



Policy Committee

Exhibits

Policies for rescission, waive second reading:

- 6070.3 Curriculum Pilot Projects

Policies for review, waive second reading:

- 4111.1 Security Check/Fingerprinting
- 7551 Naming/Renaming of Schools

Policies for review, first reading:

- 2300 Hold on the Destruction of Records
- 5131.911 Bullying Prevention and Intervention
- 5131.914 Safe School Climate Policy
- 6070.1 Curriculum Development
Then rescind 6070.2 Curriculum
- 6146.3 Credit for Online Courses

Policies for review, second reading:

- 6040 Weighted Grading & Calculation of Grade Point Averages
Then rescind 5128 Rank in Class
- 6080 IDEA
Then rescind 6080.1 Educating Students with Special Needs, 6090.10 Individualized Education Programs / Special Education Programs
- 6110.1.3.1 Parent Conferences
- 6114.1 Fire Drills/ Crisis Response Drills
- 6146 Graduation Requirements
- 7120 Hazardous Materials in Schools

Policy Summary

March 18, 2025

Rescind, Waive Second Reading:

6070.3 Curriculum Pilot Projects

This is not a mandatory policy and we recommend repeal because the policy is unnecessary. The policy does not require the District to engage in any action and the District may engage in such pilot programs without a Board policy.

Review, Waive Second Reading:

4111.1 Security Check/Fingerprinting

State law requires boards of education to conduct employment history reviews before offering employment to an applicant for a position, including any position that is contracted for, if such applicant would have direct student contact. In conducting this review, boards of education are required to send an Educational Employer Verification form to an applicant's previous employers. Among other information, the form requests an employer to disclose whether the applicant (1) has been the subject of an allegation of abuse or neglect or sexual misconduct for which there is an investigation pending with any employer, state agency, or municipal police department or which has been substantiated; (2) was disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct; or (3) has ever had a professional or occupational license, certificate, authorization or permit suspended or revoked or has ever surrendered such a license, certificate, authorization or permit while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct. Public Act 24-41 amends this requirement and specifies that an applicants' previous employers are not required to disclose information about a substantiated allegation of abuse or neglect or sexual misconduct if the substantiation was reversed as a result of an appeal to the Department of Children and Families ("DCF"). We have revised this policy in light of that change. We also revised the policy to clarify a board of education's responsibilities under the Fair Credit Reporting Act when deciding whether to take adverse actions against prospective employees.

7551 Naming/Renaming of Schools

Move policy to the 1000 series.

Review, First Reading:

2300 Hold on the Destruction of Records

We have revised this policy in light of new guidance issued by the Connecticut State Library, Office of the Public Records Administrator (“OPRA”) on June 4, 2024. Previous OPRA guidance permitted public agencies to develop, maintain, and submit internal digitization policies for OPRA’s approval in lieu of requesting OPRA’s authorization to dispose of original (nonpermanent) paper records after such records had been digitized. OPRA’s new guidance reverses the previous guidance and no longer permits public agencies to maintain internal digitization policies in lieu of seeking disposal authorization. The revised policy reflects OPRA’s new guidance and updated procedures and forms for disposition of original source records that have been converted to digitized records and/or when the district seeks to digitize and dispose of records on an ongoing basis

5131.911 Bullying Prevention and Intervention

Effective July 1, 2025, all Boards of Education must adopt the new definition of bullying detailed in the Safe School Climate Policy approved by the Connecticut Social and Emotional Learning and School Climate Collaborative. We have made other technical revisions to this policy, including elimination of outdated policy language.

5131.914 Safe School Climate Policy

Effective July 1, 2025, all Boards of Education must adopt the Safe School Climate Policy approved by the Connecticut Social and Emotional Learning and School Climate Collaborative.

6070.1 Curriculum Development

This is not a mandatory policy and it may be repealed. If the Board elects to maintain this policy, we recommend administrative review to ensure that this continues to be the process the district wishes to follow relative to curriculum development. The policy is legally compliant.

Then rescind

6070.2 Curriculum

This policy is not mandatory and we recommend repeal. The policy is addressed entirely by statute and is currently outdated, which is a continued risk because of the ever-changing nature of state curricular requirements.

6146.3 Credit for Online Courses

This is a prior version of our model policy. We recommend that the Board revise this policy in accordance with our updated model.

Review, Second Reading:

#6040 Weighted Grading & Calculation of Grade Point Averages - NEW

We have revised this policy to comply with Public Act 24-47, which makes changes to the requirements for the Connecticut Automatic Admissions Program (“CAAP”). Previously,

class rank percentile was a determining factor for eligibility in the CAAP. Instead, the Act now establishes that a students' unweighted grade point average is a determining factor for eligibility. While not in the Act, on its [website](#), the CAAP also has a weighted GPA option.

Then rescind

5128 Rank in Class

We recommend repealing this policy and adopting the model policy concerning Weighted Grading and Calculation of Grade Point Averages. State law now requires boards of education to have a policy identifying whether it uses weighted grades for purposes of calculating GPA and a description of how GPAs are calculated. The Board's current process for determining class rank can be included in this new policy, thereby allowing all relevant information to be located in one policy. We recommend including this new policy in series 6000.

#6080 IDEA – NEW

The Shipman and Goodwin Model policy will replace the following two policies.

6080.1 Educating Students with Special Needs

This policy is outdated and we recommend repeal. The IDEA and state law have been revised numerous times since the passage of this policy and now include detailed procedures over and above those identified in this policy. We recommend that the District maintain a special education procedures manual to address all of the federal and state requirements. Further, policy 6090.10 duplicates the content of this policy.

6090.10 Individualized Education Programs / Special Education Programs

We recommend that special education and related services requirements and procedures be included in a Special Education Procedures Manual, rather than a Board policy. The current policy requires legal review and revision. It appears to be a selection of aspects of the IDEA requirements, although it is difficult to follow in several places. The policy also includes inaccurate and outdated information, and also does not include all of the IDEA and state law requirements concerning the provision of special education. If the Board wishes to maintain a policy concerning the IDEA, we recommend a brief policy statement and to maintain a more comprehensive procedures manual that is developed and revised by the special services department. It will be quite difficult to include all requirements in a policy and to keep that policy accurately updated.

6110.1.3.1 Parent Conferences

We recommend that the Board repeal this policy and adopt the S&G Model Policy Parent Communication. The laws concerning parent-teacher communication and conferences has been revised significantly since this policy was passed in 1998)

6114.1 Fire Drills/ Crisis Response Drills

This policy is not mandatory but Dr. Cooke would like to keep it. The policy has been revised to comply with current law. We further recommend moving this policy to the 1000 series.

6146 Graduation Requirements

We revised this policy to reflect a number of changes made by Public Act 24-45 to the state's minimum graduation requirements in a variety of areas. Under prior law, a one-credit mastery-based diploma assessment was specifically listed as an optional requirement for high school graduation. The Act removes reference to the mastery-based diploma assessment in the law regarding minimum Connecticut graduation requirements. Therefore, we have removed reference to the mastery-based diploma assessment in the model policy. However, boards of education still have the discretion to require credits beyond the minimum requirements identified in the law, so boards may still require students to complete a mastery-based diploma assessment as a local graduation requirement.

In 2023, state law was amended to require students graduating in 2027 and beyond to complete one-half credit in personal financial management and financial literacy, which could be counted toward the humanities or as an elective credit, in order to graduate. The Act now also permits the personal financial management and financial literacy credit requirement to count towards students' nine science, technology, engineering and mathematics credit requirements.

Also in 2023, the law was amended to require that, beginning with the graduating class of 2025, students meet certain requirements related to the FAFSA in order to graduate. The Act delays these requirements until 2027 and this policy has been updated to reflect this change.

We also revised the policy to reflect statutory updates to the physical education and the optional community service graduation requirements. Lastly, we made other technical revisions to this policy, including the elimination of outdated policy language. ** Move policy to 5000 series*

7120 Hazardous Materials in Schools

The Board maintains policy 7120 Hazardous Materials in Schools. The Board may wish to replace this policy with the S&G model policy Pesticide Application on School Property for purposes of consistency. If not, we recommend substantive legal review of the Board's current policy to ensure it complies with current law. **The administration would like to adopt the model policy and move it to the 1000 series*

#6070.3**Curriculum Pilot Projects**

It will be the policy of the district that innovation on a regular basis is critical to maintaining a quality learning program for students at both the elementary and secondary level. Planning for improvement of the district's learning program must always include innovative programs developed by the district's professional educators and supported by sound educational philosophy and research.

The professional staff is encouraged to seek improvement of the educational program in the schools through all appropriate means, including carefully designed pilot project.

"Pilot project" may originate at the individual classroom level, building level or district level. Approval of the pilot project should be obtained from the Assistant Superintendent for Instruction and the school principal before implementation.

Date of Adoption: October 1, 1996

#4111.1

Security Check / Fingerprinting Employment and Student Teacher Checks
(formerly Reference Checks)

As set forth below, each applicant for a position with the district, and each student who is enrolled in a teacher preparation program with the District, as defined in section 10-10a of the Connecticut General Statutes, and completing a student teaching experience in the District (collectively referred to as “applicants”), shall be asked to provide in writing: (1) whether the applicant has ever been convicted of a crime; (2) whether there are any criminal charges pending against the applicant at the time of the application and, if charges are pending, to state the charges and the court in which such charges are pending; and (3) whether the applicant is included on the Abuse and Neglect Registry of the Connecticut Department of Children and Families (“DCF”) (the “Registry”). If the applicant’s current or most recent employment occurred out of state, the applicant will also be asked whether the applicant is included on an equivalent database and/or abuse/neglect registry maintained in that other state.

Applicants shall not be required to disclose any arrest, criminal charge or conviction that has been erased. An employment application form that contains any question concerning the criminal history of the applicant shall contain the following notice, in clear and conspicuous language:

Pursuant to section 31-51i(d) of the Connecticut General Statutes, the applicant is hereby notified that (1) the applicant is not required to disclose the existence of any erased criminal history record information, (2) erased criminal history record information are records pertaining to a finding of delinquency or that a child was a member of a family with service needs, an adjudication as a youthful offender, a criminal charge that has been dismissed or nolle, a criminal charge for which the person has been found not guilty or a conviction for which the person received an absolute pardon or criminal records that are erased pursuant to statute or by other operation of law, and (3) any person with erased criminal history record information shall be deemed to have never been arrested within the meaning of the general statutes with respect to the proceedings so erased and may so swear under oath.

In addition, the district shall conduct an employment history check for each applicant for a position, as set forth below.

For the purposes of this policy:

“**Sexual misconduct**” means any verbal, nonverbal, written, or electronic communication, or any other act directed toward or with a student that is designed to establish a sexual relationship with

the student, including a sexual invitation, dating or soliciting a date, engaging in sexual dialog, making sexually suggestive comments, self-disclosure or physical exposure of a sexual or erotic nature, and any other sexual, indecent, or erotic contact with a student.

“Abuse or neglect” means abuse or neglect as described in Conn. Gen. Stat. § 46b-120, and includes any violation of Conn. Gen. Stat. §§ 53a-70 (sexual assault in the first degree), 53a-70a (aggravated sexual assault in the first degree), 53a-71 (sexual assault in the second degree), 53a-72a (sexual assault in the third degree), 53a-72b (sexual assault in the third degree with a firearm), or 53a-73a (sexual assault in the fourth degree).

“Former employer” means any person, firm, business, educational institution, nonprofit agency, corporation, limited liability company, the state, any political subdivision of the state, any governmental agency, or any other entity that such applicant was employed by during any of the previous twenty years prior to applying for a position with a local or regional board of education.

