) educate students, school employees and parents/guardians on issues relating to bullying;
  - (7) collaborate with the Coordinator in the collection of data regarding bullying; and
  - (8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian or student serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to, receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. The Board shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

**VI. Procedures for Reporting and Investigating Complaints of Bullying**

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e.

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building principal or designee), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.

- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.
- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.
- D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The Safe School Climate Specialist shall also be responsible for promptly notifying the parents or guardians of the student alleged to have committed an act or acts of bullying, and the parents or guardians of the student against whom such alleged act or acts were directed, that an investigation has commenced. In order to allow the district to adequately investigate complaints filed by a student or



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parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

**VII. Responding to Verified Acts of Bullying**

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight (48) hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying, the results of such investigation; and verbally or by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Sections 10-4a and 10-4b once such explanation has been provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative and published on the Internet website of the Board. In providing such notification, however, Madison Public Schools will take care to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

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- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitations may be made simultaneous with the notification described above in Section VII.A.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee and may also incorporate a student safety support plan, as appropriate.
- E. Notice to Law Enforcement

If the Principal of a school (or designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the

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school resource officer, if any, and other individuals the principal or designee deems appropriate.

- F. If a bullying complaint raises a concern about discrimination or harassment on the basis of a legally protected classification (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any bullying investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator, etc.), so as to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

**VIII. Teen Dating Violence**

- A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

**#5131.914(m)****IX. Documentation and Maintenance of Log**

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited, to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

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**X. Other Prevention and Intervention Strategies**

- A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or to teen dating violence. While conduct that rises to the level of “bullying” or “teen dating violence,” as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or designee). No disciplinary action may be taken solely on the basis of an anonymous complaint of bullying. As discussed below, schools may also consider appropriate alternatives to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.
- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.
- C. The following sets forth possible interventions which may also be utilized to enforce the Board’s prohibition against bullying and teen dating violence:
- (1) Non-disciplinary interventions:

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be

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counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

When an act or acts of teen dating violence are identified, the students involved may be counseled as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

(2) Disciplinary interventions

When acts of bullying are verified or teen dating violence occurs, and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints of bullying, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

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Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and teen dating violence, and/or when past interventions have not been successful in eliminating bullying behavior.

(3) Interventions for bullied students and victims of teen dating violence

The building principal (or other responsible program administrator) or designee shall intervene in order to address incidents of bullying or teen dating violence against a single individual. Intervention strategies for a bullied student or victim of teen dating violence may include the following:

- (a) Referral to a school counselor, psychologist or other appropriate social or mental health service;
- (b) Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- (c) Encouragement of student to seek help when victimized or witnessing victimization;
- (d) Peer mediation or other forms of mediation, where appropriate;
- (e) Student Safety Support plan;
- (f) Restitution and/or restorative interventions; and

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(g) Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

(4) General prevention and intervention strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. Additional district actions may also ameliorate potential problems with teen dating violence. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- (a) School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- (b) Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence are likely to occur;
- (c) Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;



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- (d) Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- (e) School-wide training related to safe school climate, which training may include Title IX sex discrimination/sexual harassment prevention training, Section 504/ADA training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- (f) Student peer training, education and support;
- (g) Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- (h) Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for a safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education;
- (i) Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
- (j) Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus on evidence-based practices concerning same;
- (k) Use of peers to help ameliorate the plight of victims and include them in group activities;

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- (l) Avoidance of sex-role stereotyping;
  - (m) Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
  - (n) Modeling by teachers of positive, respectful, and supportive behavior toward students;
  - (o) Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
  - (p) Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
  - (q) Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”
- E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.

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**XI. Improving School Climate**

Each school has a Safe School Climate Plan which addresses the mandated areas of compliance required by CT General Statutes. The plan outlines current efforts, as well as ways in which the administration, faculty and staff of each school are committed to the improvement of the plan, which is updated biennially.

**XII. Annual Notice and Training**

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.
- D. As required by state law, the Board, after consultation with the Department of Education and the Social and Emotional Learning and School Climate Advisory Collaborative, shall also provide on its website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

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- E. Any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

**XIII. School Climate Assessments**

Biennially, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Connecticut State Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

## Legal References:

Public Act 19-166

Public Act 21-95

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. § 10-222q

Conn. Gen. Stat. § 10-222r

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,  
Series 2008-2009 (March 16, 2009)Connecticut State Department of Education Circular Letter C-3,  
Series 2011-2012 (September 12, 2011)Connecticut State Department of Education Circular Letter C-2,  
Series 2014-2015 (July 14, 2014)Connecticut State Department of Education Circular Letter C-1,  
Series 2018-2019 (July 12, 2018)

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Connecticut State Department of Education Circular Letter C-1,  
Series 2019-2020 (July 16, 2019)

Date of Adoption: April 6, 2021

Date Revised: April 5, 2022