I. Employment History Check Procedures

A. The District shall not offer employment to an applicant for a position, including any position that is contracted for, if such applicant would have direct student contact, prior to the District:

1. Requiring the applicant:

a. to list the name, address, and telephone number of each current employer or former employer (please note the definition of “former employer” above, including the applicable twenty year reporting period) during any of the previous twenty years, if:

(i) such current or former employer is/was a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, and/or

(ii) the applicant’s employment with such current or former employer caused the applicant to have contact with children.

b. to submit a written authorization that

(i) consents to and authorizes disclosure by the employers listed under paragraph I.A.1.a of this policy of the information requested under paragraph I.A.2 of this policy and the release of related records by such employers,

(ii) consents to and authorizes disclosure by the Connecticut State Department of Education (the “Department”) of the information requested under paragraph I.A.3 of this policy and the release of related records by the Department, and

(iii) releases those employers and the Department from liability that may arise from such disclosure or release of records pursuant to paragraphs I.A.2 or I.A.3 of this policy; and

c. to submit a written statement of whether the applicant

(i) has been the subject of an abuse or neglect or sexual misconduct investigation by any employer, state agency or municipal police department, unless the investigation resulted in a finding that all allegations were unsubstantiated,

(ii) has ever been disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect was pending or under investigation by DCF, or an allegation of sexual misconduct was pending or under investigation or due to an allegation substantiated pursuant to Conn. Gen. Stat. § 17a-101g or abuse or neglect, or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct, or

(iii) has ever had a professional or occupational license or certificate suspended or revoked or has ever surrendered such a license or certificate while an allegation of abuse or neglect was pending or under investigation by DCF or an investigation of sexual misconduct was pending or under investigation, or due to an allegation substantiated by DCF of abuse or neglect or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct;

2. Conducting a review of the employment history of the applicant by contacting those employers listed by the applicant under paragraph I.A.1.a of this policy. Such review shall be conducted using a form developed by the Department, which shall request the following:

a. the dates employment of the applicant, and

b. a statement as to whether the employer has knowledge that the applicant:

(i) was the subject of an allegation of abuse or neglect or sexual misconduct for which there is an investigation pending with any employer, state agency, or municipal police department or which has been substantiated, unless such substantiation was reversed as a result of an appeal to DCF;

(ii) was disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct, unless such substantiation was reversed as a result of an appeal to DCF; or

(iii) has ever had a professional or occupational license, certificate, authorization or permit suspended or revoked or has ever surrendered such a license, certificate, authorization or permit while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct, unless such substantiation was reversed as a result of an appeal to DCF. Such review may be conducted telephonically or through written communication. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, not later than five (5) business days after the District receives a request for such information about an employee or former employee, the District shall respond with such information. The District may request more information concerning any response made by a current or former employer for information about an applicant, and, notwithstanding subsection (f), such employer shall respond not later than five (5) business days after receiving such request.

3. Requesting information from the Department concerning:

- a. the eligibility status for employment of any applicant for a position requiring a certificate, authorization or permit,
- b. whether the Department has knowledge that a finding has been substantiated by DCF pursuant to Conn. Gen. Stat. § 17a-101g of abuse or neglect or of sexual misconduct against the applicant and any information concerning such a finding, and
- c. whether the Department has received notification that the applicant has been convicted of a crime or of criminal charges pending against the applicant and any information concerning such charges.

- 165 B. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, if the
166 District receives information that an applicant for a position with or an employee of
167 the District has been disciplined for a finding of abuse or neglect or sexual
168 misconduct, it shall notify the Department of such information.
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- 170 C. The District shall not employ an applicant for a position involving direct student
171 contact who does not comply with the provisions of paragraph I.A.1 of this policy.
172
- 173 D. The District may employ or contract with an applicant on a temporary basis for a
174 period not to exceed ninety (90) calendar days, pending the District's review of
175 information received under this section, provided:
176
- 177 1. The applicant complied with paragraph I.A.1 of this policy;
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 - 179 2. The District has no knowledge of information pertaining to the applicant that
180 would disqualify the applicant from employment with the District; and
181
 - 182 3. The applicant affirms that the applicant is not disqualified from employment
183 with the District.
184
- 185 E. The District shall not enter into a collective bargaining agreement, an employment
186 contract, an agreement for resignation or termination, a severance agreement, or any
187 other contract or agreement or take any action that:
188
- 189 1. Has the effect of suppressing information relating to an investigation of a report of
190 suspected abuse or neglect or sexual misconduct by a current or former employee;
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 - 192 2. Affects the ability of the District to report suspected abuse or neglect or sexual
193 misconduct to appropriate authorities; or
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 - 195 3. Requires the District to expunge information about an allegation or a finding of
196 suspected abuse or neglect or sexual misconduct from any documents maintained
197 by the District, unless, after investigation, such allegation is dismissed or found to
198 be false.
199
- 200 F. The District shall not offer employment to a person as a substitute teacher, unless
201 such person and the District comply with the provisions of paragraph I.A.1 of this
202 policy. The District shall determine which such persons are employable as substitute
203 teachers and maintain a list of such persons. The District shall not hire any person as
204 a substitute teacher who is not on such list. Such person shall remain on such list as
205 long as such person is continuously employed by the District as a substitute teacher as

described in paragraph III.B.2 of this policy, provided the District does not have any knowledge of a reason that such person should be removed from such list.

G. In the case of an applicant who is a contractor, the contractor shall require any employee with such contractor who would be in a position involving direct student contact to supply to such contractor all the information required of an applicant under paragraphs I.A.1.a and I.A.1.c of this policy and a written authorization under paragraph I.A.1.b of this policy. Such contractor shall contact any current or former employer (please note the definition of “former employer” above, including the applicable twenty year reporting period) of such employee that was a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or if the employee’s employment with such current or former employer caused the employee to have contact with children, and request, either telephonically or through written communication, any information concerning whether there was a finding of abuse or neglect or sexual misconduct against such employee. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, such employer shall report to the contractor any such finding, either telephonically or through written communication. If the contractor receives any information indicating such a finding or otherwise receives any information indicating such a finding or otherwise has knowledge of such a finding, the contractor shall, notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, immediately forward such information to the district, either telephonically or through written communication. If the district receives such information, it shall determine whether such employee may work in a position involving direct student contact at any school in the district. No determination by the district that any such employee shall not work under any such contract in any such position shall constitute a breach of such contract.

H. Any applicant/employee who knowingly provides false information or knowingly fails to disclose information required in subdivision (1) of subsection (A) of this section shall be subject to discipline by the District that may include

1. denial of employment, or
2. termination of the contract of a certified employee, in accordance with the provisions of Conn. Gen. Stat. § 10-151, or
3. termination of a non-certified employee in accordance with applicable law and/or any applicable collective bargaining agreement, contract or District policy.

- I. If the District provides information in accordance with paragraph I.A.2 or I.G of this policy, the District shall be immune from criminal and civil liability, provided the District did not knowingly supply false information.
- J. Notwithstanding the provisions of Conn. Gen. Stat. § 10-151c and subsection (f) of Conn. Gen. Stat. § 31-51i, the District shall provide, upon request by another local or regional board of education, governing council of a state or local charter school, interdistrict magnet school operator, or supervisory agent of a nonpublic school for the purposes of an inquiry pursuant to paragraphs I.A.2 or I.G of this policy or to the Commissioner of Education pursuant to paragraph I.B of this policy any information that the District has concerning a finding of abuse or neglect or sexual misconduct by a subject of any such inquiry.
- K. Prior to offering employment to an applicant, the District shall make a documented good faith effort to contact each current and any former employer (please note the definition of “former employer” employer above, including the applicable twenty year reporting period) of the applicant that was a local or regional board of education, governing council of a state or local charter school, interdistrict magnet school operator, or supervisory agent of a nonpublic school, or if the applicant’s employment with such current or former employer caused the applicant to have contact with children in order to obtain information and recommendations that may be relevant to the applicant’s fitness for employment. Such effort, however, shall not be construed to require more than three telephonic requests made on three separate days.
- L. The District shall not offer employment to any applicant who had any previous employment contract terminated by a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or who resigned from such employment, if the person has been convicted of a violation of Conn. Gen. Stat. § 17a-101a, when an allegation of abuse or neglect or sexual assault has been substantiated.

II. DCF Registry Checks

Prior to hiring any person for a position with the District, and before a student who is enrolled in a teacher preparation program in the District, as defined in section 10-10a of the Connecticut General Statutes, and completing a student teaching experience with the District, begins such student teaching experience, the District shall require such applicant or student to submit to a records check of information maintained on the Registry concerning the applicant.

For any applicant whose current or most recent employment occurred out of state, the District shall request that the applicant provide the District with authorization to access information maintained concerning the applicant by the equivalent state agency in the state of most recent employment, if such state maintains information about abuse and neglect and has a procedure by which such information can be obtained. Refusal to permit the District to access such information shall be considered grounds for rejecting any applicant for employment.

The District shall request information from the Registry (or its out of state equivalent) promptly, and in any case no later than thirty (30) calendar days from the date of employment. Registry checks will be processed according to the following procedure:

- A. No later than ten (10) calendar days after the Superintendent or the Superintendent's designee has notified a job applicant of a decision to offer employment to the applicant, or as soon thereafter as practicable, the Superintendent or designee will either obtain the information from the Registry or, if the applicant's consent is required to access the information, will supply the applicant with the release form utilized by DCF, (or its out of state equivalent when available), for obtaining information from the Registry.
- B. If consent is required to access the Registry, no later than ten (10) calendar days after the Superintendent or the Superintendent's designee has provided the successful job applicant with the form, the applicant must submit the signed form to DCF (or its out of state equivalent), with a copy to the Superintendent or designee. Failure of the applicant to submit the signed form to DCF or its out of state equivalent within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.
- C. Upon receipt of Registry (or out-of-state registry) information indicating previously undisclosed information concerning abuse or neglect investigations concerning the successful job applicant/employee, the Superintendent or the Superintendent's designee will notify the affected applicant/employee in writing of the results of the Registry check and will provide an opportunity for the affected applicant/employee to respond to the results of the Registry check.
- D. If notification is received by the Superintendent or the Superintendent's designee that that the applicant is listed as a perpetrator of abuse or neglect on the Registry, the Superintendent or designee shall provide the applicant with an opportunity to be heard regarding the results of the Registry check. If warranted by the results of the Registry check and any additional information provided by the applicant, the Superintendent or designee shall revoke the offer of employment and/or terminate the applicant's employment if the applicant has already commenced working for the District.

III. Criminal Records Check Procedure

A. Each person hired by the District shall be required to submit to state and national criminal records checks within thirty (30) calendar days from the date of employment. Each student who is enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes, and completing a student teaching experience with the District, shall be required to submit to state and national criminal records checks within sixty (60) calendar days from the date such student begins to perform such student teaching experience. Record checks will be processed according to the following procedure, except as noted in paragraph III.C. of this policy.

1. No later than five (5) calendar days after the Superintendent or the Superintendent's designee has notified a job applicant of a decision to hire the applicant, or as soon thereafter as practicable, the Superintendent or designee will provide the applicant with a packet containing all documents and materials necessary for the applicant to be fingerprinted by the any State of Connecticut law enforcement agency. This packet shall also contain all documents and materials necessary for the police department to submit the completed fingerprints to the State Police Bureau of Identification for the processing of state and national criminal records checks. The Superintendent or Superintendent's designee will also provide each applicant with the following notifications before the applicant obtains the applicant's fingerprints: (1) Agency Privacy Requirements for Noncriminal Justice Applicants; (2) Noncriminal Justice Applicant's Privacy Rights; (3) and the Federal Bureau of Investigation, United States Department of Justice Privacy Act Statement.

2. No later than ten (10) calendar days after the Superintendent or the Superintendent's designee has provided the successful job applicant with the fingerprinting packet, the applicant must arrange to be fingerprinted by the any State of CT law enforcement agency. Failure of the applicant to have the applicant's fingerprints taken within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.

3. Any person for whom criminal records checks are required to be performed pursuant to this policy must pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for criminal records checks. Fees and costs associated with the fingerprinting process and the submission and process of requests are waived for student teachers, in accordance with state law.

4. Upon receipt of a criminal records check indicating a previously undisclosed conviction, the Superintendent or the Superintendent's designee will notify the

367 affected applicant/employee in writing of the results of the record check and will
368 provide an opportunity for the affected applicant/employee to respond to the results
369 of the criminal records check. The affected applicant/employee may notify the
370 Superintendent or Superintendent's designee in writing within five (5) calendar days
371 that the affected/employee will challenge such individual's criminal history records
372 check. Upon written notification to the Superintendent or Superintendent's
373 designee of such a challenge, the affected applicant/employee shall have ten (10)
374 calendar days to provide the Superintendent or Superintendent's designee with
375 necessary documentation regarding the affected applicant/employee's record
376 challenge. The Superintendent or Superintendent's designee may grant an extension
377 to the preceding ten-day period during which the affected applicant/employee may
378 provide such documentation for good cause shown.
379

- 380 5. Decisions regarding the effect of a conviction upon an applicant/employee, whether
381 disclosed or undisclosed by the applicant/employee, will be made on a case-by-case
382 basis. Notwithstanding the foregoing, the falsification or omission of any
383 information on a job application or in a job interview, including but not limited to
384 information concerning criminal convictions or pending criminal charges, shall be
385 grounds for disqualification from consideration for employment or discharge from
386 employment.
387

- 388 6. Notwithstanding anything in paragraph III.A.5 of this policy, above, no decision to
389 deny employment or withdraw an offer of employment on the basis of an
390 applicant/employee's criminal history record shall be made without affording the
391 applicant/employee the opportunities set forth in paragraph III.A.4 of this policy,
392 above.
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394 **B. Criminal Records Check for Substitute Teachers**
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396 A substitute teacher who is hired by the District must submit to state and national
397 criminal history records checks according to the procedures outlined above, subject to
398 the following:
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- 400 1. If the state and national criminal history records checks for a substitute teacher have
401 been completed within one year prior to the date the District hired the substitute
402 teacher, and if the substitute teacher arranged for such prior criminal history records
403 checks to be forwarded to the Superintendent or Superintendent's designee, then the
404 substitute teacher will not be required to submit to another criminal history records
405 check at the time of such hire.
406

2. If a substitute teacher submitted to state and national criminal history records checks upon being hired by the District, then the substitute teacher will not be required to submit to another criminal history records check so long as the substitute teacher is continuously employed by the District, that is, employed for at least one day of each school year, by the District, provided a substitute teacher is subjected to such checks at least once every five years.

IV. Sex Offender Registry Checks

District personnel shall cross-reference the Connecticut Department of Public Safety's sexual offender registry prior to hiring any new employee and before a student who is enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes, and completing a student teaching experience with the District, begins such student teaching experience. Registration as a sexual offender constitutes grounds for denial of employment opportunities and opportunities to perform student teaching experiences in the school District.

V. Credit Checks

The District may also ask a prospective employee for a credit report for employment for certain District positions, where the District's receipt of a credit report is substantially related to the employee's potential job. "Substantially related to the current or potential job" is defined to mean "the information contained in the credit report is related to the position for which the employee or prospective employee who is the subject of the report is being evaluated because of the position." Prior to asking for a credit report, the District will determine whether the position falls within one of the categories as described in this paragraph. The position must: (1) be a managerial position which involves setting the direction or control of the District; (2) involve access to employees' personal or financial information; (3) involve a fiduciary responsibility to the District, including, but not limited to, the authority to issue payments, collect debts, transfer money or enter into contracts; (4) provide an expense account or District debit or credit card; or (5) involve access to the District's nonfinancial assets valued at two thousand five dollars or more.

When a credit report will be requested as part of the employment process, the District will provide written notification to the prospective employee regarding the use of credit checks. That notification must be provided in a document separate from the employment application. The notification must state that the District may use the information in the consumer credit report to make decisions related to the individual's employment.

The District will obtain written, signed consent before performing the credit or other background checks.

If the District intends to take an action adverse to a potential employee based on the results of a credit report, the District must provide the prospective employee with a copy of the report on which the District relied in making the adverse decision, as well as a copy of “A Summary of Your Rights Under the Fair Credit Reporting Act,” which should be provided by the company that provides the results of the credit check. The District will give the potential employee a reasonable amount of time, i.e., at least five days, to dispute any of the information in the report prior to making any final employment decision.

If an adverse action is taken based on information from the report, ~~t~~The District will notify the prospective employee either orally, in writing or via electronic means that the adverse action was taken based on the information in the consumer report. That notice must include the name, address and phone number of the consumer reporting company that supplied the credit report; a statement that the company that supplied the report did not make the decision to take the unfavorable action and cannot provide specific reasons for the District’s actions; and a notice of the person’s right to dispute the accuracy or completeness of any information the consumer reporting company furnished, and to get an additional free report from the company if the person asks for it within sixty (60) calendar days.

VI. Notice of Conviction

If, at any time, the District receives notice of a conviction of a crime by a person holding a certificate, authorization or permit issued by the State Board of Education, the District shall send such notice to the State Board of Education. In complying with this requirement, the District shall not disseminate the results of any national criminal history records check.

VII. School Nurses

School nurses or nurse practitioners appointed by, or under contract with, the District shall also be required to submit to a criminal history records check in accordance with the procedures outlined above.

VIII. Personal Online Accounts

For purposes of this policy, “personal online account” means any online account that is used by an employee or applicant exclusively for personal purposes and unrelated to any business purpose of the District, including, but not limited to, electronic mail, social media and retail-based Internet web sites. “Personal online account” does not include any account created, maintained, used or accessed by an employee or applicant for a business purpose of the District.

489
490 A. During the course of an employment check, the District may not:

- 491
492 1. request or require that an applicant provide the District with a user name
493 and password, password or any other authentication means for accessing a
494 personal online account;
495
496 2. request or require that an applicant authenticate or access a personal online
497 account in the presence of District personnel; or
498
499 3. require that an applicant invite a supervisor employed by the District or
500 accept an invitation from a supervisor employed by the District to join a
501 group affiliated with any personal online account of the applicant.

502 B. The District may request or require that an applicant provide the District with a
503 user name and password, password or any other authentication means for
504 accessing:

- 505
506 1. any account or service provided by District or by virtue of the applicant's
507 employment relationship with the District or that the applicant uses for the
508 District's business purposes, or
509
510 2. any electronic communications device supplied or paid for, in whole or in
511 part, by the District.

512
513 C. In accordance with applicable law, the District maintains the right to require an
514 applicant to allow the District to access the applicant's personal online account,
515 without disclosing the user name and password, password or other authentication
516 means for accessing such personal online account, for the purpose of:

- 517
518 1. conducting an investigation for the purpose of ensuring compliance with
519 applicable state or federal laws, regulatory requirements or prohibitions
520 against work-related employee misconduct based on the receipt of specific
521 information about activity on an applicant's personal online account; or
522
523 2. conducting an investigation based on the receipt of specific information
524 about an applicant's unauthorized transfer of the District's proprietary
525 information, confidential information or financial data to or from a
526 personal online account operated by an applicant or other source.

527
528 IX. Policy Inapplicable to Certain Individuals
529

530 This policy shall not apply to:

531
532 A. A student employed by the District who attends a District school.

533
534 B. A person employed by the District as a teacher for a noncredit adult class or adult
535 education activity, as defined in Conn. Gen. Stat. § 10-67, who is not required to
536 hold a teaching certificate pursuant to Conn. Gen. Stat. § 10-145b for such
537 position.

538
539 X. Falsification of Records

540
541 Notwithstanding any other provisions of this policy, the falsification or omission of any
542 information on a job application or in a job interview, including but not limited to
543 information concerning abuse or neglect investigations or pending criminal applications,
544 shall be grounds for disqualification from consideration for employment or discharge
545 from employment.

546
547 Legal References: Conn. Gen. Stat. § 10-212

548 Conn. Gen. Stat. § 10-221d

549 Conn. Gen. Stat. § 10-222c

550
551 Conn. Gen. Stat. § 31-40x

552
553 Conn. Gen. Stat. § 31-51i

554
555 Conn. Gen. Stat. § 31-51tt

556
557 Public Act 24-41, “An Act Concerning Educator Certification, Teachers,
558 Paraeducators and Mandated Reporter Requirements.”

559
560 Public Act 19-91, “An Act Concerning Various Revisions and
561 Additions to the Education Statutes.”

562
563 Elementary and Secondary Education Act, reauthorized as the Every
564 Student Succeeds Act, Pub. L. 114-95, codified at 20 U.S.C. § 1001 *et*
565 *seq.*

566
567 Fair Credit Reporting Act, 15 U.S.C. § 1681 *et seq.*

568
569 Date of Adoption: September 22, 2020

570

571 Date of Revision: October 17, 2023

572 First Reading: March 18, 2025

**Naming / Renaming of School Buildings, Major Portions of Buildings, and / or
School Grounds**

The naming and/or renaming of school buildings, major portions of buildings (e.g., media center, auditorium, gymnasium, field, etc.) and/or school grounds is the responsibility of the Madison Board of Education (the “Board”). In fulfilling this responsibility, the Board will consider community preferences. The decision will be based upon the Board’s assessment of the special significance of a name or, in the case of an individual, exceptional service to the children of Madison. Such recognition requires substantial support and comprehensive review.

It is the policy of the Board to name school buildings as close as possible to the time construction begins in order to lessen any confusion about new schools. When naming or renaming new buildings, major portions of buildings, or school grounds, the Board shall formally identify the need for a naming process, if any, for the identified location. The names of buildings that are not regularly used by students may be generic (e.g., Maintenance Building) and may be named by the Board of Education.

The Board shall establish a committee, consistent with Board Policy 9460, to expedite and facilitate the Board’s decision regarding whether and how to name a new building, major portions of a building, or school grounds. The Board shall seek the advice of the Superintendent before establishing or dissolving a committee. Such committee shall be established and dissolved by Board vote, and the members of the committee shall be appointed by the Board. The committee shall be comprised of the Chair of the Board of Education (ex officio), Superintendent (ex officio), one or more Board members, the building principal, faculty members, parents/guardians, community members, and, if appropriate, students.

The Board will establish the scope ~~of~~ and schedule ~~for~~ of the committee’s work, which shall include, but not be limited to, recommending potential names for consideration by the Board and any criteria the Board wishes to be considered in the process.

At a minimum, if any of the committee’s suggestions reflect the name of an individual, such individual must be shown to have had a broad-based, long-term impact on the Madison Public Schools (the “District”) and its community. Individuals to be considered shall (1) have served in the continuous employ of the Madison Board of Education for an extended period, usually in excess of ten years, with the name being submitted after the individual’s separation from compensated service for a minimum period of one year, or (2) be a non-employee of the Madison Board of Education who has made an exceptional contribution to the children of Madison for an extended period; or (3) after a historically significant figure. Particular attention shall be given to local candidates with a record of outstanding achievement and public service, as evidenced by at least ten (10) letters of recommendation.

The committee shall follow the provisions of the Freedom of Information Act as required by state law. In addition, opportunities for public input must be made available prior to the committee's recommendation to the Board. Such opportunities for public input must be publicly announced in newspapers and on the District website.

The committee shall propose a list of not more than five (5) names to the Board for Board consideration. It shall present its recommendation to the Board in accordance with Board bylaws and policies.

The Board retains the right to make the final determination in the naming of school buildings, major portions of buildings, or school grounds. This policy notwithstanding, it is the intent of the Board that the naming of major portions of buildings and school grounds occur infrequently and on a limited basis.

Similarly, the Board will consider renaming a school building, major portions of a building, or schools grounds only after determining that a current name is no longer appropriate, as indicated by 2/3 affirmative votes of the membership of the Board of Education.

(cf. 9460 Advisory Committees)

(cf. 9540.8 Voting Method)

Date of Adoption: October 2, 1984 as 7144

Date of Revision: May 17, 1988

Date of Revision: February 26, 2002

First Reading: December 13, 2022

Second Reading: January 24, 2023

Date of Revision: January 24, 2023

First Reading: March 18, 2025

**Hold on the Destruction of Electronic
Information and Paper Records Retention and Disposition of Records and
Information**

The Board of Education (the "Board") complies with all state and federal regulations regarding the retention, storage and destruction of electronic information and paper records. The Superintendent or ~~his/hersuperintendent's~~ designee shall be responsible for implementing administrative regulations concerning the retention, storage, and disposition of records and the dissemination of such administrative regulations to all school officials, employees, and individuals granted access to the computer systems and/or networks of the Madison Public Schools (the "District") and/or who send electronic messages as part of their work for the District. Collectively, all individuals granted access to the District's computer systems are referred to as the "Users". ~~placing of a "hold" on electronic information and paper records that may reasonably be anticipated to be subject to discovery in the course of litigation.~~

I. RETENTION OF RECORDS

The District shall comply with all minimum standards set forth in the Municipal Records Retention Schedules for public records, as issued by the Office of the Public Records Administrator for the State of Connecticut ("OPRA"). Retention requirements apply to the official record copy of a public record and are based on the content and function of the public record, not the media type. As such, the same record retention period that applies to paper records applies to electronically stored information. Therefore, like paper records, the content and function of an electronic record, including electronic messages, determine the retention period for that document.

If records are kept in both electronic and hard copy format, the District shall designate which record is the official record copy. The designated official copy shall be the legally recognized copy maintained for record retention purposes.

In addition to the retention guidelines established by the Board and used by District officials and employees, all District officials ~~All school officials~~ and employees have a duty to preserve all paper records and electronic information, including records and electronic information that might otherwise be deleted or destroyed, that relate to any matter that is currently in litigation or may be anticipated to involve future litigation. Record preservation under such circumstances shall only be required after receipt of formal written notice of such requirement by the Superintendent or superintendent's designee.

II. USE OF ELECTRONIC MESSAGES AND ELECTRONIC COMMUNICATIONS

The Board has installed computers and a computer network(s), including Internet access and electronic messaging systems, on Board premises and may provide other electronic devices that can access the network(s) and/or have the ability to send and receive messages with an operating system or network communication framework. Devices include but are not limited to personal computing devices, cellular

phones, Smartphones, network access devices, radios, CD players, tablets, walkie-talkies, personal gaming systems, Bluetooth speakers, personal data assistants, and other electronic signaling devices. Electronic messaging systems include mobile, chat, and instant message; cloud collaboration platforms, including internal chat, peer-to-peer messaging systems, and draft email message transfer; and products that have the ability to create duration-based or subjective removal of content-and security focused platforms. The Board's computers, computer networks, electronic devices, Internet access and electronic messaging systems are referred to collectively as "the computer systems" and are provided in order to enhance both the educational opportunities for our students and the business operations of the District.

Electronic messages sent by Users as part of their work and/or by using the District's computer systems and/or network(s) are not private communications and are potentially subject to disclosure, regardless of whether the messages are sent using personal devices or the District's computer systems. Users must understand that the Board has reserved the right to conduct monitoring of the District's computer systems and may do so *despite* the assignment to individual Users of passwords for system security. Any password systems implemented by the District are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system User.

The computer systems' security aspects, message delete function and personal passwords may be bypassed for monitoring purposes. Therefore, Users must be aware that they should not have any expectation of personal privacy in the use of these computer systems. This provision applies to any and all uses of the District's computer systems, including any incidental personal use permitted in accordance with the Board's policy and regulations regarding computer use by Users.

Any retained messages may be retrieved for a variety of purposes, including but not limited to as part of routine monitoring by the District, an employee investigation, a search for documents pursuant to a Freedom of Information Act request, a formal discovery process as part of litigation, or other legal processes such as a response to a subpoena. Users should bear in mind that electronic messages may be retained at different locations within the computer systems and/or devices and that these messages are subject to retrieval, regardless of whether the User has deleted such messages from the User's or the District's accounts. Consequently, Users should use discretion when using computers or other electronic technology to send, record or retain electronic messages and information.

~~The Superintendent or his/her designee shall be responsible for developing and implementing administrative regulations to preserve records, including e-mails and electronically stored information, that could potentially be related to any matter that is currently in litigation or may be anticipated to result in future litigation. Such regulations shall identify those individuals responsible for identifying those matters for which records must be preserved as well as developing procedures, with the help of technical staff, for the preservation of electronically stored information.~~

III. DISPOSITION OF RECORDS

The disposition of records, or the destruction or transfer of records to the custody of another entity, shall only occur in accordance with relevant state and federal laws and guidelines established by the OPRA. The District shall also follow the OPRA's specific protocols for the disposition of permanent, historical

and archival records. If a record does not appear on a records retention schedule, the District shall contact the OPRA for further guidance before disposing of any such record.

Legal References:

Conn. Gen. Stat. §§ 1-200(5); 1-211; 1-213(b)(3)

Conn. Gen. Stat. § 7-109

Conn. Gen. Stat. § 11-8 et seq.

General Letters 96-2 and 2009-2 of the Office of the Public Records Administrator (“OPRA”)

OPRA, Public Records Policy 04, *Electronic Records Management* (Dec. 2022)

OPRA, Public Records Policy 04-1, *Electronic Records* (Dec. 2022)

OPRA, Public Records Policy 04-2, *Digital Imaging* (Dec. 2022)

OPRA, Public Records Policy 05, *Disposition of Public Records* (Nov. 2011)

OPRA, *Public Records Memorandum 101: Disposition of Original Paper Records After Scanning* (June 2024)

Connecticut State Library, State Archives (“State Archives”), State Archives Policy 01: *Transfer of Historical Records to the State Archives of Other Approved Archival Repository* (October 15, 2019)

Record Retention Schedules Towns, Municipalities and Boards of Education

OPRA, Records Disposition Authorization, Form RC-075 (revised 12/2021)

OPRA, Authorization for Disposal of Original ~~(Non-Permanent)~~ Records Stored as Digital Images, Form RC-040 (revised 5/2024)

OPRA, Annual Certification for Disposal of Original Non-Permanent Paper Records Stored as Digital Images, Form RC-045 (revised 5/2024)

OPRA, Certification for Disposition of Original Permanent/Life of Structure Records Stored as Digital Images, Form RC-075-245 (revised 12/2024)

Frequently Asked Questions about E-mail, CT Public Records Administrator, available at <https://ctstatelibrary.org/wp-content/uploads/2015/05/EmailGuidelines.pdf>.

~~Rules 34 and 45 of the Federal Rules of Civil Procedure~~

~~General Letter 2009-2 of the Public Records Administrator Record Retention Schedules Towns, Municipalities and Boards of Education~~

Date of Adoption: April 6, 2021

First Reading: March 18, 2025

Bullying Prevention and Intervention

The Madison Board of Education (the “Board”) is committed to creating and maintaining an educational environment within the Madison Public Schools (the “District”) that is physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the Board’s Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior 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.

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. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior or teen dating violence 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.

For purposes of this policy, “**Bullying**” means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. 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 association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, “**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.

For purposes of this policy, “**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.

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

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

Consistent with the requirements under state law, the Board shall adopt the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative (the “Collaborative”)’s ~~authorizes the Superintendent or designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a~~ Safe School Climate Plan in furtherance of this policy. ~~As provided by state law, S~~uch Safe School Climate Plan shall include, but not be limited to provisions which:

- (1) enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified at the beginning of each school year of the process by which students may make such reports;
- (2) enable the parents or guardians of students to file written reports of suspected bullying;
- (3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
- (4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that 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 receive prompt notice that such investigation has commenced;

- 85
- 86 (5) require the safe school climate specialist to review any anonymous reports, except
- 87 that no disciplinary action shall be taken solely on the basis of an anonymous report;
- 88
- 89 (6) include a prevention and intervention strategy for school employees to deal with
- 90 bullying and teen dating violence;
- 91
- 92 (7) provide for the inclusion of language in student codes of conduct concerning
- 93 bullying;
- 94
- 95 (8) require each school to notify the parents or guardians of students who commit any
- 96 verified acts of bullying and the parents or guardians of students against whom
- 97 such acts were directed not later than forty-eight hours after the completion of the
- 98 investigation described in subdivision (4), above; (A) of the results of such
- 99 investigation, and (B) verbally or by electronic mail, if such parents' or guardians'
- 100 electronic mail addresses are known, that such parents or guardians may refer to
- 101 the plain language explanation of the rights and remedies available under Conn.
- 102 Gen. Stat. Section 10-4a and 10-4b published on the Internet website of the
- 103 Board;
- 104
- 105 (9) require each school to invite the parents or guardians of a student against whom
- 106 such act was directed to a meeting to communicate to such parents or guardians the
- 107 measures being taken by the school to ensure the safety of the student against whom
- 108 such act was directed and policies and procedures in place to prevent further acts of
- 109 bullying;
- 110
- 111 (10) require each school to invite the parents or guardians of a student who commits any
- 112 verified act of bullying to a meeting, separate and distinct from the meeting required
- 113 in subdivision (9) above, to discuss specific interventions undertaken by the school
- 114 to prevent further acts of bullying;
- 115
- 116 (11) establish a procedure for each school to document and maintain records relating to
- 117 reports and investigations of bullying in such school and to maintain a list of the
- 118 number of verified acts of bullying in such school and make such list available for
- 119 public inspection, and annually report such number to the Department of Education
- 120 and in such manner as prescribed by the Commissioner of Education;
- 121
- 122 (12) direct the development of case-by-case interventions for addressing repeated
- 123 incidents of bullying against a single individual or recurrently perpetrated bullying
- 124 incidents by the same individual that may include both counseling and discipline;
- 125

- (13) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
- (14) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
- (15) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
- (16) prohibit bullying (A) 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, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, or (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;
- (17) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan;
- (18) require that all school employees annually complete the training described in Conn. Gen. Stat. §§ 10-220a or 10-222j related to the identification, prevention and response to bullying.

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

The Board shall submit its Safe School Climate Plan to the [Connecticut](#) State Department of Education ([the "Department"](#)) for review and approval. Not later than thirty (30) calendar days after approval by the Department, 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.

As required by state law, the Board, after consultation with ~~the Connecticut Department of Education and the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative~~ (the “Collaborative”), shall provide on the Board’s 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.

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

Legal References:

~~Public Act 19-166~~

Public Act 21-95

~~Public Act 24-45~~

Conn. Gen. Stat. § 10-145a

Conn. Gen. Stat. § 10-145o

Conn. Gen. Stat. § 10-220a

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

Date of Adoption: April 6, 2021

Revised: April 5, 2022

First Reading: March 18, 2025

Connecticut School Climate Policy

This Connecticut School Climate Policy was developed by the Connecticut Association of Boards of Education (CABE) with technical and substantive guidance from the Commission on Women, Children, Seniors, Equity & Opportunity (CWCSEO) and other members of the statewide Social Emotional Learning and School Climate Collaborative.¹

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.

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.

December 2023

¹ Chapter 170 – Boards of Education (ct.gov)

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:

1. “School climate” means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. “Positive Sustained School Climate” is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.

- b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
- c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
- d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
- e. A school community that contributes to the operations of the school and the care of the physical environment.
3. “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.
4. “Emotional intelligence” means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. “Bullying” means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. “School environment” means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. “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 other electronic communication.
8. “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.
9. “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.

10. “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.
11. “School climate improvement plan” means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. “Restorative practices” means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. “School climate survey” means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. “Connecticut school climate policy” means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. “School employee” means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. “School community” means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

- 123 17. “Challenging behavior” means behavior that negatively impacts school climate or
124 interferes, or is at risk of interfering, with the learning or safety of a student or the safety
125 of a school employee.
- 126 18. “Evidence Based Practices” in education refers to instructional and school-wide
127 improvement practices that systematic empirical research has provided evidence of
128 statistically significant effectiveness.
- 129 19. “Effective School Climate Improvement” is a restorative process that engages all
130 stakeholders in the following six essential practices:
- 131 A. Promoting decision-making that is collaborative and actively involves all
132 stakeholders (e.g., school personnel, students, families, community members)
133 with varied and meaningful roles and perspectives where all voices are heard;
- 134 B. Utilizing psychometrically sound quantitative (e.g., school climate survey,
135 discipline data) and qualitative (e.g., interviews, focus groups) data to drive action
136 planning, preventive and intervention practices and implementation strategies that
137 continuously improve all dimensions of school climate, including regularly
138 collecting data to evaluate progress and inform the improvement process;
- 139 C. Tailoring improvement goals to the unique needs of the students, educators, and
140 broader school community. These goals shall be integrated into overall school
141 improvement efforts thereby leveraging school strengths to address evidence-
142 based areas of need, while sustaining the improvement process over time;
- 143 D. Fostering adult learning in teams and/or professional learning communities to
144 build capacity building among school personnel and develop common staff skills
145 to educate the whole child;
- 146 E. Basing curriculum, instruction, student supports, and interventions on scientific
147 research and grounding in cognitive, social-emotional, and psychological theories
148 of youth development. Interventions include strength-based programs and
149 practices that together represent a comprehensive continuum of approaches to
150 promote healthy student development and positive learning environments as well
151 as address individual student barriers to learning and adult barriers to teaching;
152 and
- 153 F. Strengthening policies and procedures related to:
- 154 a. climate and restorative informed teaching and learning environments;
155 b. infrastructure to facilitate data collection, analysis, and effective planning;
156 c. implementation of school climate improvement plans with the goal of
157 becoming restorative;
158 d. evaluation of the school climate improvement process; and
159 e. sustainability of school climate and restorative improvement efforts.
- 160

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

School Climate Specialist

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

The school climate specialist shall be responsible for:

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

School Climate Committee

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

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

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

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.
3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey. The school climate survey must either (1) meet the school climate survey standards developed by the Collaborative or (2) be the state wide school climate survey developed by the Collaborative.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

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

Training

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

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The school district community adopts policies that promote:

284 a. a sound school environment that develops and sustains academic, social, emotional,
285 ethical, civic, and intellectual skills; and

286 b. a restorative school environment focused on overcoming barriers to teaching and
287 learning by building and supporting meaningful school-wide relationships, and
288 intentionally re-engaging any disengaged students, educators, and families of students in
289 the school community

290 3. The school community's practices are identified, prioritized, and supported to:

291 a. promote learning and the positive academic, social, emotional, ethical, and civic
292 development of students;

293 b. enhance engagement in teaching, learning, and school-wide activities;

294 c. address barriers to teaching and learning; and d. develop and sustain a restorative
295 infrastructure that builds capacity, accountability, and sustainability.

296 4. The school community creates a school environment where everyone is safe, welcomed,
297 supported, and included in all school-based activities.

298 5. The school community creates a restorative system that cultivates a sense of belonging
299 through norms and activities that promote social and civic responsibility, and a dedication
300 to cultural responsiveness, diversity, equity, and inclusion.

301
302 First Reading: March 18, 2025

Challenging Behavior Reporting Form

This form is not required by law or policy but serves as a model challenging behavior reporting form that local and regional boards of education may adapt and adopt.

Instructions

This form is for **students, parents or guardians of students enrolled in the school, and school employees** to report any alleged challenging behavioral incidents. Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk with interfering, with the learning or safety of a student or the safety of a school employee. This form should also be used to report alleged bullying incidents, meaning: unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

Complete this form electronically, or in writing, or go to your school climate specialist (principal, vice principal, or other certified administrator) who will assist you with completing this form. All completed reports require a response from the school climate specialist, and every student, parent or guardian, and school employee **who completed this form** will receive a copy of the "Response Process(es) Notification Form" describing the action steps taken, within three (3) school business days after an assessment has been completed.

The school climate specialist will assess the facts of a challenging behavior incident and complete the "Response Process(es) Notification Form" (located on page 5 of this document). A confirmation of receipt of the "challenging behavior reporting form" will be provided to the individual who completed this form within **three (3) school business days**, and the behavioral assessment will be finalized within a reasonable amount of time.

If this is an emergency, and you feel that you or someone else is in imminent danger, please call 911, or your municipal police department.

Name: First _____ Last _____ or check here ☐ for any **student** who would like to submit anonymously.

I am a: ☐ Student, ☐ Parent and/or Guardian or ☐ School Employee

Email: _____

Phone Number: _____

Contact me by: ☐ Phone ☐ Email

Was this previously reported to any school employee prior to this report? If yes, identify to whom, when, and what was reported? _____

Where did the incident occur? _____

Check any boxes that apply.

- ☐ On school property
- ☐ At a school-sponsored activity or off school property
- ☐ Electronic communication, internet, and social media

- ☐ On a school bus
- ☐ On the way to/from school
- ☐ Outside of school
- ☐ Other _____

Approximate date of incident (if known): _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any waiver rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Please describe what happened?

Of the following statement(s) check any that may describe or include what happened:

- | | |
|--|---|
| <input type="checkbox"/> Teasing, name-calling, intimidating, or threatening, in person or through electronic communication | <input type="checkbox"/> Making intimidating, and/or threatening gestures or remarks |
| <input type="checkbox"/> Spreading rumors or gossip | <input type="checkbox"/> Getting another person to do any of the behaviors listed above |
| <input type="checkbox"/> Hitting, kicking, shoving, spitting, hair pulling, or throwing something or other acts of physical aggression | <input type="checkbox"/> Unwanted contact of a sexual nature (verbal, non-verbal, physical) |

Do you believe that the reported instance(s) of challenging behavior was in reference to a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, and status as a veteran? If so, why?

If known, provide the name(s) of any witness(es) of the alleged incident: _____

Date form submitted: _____

***For school climate specialist use only:**

Date received by school climate specialist: _____

Signature of receipt by school climate specialist: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Investigation Form

The purpose of this form is to provide a streamlined process to assess reported instances of challenging behavior.

This form is to be completed by the school climate specialist within a reasonable amount of time. Pursuant to the Federal Education Confidentiality Law (FERPA), students, parents or guardians, and school employees that completed the challenging behavior reporting form **cannot** receive a copy of this "Investigation Form" but will be provided with a copy of the "Response Process(es) Notification Form" after an assessment is completed.

Date "Challenging Behavior Reporting Form" received: _____

Today's Date: _____

Name of school climate specialist who received the report: _____

Were these events already reported to any school employee? If yes, please identify to whom, when, and what was reported _____

Name of school community member who is reporting the incident: (student, parent or guardian, school or district employee, bystander, anonymous): _____

Name of student or students who were allegedly subjected to the challenging behavior: _____

Name of person or persons who allegedly engaged in the challenging behavior: _____

Where did the alleged incident occur? _____

Date and time alleged incident occurred: (if known): _____

Description of the alleged incident: _____

What investigative processes occurred? Answer all of the following questions below. A single incident may require an assessment into multiple areas. Please check all that apply.

Was this investigated as bullying? YES ☐ NO ☐

Was this a verified act of bullying? YES ☐ NO ☐

Was this investigated as cyberbullying? YES ☐ NO ☐

Was this a verified act of cyberbullying? YES ☐ NO ☐

Was this investigated as teen dating violence? YES ☐ NO ☐

Was this verified teen dating violence? YES ☐ or NO ☐

Was this investigated as an assault? YES ☐ NO ☐

Was this a verified assault? YES ☐ or NO ☐

Was this investigated as an act of physical violence?
YES ☐ NO ☐

Was this a verified act of physical violence?
YES ☐ or NO ☐

Was this investigated as a protected class violation/
harassment? YES ☐ NO ☐

Was this a verified protected class violation/harassment?
YES ☐ NO ☐

Was this investigated as a Title IX violation? YES ☐ NO ☐

Was this a verified Title IX violation? YES ☐ or NO ☐

Was this a verified act of challenging behavior not listed
above? YES ☐ NO ☐

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

What was the response by the school climate specialist? (E.g., utilization of restorative practices, school-based threat assessment, safety plan, student support services) Additionally, provide the date of each response.

If applicable, please provide any additional notes, observations, or actions taken as a result of this incident:

Signature or E-signature of responding school climate specialist: _____

Printed name: _____

Date of response: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Response Process(es) Notification Form

The purpose of this form is to provide a template for transparency and accountability to a person(s) that submit(s) a report of challenging behavior.

The school climate specialist will complete and submit this form within three (3) school business days **after an assessment has been finalized** and submit it to the student(s), parent(s), or guardian(s), and/or school employee(s) who completed the "Challenging Behavior Reporting Form".

Describe the steps taken to address and prevent future instance(s) of challenging behavior(s). Responses may include:

- utilization of restorative practices;
- the completion of a school-based threat assessment;
- safety plan for student(s) involved in the instance of alleged challenging behavior;
- student support services;

Signature or E-signature of school climate specialist: _____

Printed name: _____

Date completed: _____

Definitions and Clarifying Terms

Restorative Practices: Evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

School Based Threat Assessment: An evidence-based systematic evaluation process used to prevent violence, help troubled students, and avoid over-reactions to challenging behavior.

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

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;

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- (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.

#5131.914(t)**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

Curriculum Development

~~Local curriculum development follows a cyclical process of creation and revision for all content areas. Strategic phases within the process guide revision efforts and promote interdisciplinary collaboration to develop content in alignment with standards identified in the Profile of a Graduate (POG). The creation of curricular phases organizes and identifies priorities in a systematic manner which will guide revision efforts. The phases within the cycles allows for flexibility in revisions that move faster or slower based on depth and breadth of content. It further promotes interaction across content and concepts in order to build 21st Century Skills with meaning and importance while considering the changing needs of our students.~~

The Curriculum Review Council (“the Council”) CRC) upholds criteria for district design and assessment standards and provides clear guidance and feedback for curriculum writers. ~~with a primary function to uphold criteria for district design and assessment standards.~~ All curriculum documents are reviewed by the Council prior to presentation to the Madison Board of Education for approval and adoption.— Changes and improvements in curriculum may be suggested and implemented administratively, ~~as deemed necessary and educationally sound~~ by the Superintendent or superintendent’s designee. ~~Before new courses are added to the total offerings, such courses must be approved by the Board of Education.~~ Courses may be eliminated from the offerings for one year due to low enrollment ~~dropped during one year because of few enrollees in the course, but reoffered~~ and reinstated the following year by administrative action.

~~The Superintendent or designee shall establish a cyclical curriculum management process for all fields of study, consisting of the following components:~~

Curriculum Creation & Review Phases

PHASE 1 Years 1-2: Review and evaluate curriculum, compare current standards, and research best practices. Draft priority benchmark units and courses. Conduct pilot units at select grade levels.

PHASE 2 Years 2-3: Revise K-12 curriculum including indicators of student growth with supporting Professional Development for systemic instructional shifts. Select and purchase supporting materials.

PHASE 3 Years 3-4: Implement adopted curriculum with a focus on instruction and continuing professional development. Evaluate needs for modification for learning plan based on evidence of student learning.

PHASE 4 Years 4-5: Monitor implementation and make adjustments. Collect and analyze data on student performance. Determine needs for supplemental materials and additional in-service training.

PHASE 5 Years 5-6: Evaluate effectiveness of curriculum based on data and various measures of student outcomes.

Legal Reference: Connecticut General Statutes

[10-16b](#) Prescribed courses of study.

[10-16c et seq.](#) re family life education.

[10-17](#) English language to be medium of instruction.

[10-17 et seq.](#) re Bilingual instruction.

[10-18](#) Courses in United States history, government and duties and responsibilities of citizenship.

[10-18a](#) Contents of textbooks and other general instructional materials.

[10-18b et seq.](#) re Firearms safety programs.

[10-19](#) Effect of alcohol, nicotine or tobacco and drugs to be taught. Training of personnel. Evaluation of programs by alcohol and drug abuse commission and department of education.

[10-19a et seq.](#) re Substance abuse prevention team.

~~[10-24](#) Course in motor vehicle operation and highway safety.~~

~~[10-21 et seq.](#) re Vocational education and cooperation with business.~~

[10-220](#) Duties of boards of education as amended by PA 08-153.

[10-221a](#) High School graduation requirements.

Date of Adoption: October 1, 1996

Date of Revision: October 3, 2017

First Reading: March 18, 2025

In accordance with state statutes, the prescribed course of study shall include at least the following subject matter:

1. The arts;
2. Career education;
3. Consumer education;
4. Health and safety, including, but not limited to, human growth and development; nutrition; first aid; disease prevention; community and consumer health, physical mental and emotional health, including youth suicide prevention, substance abuse prevention, and safety, which may include the dangers of gang membership, and accident prevention; instruction on acquired immune deficiency syndrome (AIDS) and sexual harassment & assault.
5. Language arts, including reading, writing, grammar, speaking and spelling;
6. Mathematics;
7. Physical education;
8. Science;
9. Social studies, including, but not limited to, citizenship, economics, geography, government and history;
10. At least on the secondary level, one or more foreign languages and/or career & life education.

Written curriculum will be applied by the staff in their classroom teaching.

Legal Reference:**Connecticut General Statutes**

10-16b Prescribed courses of study. (as modified by PA 97-45 and PA 97-61)

10-18 Courses in United States history, government and duties and responsibilities of citizenship.

10-19 Teaching about alcohol, nicotine or tobacco, drugs, and acquired immune deficiency syndrome. Training of personnel.

10-220 Duties of boards of education

10-221(d) Board of education to prescribe rules

Date of Adoption: February 25, 1997
Technical Revision: August 22, 2006
Date of Revision: November 15, 2016
Date of Revision: October 3, 2017

Credit for Online Courses

The Madison Board of Education (“Board”) ~~recognizes the importance of technology in education and the growing popularity and use of online coursework. In that regard, and~~ in accordance with Connecticut General Statutes § 10-221a, ~~the Board~~ sanctions the receipt of online course credit to be used toward high school graduation requirements, in accordance with this policy.

Pre-approval of Courses Identified by Students and Parents

To receive credit for online courses to be used toward high school graduation requirements, students must, prior to registering for the course, receive approval from the high school principal or his/her designee. The decision of the principal or his/her designee with regard to online course credit approval is final. Pre-approval for online course credit may be granted if the requirements set forth below are met.

~~District-Provided Distance Learning~~

~~Students may also earn credit for high school graduation by participating successfully in distance learning offered by the Board during the COVID-19 health emergency, or other long-term school closure related to a community-wide emergency. Determination of successful participation will be made by the teacher teaching the course through district-provided distance learning, taking into account work performed by the student prior to the school closure.~~

Requirements for Online Coursework

1. The workload required by the online course is substantially equivalent to that of a similar course taught in a traditional classroom setting;
2. The content of the online course is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate;
3. The course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in online demonstrations, discussion boards or virtual labs;
4. The program of instruction for such online coursework is planned, ongoing and systematic;

5. The courses are:

- a. taught by teachers who are certified in Connecticut or another state and have received training on teaching in an online environment, or
- b. offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or regionally accredited; and

6. The principal has determined, in ~~his or her~~ the principal's professional judgment, that, given the student's academic and disciplinary history, the student is appropriately suited to engage in online coursework.

Additional Requirements

Only students in grades 9-12 are eligible to receive credit toward high school graduation by taking online courses. Students who have been pre-approved shall receive such credit upon completing the online course and obtaining a passing grade.

Any expense incurred for taking an online course identified by the student and/or parent shall be the responsibility of the student/parent and shall not be the responsibility of the Board. ~~Distance learning provided to students during the COVID-19 or other community-wide emergency shall be provided at Board expense.~~

Legal References:

Public Act No. 22-80, "An Act Concerning Childhood Mental and Physical Health Services in Schools"

Connecticut General Statutes § 10-4w

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-221a

Connecticut State Department of Education, Standards for Remote Learning Grades 9-12 (February 2022), available at <https://portal.ct.gov/-/media/SDE/Remote-Learning-Commission/CT-Standards-for-Remote-Learning-Grades-9-12-FINAL.pdf>.

~~Connecticut General Statutes § 10-221a.~~

Approved: May 5, 2020

First Reading: March 18, 2025

#6040

WEIGHTED GRADING, CALCULATION OF GRADE POINT AVERAGES AND RANK IN CLASS

The Madison Board of Education (the “Board”) recognizes the importance of parents and students understanding the manner in which grade point averages are calculated within the Madison Public Schools (the “District”). In accordance with Connecticut law, this policy shall explain the manner in which grade point averages are calculated within the District.

I. Calculation of Grade Point Average ~~and Class Rank Percentile~~ for Purposes of the Connecticut Automatic Admissions Program

The Board understands its obligation under state law to identify students in the District who are eligible for the Connecticut Automatic Admissions Program (“CAAP”).

In accordance with state law, for each student who completes eleventh grade, the District will: (1) calculate ~~a the unweighted~~ grade point average ~~using the standardized method established by the Board of Regents for Higher Education (“BOR”)~~ for purposes of the CAAP (“CAAP GPA”), and (2) determine whether such student’s ~~class rank percentile~~ CAAP GPA is above or below the minimum established by the Board of Regents for Higher Education (“BOR”). The District shall share a student’s CAAP GPA and whether the student is above or below the minimum ~~class rank percentile for the CAAP~~ established by the BOR with the student, the student’s parent or guardian, the Connecticut State Department of Education (“CSDE”), and, upon request, a participating institution for purposes of applying to such institution under the CAAP.

The District shall notify each student enrolled in the student’s final year of high school, and the parent or guardian of such student, whether the student may be admitted to at least one participating institution under the CAAP based on the academic threshold established by such institution.

~~The District shall calculate each student’s CAAP GPA, identify institutions to which students are eligible for automatic admission under the CAAP, and generate student letters in accordance with guidance issued by the CSDE, as such guidance may be amended from time to time.~~

II. Calculation of Grade Point Averages and Class Percentile Rank for All Other Purposes

The Board believes that, due to the rigorous nature of certain classes, the grades earned in such classes deserve additional weight for purposes of calculating grade point average and determining class rank. These rigorous classes include the following: honors classes, advanced placement classes, dual enrollment, dual credit or early college. Therefore, it is the policy of the Board to grant grades earned in such courses additional weight for the aforementioned purposes.

For all purposes other than qualifying students for the CAAP, a student’s grade point average shall be calculated in the following manner:

Weighted GPA

Weighted GPA is calculated using courses taken in grades 10-12. Freshman courses are not included. Weighted GPA is determined by the grade earned and the level designation of the course. A four-point scale (4.0) is used.

GPA by Level

Letter Grade	Level 1	Level 2
A+	5.33	4.33
A	5.00	4.00
A-	4.67	3.67
B+	4.33	3.33
B	4.00	3.00
B-	3.67	2.67
C+	3.33	2.33
C	3.00	2.00
C-	2.67	1.67
D	2.00	1.00
F	0.00	0.00

Unweighted GPA

Unweighted GPA is calculated using all courses (grades 9-12) without regard to level. No additional weighting or points are added for Honors or Advanced Placement courses. A four-point scale (4.0) is used.

GPA System

A+	4.33
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D	1.00
F	0.00

III. Rank in Class

Rank in class is calculated using the Weighted GPA. The class rank, or decile, for a graduating student will not be officially reported on the student's academic transcript. Daniel Hand High School will calculate rank for the purpose of determining which students are eligible for Senior Honors and for some scholarships and awards.

Senior Honors are defined as the top ten ranking positions in the class for honors recognition and shall include the class valedictorian, salutatorian, class essayist, and senior scholars. If Daniel Hand High School has more than one student qualifying for top honors, the students tying for valedictorian honors will be named co-valedictorians. The next recipient will be named salutatorian followed by the class

essayist. Final Senior Honors Rank will be based upon six trimesters, beginning sophomore year, plus the first and second trimesters of the student's senior year. An official Senior Honors Rank will be provided to candidates during the third trimester of their senior year. For students who have not been at Daniel Hand long enough for a Senior Honors Rank calculation, a Rank in Class is calculated for the purpose of determining eligibility for some scholarships and awards. Transfer students should see their guidance counselor for additional information.

If a situation exists which is not covered by this policy, it will be reviewed on a case by case basis by the School Counseling Department and the building principal.

The Superintendent or designee shall be responsible for implementing this policy and developing procedures in furtherance of this policy, if necessary.

Legal Reference:

Connecticut General Statutes § 10-220g

Connecticut General Statutes § 10-220q

Connecticut General Statutes § 10a-11h

~~Connecticut State Department of Education, *Information and Resources to Support Connecticut School for the Connecticut Automatic Admissions Program (CAAP)*, available at <https://portal.ct.gov/SDE/Performance/Information-and-Resources-to-Support-Connecticut-Schools-for-CT-Automatic-Admissions-Program>~~

Public Act 24-47, “An Act Modifying the Connecticut Automatic

First Reading: March 4, 2025

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The class rank, or decile, for a student will not be officially reported on the student's academic transcript. Daniel Hand High School will calculate rank for the purpose of determining which students are eligible for Senior Honors and for some scholarships and awards. Rank in class is based upon the quality of work rather than on the quantity of credits. Rank in class is calculated by ranking each student's weighted grade point average as described in the Student Handbook. All English, science, social studies, mathematics, and world language courses as well as all other leveled courses will be included in rank in class calculations.

FINAL RANK IN CLASS: Final Rank in Class applies to students completing their high school course of studies at Daniel Hand High School without interruption. Final Rank in Class is based on nine trimesters of study and is calculated by ranking each student's weighted grade point average as described in the Student Handbook.

SENIOR HONORS: Senior Honors Rank is based upon six trimesters plus the first and second trimesters of the student's senior year. In order to qualify for Senior Honors, a student must complete a minimum of eight trimesters at Daniel Hand High School including his / her junior and senior years. An official Senior Honors Rank will be provided to candidates during the third trimester of their senior year.

Senior Honors are defined as the top ten ranking positions in the class for honors recognition and shall include the class valedictorian, salutatorian, class essayist, and senior scholars. If Daniel Hand High School has more than one student qualifying for top honors, the students tying for valedictorian honors will be named co-valedictorians. The next recipient will be named salutatorian followed by the class essayist.

RESCIND - CURRENT POLICY

RANK IN CLASS – TRANSFER STUDENTS: For transfer students, course work completed at a previous school(s) (two semesters maximum) will be interpreted by the students' Guidance Counselor and included with their courses in grades 10-12 at Daniel Hand High School to provide these students with a rank, if needed. Transfer students must meet the criteria above for Senior Honors to be considered for Senior Honors.

If a situation exists which is not covered by this policy, it will be reviewed on a case by case basis by the Guidance Department and the building principal.

Date of Adoption: 5/15/90
Date of Revision: 8/15/2013
Date of Revision: 11/4/2014

IDEA – Alternative Assessments

**INDIVIDUALS WITH DISABILITIES EDUCATION ACT - ALTERNATIVE
ASSESSMENTS FOR STUDENTS WITH DISABILITIES FOR STATEWIDE AND
DISTRICT-WIDE ASSESSMENTS**

The Madison Board of Education will, in all respects, comply with the requirements of state and federal law with regard to the special education of students with disabilities. Decisions about whether a student with a disability eligible for special education and related services under the Individuals with Disabilities Education Act shall participate in alternative assessment(s) to particular statewide or district-wide assessments shall be made by each student's planning and placement team in accordance with applicable state and federal law.

Legal References:

Conn. Gen. Stat. § 10-14q

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 *et seq.*

34 C.F.R. § 300.320 *et seq.*

Connecticut Alternate Assessment (CTAA) Test Administration Manual, English Language Arts and Mathematics (Dec. 9, 2019), *available at* <https://ct.portal.cambiumast.com/core/fileparse.php/51/urlt/CTAA-Test-Administration-Manual-TAM.pdf>.

CTAA and Alternate Science Learner Characteristics Inventory (LCI), *available at* <https://portal.ct.gov/-/media/SDE/Student-Assessment/Special-Populations/LCI.pdf?la=en>.

First Reading: March 4, 2025

Second Reading: March 18, 2025

#6080.1**Educating Students With Special Needs**

The Board of Education recognizes each student is unique, and, although for most students the core educational program is appropriate, some students have exceptional needs that cannot be met without additional special services. Therefore, the district shall provide special programs and services for all students whether these needs are academic, physical, emotional, psychological, or sociological.

General Principles for Programming

The Madison Board of Education requires the administration and staff, under the direction of the Superintendent, to . . .

- A. develop a comprehensive plan of compliance with all of the requirements of federal and state law for the education of students with special needs who attend district schools.
- B. develop and promulgate regulations and procedures to identify students with special needs; and
- C. develop plans for assessment and evaluation of specific needs of each student identified to have special needs. The assessment plan shall be a description in ordinary language of procedures, tests, records, or reports proposed for use in student assessments.

Legal Reference:	Connecticut General Statutes
	10-76a Definitions.
	10-76b State supervision of special education programs and services.
	10-76c Receipt and use of money and personal property.
	10-76d Duties and powers of boards of education to provide special education programs and services.

#6080.1 (continued)

10-76d(a)	Identification of school age children needing special education.
10-76e	School construction grant for cooperative regional special education facilities.
10-76f	Definition of terms used in formula for state aid for special education.
10-76g	State aid for special education.
10-76h	Special education hearing and review procedure. Mediation of disputes.
10-76i	Advisory council for special education.
10-76j	Five-year plan for special education.
10-76k	Development of experimental educational programs.
10-76m	Auditing claims for special education assistance.
State Board of Education Regulations	
10-76a-1 et seq.	Definitions.
10-76d-1 to 10-76d-19	Conditions of Instruction.
10-76h-1 to 10-76h-2	Due process.
10-76I-1	Program Evaluation.
10-145a-24 to 10-145a-31	Special Education (re teacher certification).
34 C.F.R. 3000	Assistance to States for Education for Handicapped Children.

Date of Adoption: November 7, 1996

#6090.10**Individualized Education Program/Special Education Program**

Any child, whether a student of the school district, of pre-school age, or between the ages of 3 and 21 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a "special education planning and placement team" (PPT) which shall make an evaluative study to determine whether the child is a child with a disability as defined in state and federal statutes and if special education is required and to establish the scope of the special education program.

A parent of a child, the State Department of Education, and other state agencies available to the District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Initial evaluations using a variety of assessment tools and measures to gather relevant functional, developmental, and academic information, must be completed within 45 school days. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law.

The District will provide parents/guardians with State Department of Education procedural safeguards and the State Restraint/Seclusion Policy as soon as a child is identified as requiring special education.

Planning and Placement Team or Individualized Education Program Team

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

- (i) the parents of a child with a disability;
- (ii) one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) one special education teacher;

#6090.10 (cont'd.)

(iv) a representative of the local educational agency who -

(I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

(II) is knowledgeable about the general education curriculum; and

(III) is knowledgeable about the availability of resources of the local educational agency;

(v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);

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

(vii) the school paraprofessional, if any, assigned to such child, and

(viii) whenever appropriate, the child with a disability.

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

#6090.10 (cont'd.)

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have advisors and can invite the child's assigned paraprofessional, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised.

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

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

A. General. The IEP for each child must include:

1. An accurate statement of the child's present levels of academic achievement and functional performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including :
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

#6090.10 (cont'd.)

2. A statement of measurable annual academic and functional goals that aim to improve educational results and functional performance for each child with a disability, related to:

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

(ii) Meeting each of the child's other educational needs that result from the child's disability; and

(iii) Providing a meaningful opportunity for the child to meet challenging objectives.

Alternate Assessments

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

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

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

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

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

#6090.10 (cont'd.)

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

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

4. A school must offer an IEP that is “reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.” The child’s educational program must be appropriately ambitious in light of his/her circumstances and every child should have the chance to meet challenging objectives. The IEP Team, in determining whether an IEP is reasonably calculated to enable a child to make progress should consider the child’s:

- Previous rate or academic growth,
- Progress towards achieving or exceeding grade-level proficiency,
- Behaviors, if any, interfering with the child’s progress, and Parent’s input and any additional information provided by such parents.

The U.S. Supreme Court, in the Endrew F decision stated, “any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal. (137S.CT. at 99).

5. An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;
6. (i) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment;

#6090.10 (cont'd.)

7. The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and
8. A statement of :
 - (i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
 - (ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of -
 - a. Their child's progress toward the annual goals; and
 - b. The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year
9. Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

NOTE: In order to make FAPE available to each eligible child with a disability, the child's IEP must be designed to enable the child to be involved in, and maybe progress in, the general education curriculum ("the same curriculum as for nondisabled children which is

#6090.10 (cont'd.)

based on a State's academic content standards. This alignment must guide, and not replace the individualized decision-making required in the IEP process.”)

B. Transition services**1. The IEP must include -**

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

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

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

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

C. Transfer of rights. Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been

#6090.10 (cont'd.)

informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)

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

E. Students with disabilities identified as deaf or hearing impaired. For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which shall address;

(i) the child's primary language or mode of communication;

(ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;

(iii) educational options available to the child;

(iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;

(v) the accessibility of academic instruction, school services and extracurricular activities to the child;

(vi) assistive devices and services for the child; and

(vii) communication and physical environment accommodations for the child.

#6090.10 (cont'd.)**Transfers**

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one. If the transfer involves districts within Connecticut, the District will provide services “comparable to those described in the previously held IEP,” until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services “comparable to those described in the previously held IEP,” until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Independent Educational Assessment

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District. All neuropsychological, psychiatric, and assistive technology evaluations must include a classroom observation.

Legal Reference: Connecticut General Statutes

10-76a Definitions

10-76b State supervision of special education programs and services.
Regulations. (as amended by PA 12-173)

10-76d Duties and powers of Boards of Education to provide special education programs and services. (as amended by June Special Session PA 15-5, Section 277)

#6090.10 (cont'd.)

10-76ff Procedures for determining if a child requires special education

10-76g State aid for special education.

10-76h Special education hearing and review procedure.

PA 12-173 An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

State Board of Education Regulations

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

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

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

Rowley v. Board of Education, 485 U.S.-176 (1982)

Endrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)

Policy adopted: April 1, 1997
Policy revised: August 28, 2018

Parent-Teacher Communication

The Madison Board of Education (the “Board”) believes that parents should be knowledgeable about the education that the Madison Public Schools (the “District”) provides to enrolled students. The Board believes that parents are most knowledgeable when they have regular communication with teachers. Therefore, it is the policy of the Board to encourage parent-teacher communication. The Superintendent or designee shall be responsible for developing procedures in furtherance of this policy.

The Superintendent is further required to include information about parental involvement and actions taken to improve parental involvement in the strategic school profile that is submitted annually to the Board and Commissioner of Education. Such actions to improve parental involvement may include methods to engage parents in the planning and improvement of school programs and to increase support to parents working at home with their children on learning activities.

The procedures developed in furtherance of this policy may include monthly newsletters, required regular contact with all parents, drop-in hours for parents, home visits, and the use of technology such as homework hot lines to allow parents to check on their children’s assignments and students to receive assistance if needed.

Such procedures shall require the District to conduct two flexible parent-teacher conferences for each school in each year. Teachers should be prepared to give after-school or pre-school time for conferences when requested by parents/guardians. In addition, the procedures shall require the District to offer parents the option of attending parent-teacher conferences by telephonic, video, or other conferencing platform.

Legal reference:

Connecticut General Statutes:

§ 10-220(c) Duties of Boards of Education

§ 10-221(~~f~~g) Boards of Education to prescribe rules, policies and procedures

First Reading: March 4, 2025

Second Reading: March 18, 2025

#6110 Regulation
Parent-Teacher Communication

The Madison Board of Education (the “Board”) believes that parents should be knowledgeable about the education that the Madison Public Schools (the “District”) provides to enrolled students. The Board believes that parents are most knowledgeable when they have regular communication with teachers. In accordance with the Board’s Parent-Teacher Communication policy, the administration has adopted the following procedures:

1. Each school shall regularly communicate with parents through school-based e-Notify messages. Additionally, schools shall hold Parent Teacher Organization (PTO) meetings that are noticed and open to the school community.
2. The District shall conduct two flexible parent-teacher conferences for each school in each year. Parents shall have the option of attending parent-teacher conferences by telephonic, video, or other conferencing platform.

#6110.1.3.1**Parent Conferences**

Close communication between home and school is an important factor in establishing a highly effective school program. Conferences between parents and teachers are an important way to bring about understanding and close cooperation between the home and school. Conferences with all parents should be encouraged, not just with those where academic or other problems suggest the need for closer communication.

Conferences between parents and teachers regarding a child should be treated by the teacher as an opportunity to help the child and every effort should be made to make the conference constructive, objective, and pleasant. Conferences should provide an opportunity for a mutual exchange of information and ideas for the welfare of the child.

Teachers should be prepared to give after-school or pre-school time for conferences when requested by parents.

Parent-teacher conferences to discuss student progress and performance are scheduled each year in conjunction with report card / portfolio overviews. These may be arranged for certain days when classes are dismissed early and conferences are held in the afternoon / evening or before or after school at the convenience of parents and teachers. In addition to scheduled conferences, teachers are expected to request additional conferences with parents as the need may indicate.

The principal or supervisor should be present at any parent-teacher conference when requested.

Date of Adoption: June 23, 1998

Fire Drills / Crisis Response Drills

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

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills. Such drills shall incorporate the basic protocols of lockdown, evacuation and shelter-in-place responses. ~~The activation and utilization of the Incident Command System shall also be a part of the crisis response drills.~~

Principals shall keep a record of all fire and crisis response drills held in their schools, ~~stating the date the drill was held and the time required for the response protocols utilized in the drill.~~ A copy of the record shall also be filed in the Office of the Superintendent.

Local law enforcement and other public safety officials including the local emergency management director, fire marshal, building inspector and emergency medical services representative shall each evaluate, score and provide feedback on a representative sample of fire drills and crisis response drills at each school in the district. By July 1st of each year, the Board shall submit a report to the Department of Emergency Management Homeland Security Regional Coordinator regarding types, frequency and feedback related to the fire drills and crisis response drills.

~~Local law enforcement and other local public safety officials may evaluate, score and provide feedback on fire drills and crisis response drills conducted pursuant to Connecticut General Statutes 10-231.~~

~~(cf. 5120—Student Welfare / Safety)~~

~~(cf. 5190—Crisis Management Plan)~~

Legal Reference: Connecticut General Statutes

10-231 Fire drills. Crisis Response Drills ~~(as amended by PA 00-220 and PA 09-131)~~

Policy adopted: October 7, 2014

First Reading: March 4, 2025

Second Reading: March 18, 2025

Graduation Requirements

In order to satisfy the high school graduation requirements within Madison Public Schools, a student must have satisfactorily completed the prescribed courses of study; demonstrated proficiency in basic skills identified by the Madison Board of Education (the “Board”); and satisfied the legally mandated number and distribution of credits required to graduate from high school.

These requirements, as documented below, are considered by the Board to constitute a solid educational foundation for high school students. However, the Board endorses and encourages an expanded course of study beyond these minimum requirements that includes, but is not limited to, the following: interdisciplinary studies and student projects, including senior projects; student community service activities; technology-based and distance learning courses and activities; and other such curricula and courses as might be expected for high schools in the 21st century.

Requirements for Enrollment and Promotion and Graduation

- (1) Students in grades 9, 10, and 11 are required to enroll in six and one-half (6.5) credits each year. They may take up to seven and one-half (7.5) credits if their schedule permits them to do so. The minimum enrollment requirement for seniors is six (6) credits. The students must earn four and one-half (4.5) credits during their senior year in order to be eligible for graduation, regardless of previously earned credits.
- (2) The minimum requirements for promotion are as follows:
 - Grade 10 status, six (6) credits must be earned
 - Grade 11 status, twelve (12) credits must be earned
 - Grade 12 status, eighteen (18) credits must be earned
- (3) Students must complete all requirements in order to participate in graduation exercises.

Required Coursework and Credits for Graduation

The Board conforms with state law regarding credits for graduation from high school. For classes graduating in 2023 and thereafter, the following **twenty-five (25)** credits are required at a minimum:

Humanities	9.0 Credits
Science, Technology, Engineering, and Math (STEM)	9.0 Credits
Physical Education	1.0 Credit
Health and Wellness	1.0 Credit

World Languages	1.0 Credit
Mastery-Based Diploma	0.5 Personal Finance Credit 0.5 Independent Project Credit
Career & Technical Education	1.0 Credit
Art, Music, or Theater	1.0 Credit
Elective	1.0 Credit

A credit is defined as not less than the equivalent of a forty (40) minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned through a manner otherwise detailed in this policy.

Only courses taken in grades nine to twelve inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education, shall satisfy the above graduation requirements, except that the Board will grant a student credit under the following additional circumstance:

High school graduation credit will be granted to students for coursework completed during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this policy.

Credit Requirement Exemptions

A student who presents written documentation from a physician, advanced practice registered nurse, or physician assistant, stating that participation in physical education is not advisable because of the physical condition of the student, shall be excused from the physical education requirement. In such a case, another subject of equal or greater course credit must be substituted.

Any student who is deaf or hearing impaired may be exempted from any world language graduation requirement if the student's parent or guardian requests such exemption in writing.

Demonstration of Proficiency in Basic Skills

In addition to meeting the coursework and credit graduation requirements listed above, to graduate high school, each student must demonstrate proficiency in the basic skills.

Mathematics Standard

Students may meet this standard in one of the following ways:

1. Meeting the state benchmark for the Math SAT.
2. Achieving a combined average in the C range for three or more math courses.
3. Satisfying the requirements as designated on the IEP for qualifying students.

Reading and Writing Standard

Students may meet this standard in one of the following ways:

1. Meeting the state benchmark for the Evidence-Based Reading & Writing (ERW) SAT.
2. Achieving a combined average in the C range for three or more English courses.
3. Producing a portfolio of written work in class that will be evaluated by a panel of teachers related to reading and writing.
4. Satisfying the requirements as designated on the IEP for qualifying students.

The Board of Education will provide adequate student support and remedial services for students beginning in grade seven. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed, if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in an approved summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (3) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

Repeating Courses

Students who repeat a course due to failure will have both courses counted in class rank calculations. Both courses will appear on the students' permanent record card.

FAFSA Requirement for Classes Graduating in 2027 and Thereafter

Students graduating in 2027 and beyond are required to have satisfied one of the following prior to graduation:

- (1) completed a FAFSA;
- (2) for students without legal immigration status, completed and submitted to a public institution of higher education an application for institutional financial aid; or
- (3) completed a waiver of completion of the FAFSA and/or financial aid application, as applicable, on a form prescribed by the Commissioner of Education, signed by the student's parent or guardian or signed by the student if the student is eighteen or older.

On and after March 15 of each school year, a principal, school counselor, teacher, or other certified educator may complete the waiver on behalf of any student who has not satisfied the above requirements if such principal, school counselor, teacher, or other certified educator affirms that they have made a good faith effort to contact the parent/guardian or student about completion of such applications.

Graduation During Period of Expulsion

A student may graduate during an expulsion period if the Board determines that the student has completed the necessary credits required for graduation.

Legal References:

Conn. Gen. Stat. § 10-14n

Conn. Gen. Stat. § 10-16b

Conn. Gen. Stat. § 10-221a

[Conn. Gen. Stat. § 10-221z](#)

Conn. Gen. Stat. § 10-223a

Public Act No. [24-45](#), “An Act Concerning [Education Mandate Relief, School Discipline, and Disconnected Youth](#)”

[First Reading: March 4, 2025](#)

[Second Reading: March 18, 2025](#)

Graduation Requirements

The Board of Education recognizes its responsibility to communicate expectations for graduation requirements for the students who attend and graduate from Daniel Hand High School. To that end, this policy has been developed to document the graduation requirements in keeping with the State of Connecticut general statutes that govern such matters.

These requirements, as documented below, are considered by the Board of Education to constitute a solid educational foundation for high school students. However, the Board endorses and encourages an expanded course of study beyond these minimum requirements that includes, but is not limited to, the following: interdisciplinary studies and student projects, including senior projects; student community service activities; technology-based and distance learning courses and activities; and other such curricula and courses as might be expected for high schools in the 21st century.

The Board encourages the Superintendent, administration, and staff to focus their efforts on such program expansion as would effectively enhance learning opportunities for students beyond these minimum graduation requirements.

General Statement of Requirements for Graduation

For graduation from the district's public schools, students must:

1. Satisfactorily complete a rigorous academic Program of Study;
2. Achieve specific academic performance goals in each content area; and
3. Fulfill the legally mandated number and distribution of credits.

The detailed requirements and standards for graduation listed below agree with the goals of our schools adopted by the Board of Education. The faculty shall apply measures of achievement to provide evidence that each student has completed these requirements for graduation according to the terms of paragraph #1 above.

Additionally, in recognition of its responsibility for the education of all youths in the school system, including those who drop out of school, the Board of Education shall provide alternative programs that will enable them to acquire a high school or vocational school diploma.

Specific High School Credit Requirements

A graduate of the Madison Public Schools must have earned a minimum of twenty-four (24) credits and must have met the credit distribution requirement. Students must have met performance standards in the following: reading, writing and mathematics.

1. Requirements for Enrollment and Promotion and Graduation:

(a) Students in grades 9, 10, and 11 are required to enroll in six and one-half (6.5) credits each year. They may take up to seven and one-half (7.5) credits if their schedule permits them to do so. The minimum enrollment requirement for seniors is six (6) credits. The students must earn four and one-half (4.5) credits during their senior year in order to be eligible for graduation, regardless of previously earned credits.

(b) The minimum requirements for promotion are as follows:

- Grade 10 status, six (6) credits must be earned
- Grade 11 status, twelve (12) credits must be earned
- Grade 12 status, eighteen (18) credits must be earned

(c) Students must complete all requirements in order to participate in graduation exercises.

2. Credit Distribution Requirements:

Effective September 2002 (class of 2006), graduation requirements are expanded to include the following:

- English: Not fewer than four and one-half (4.5) credits
- Social Studies: Not fewer than three and one-half (3.5) credits. One (1) must be United States History and one-half (.5) in Civics and American Government

- Science: Not fewer than three (3) credits
- Mathematics: Not fewer than three and one-half (3.5) credits
- Physical Education: Not fewer than one and one-quarter (1.25) credits
- Arts or Music: Not fewer than one (1) credit
- Applied Education: Not fewer than one (1) credit
- Health: Not fewer than one (1) credit

Of the remaining five (5) elective credits, two must be part of a planned program reflecting exploratory interest in the areas of focus (Career Cluster Sequences) contained in the Daniel Hand High School Program of Studies.

Commencing with the graduating class of 2023 (beginning with the incoming class of 2019-2020) and for each graduating class thereafter, in order to graduate and be granted a diploma, students must satisfactorily complete a minimum of twenty-five (25) credits, including not fewer than (1) nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education; (5) one credit in world languages and (6) a one credit mastery-based diploma assessment.

In addition, also beginning with the graduating class of 2023, the Board of Education will provide adequate student support and remedial services for students beginning in grade seven (2017-2018 school year). Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed, if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (3) allowing those students whose individualized education plans state that

such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

3. District Performance Standards

(a) Mathematics Standard

Students may meet this standard in one of the following ways:

1. Meeting the state benchmark for the math SAT.
2. Achieving a combined average in the C range for three or more math courses.
3. Satisfying the requirements as designated on the IEP for qualifying students.

(b) Reading & Writing Standard

Students may meet this standard in one of the following ways:

1. Meeting the state benchmark for the Evidence-Based Reading & Writing (ERW) SAT.
2. Achieving a combined average in the C range for three or more English courses.
3. Producing a portfolio of written work in class that will be evaluated by a panel of teachers related to reading & writing.
4. Satisfying the requirements as designated on the IEP for qualifying students.

4. Repeating Courses:

The following policy applies to courses being repeated due to failure:

- (a) Students who repeat a course due to failure will have both courses counted in class rank calculations. Both courses will appear on the students' permanent record card.

6. Notification Guidelines:

Effective communication is a key ingredient to success in school. The responsibility for this communication must be shared by school personnel, the student and his / her parents or legal guardians. To this end, teachers will complete reports for all students at the mid-point and end of each trimester.

Per statute (C.G.S. 221a(f)) the determination of eligible credits is at the discretion of the Board of Education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The Board may permit a student to graduate during a period of expulsion if the Board determines the student has satisfactorily completed the necessary credits. The graduation requirements shall apply to any student requiring special education except when the Planning and Placement Team (PPT) determines the requirement not to be appropriate.

The Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes.

(cf: Policy #5070: Promotion / Acceleration / Retention)

(cf: Policy #6146.2 - Credit for Online Courses)

Legal Reference: Connecticut General Statutes

10-14n Statewide mastery examination conditions for reexamination. Limitation on use of test results.

10-16(l) Graduation exercises.

10-221a High school graduation requirements (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II and P.A. 00-156, An act Requiring a Civics Course for High School Graduation).

10-223a and b An Act Concerning the Connecticut Academic Performance Test.

Date of Adoption: February 2, 1999
Date of Revision: June 20, 2002
Date of Revision: June 16, 2015
Date of Revision: October 18, 2016
Date of Revision: November 12, 2019
Date of Revision: May 5, 2020

#1130

Pesticide Application on School Property

It is the policy of the Madison Board of Education to implement an integrated pest management plan to reduce the amounts of pesticides applied in any building, or the grounds of any Madison public school, by using all available pest control techniques including judicious use of pesticides, when warranted, to maintain a pest population at or below an acceptable level, while decreasing the use of pesticides.

The decision to apply pesticide in any building, or the grounds of any Madison public school is dependent on results of periodic monitoring for pest populations to determine if a pest problem exists that exceeds acceptable threshold levels.

No application of pesticide shall be made in any building, or the grounds of any Madison public school during regular school hours or during planned activities at any school, except as provided by Connecticut statute or regulation.

Parents or guardians of children in any school and/or staff members in any school may register for prior notice of pesticide application at their school. Each school shall maintain a registry of persons requesting such notice, and shall provide notice to registered individuals in accordance with applicable Connecticut statutory and regulatory provisions.

The Superintendent may direct that an emergency application of a lawn care pesticide be made without prior notice to parents or guardians of children in any school and/or staff members in the event of a threat to human health, subject to applicable Connecticut statutory and regulatory provisions.

The Superintendent may direct that an emergency application of a pesticide be made during regular school hours or during planned activities at school without prior notice to parents or guardians of children and/or staff members in any school in the event of an immediate threat to human health, subject to applicable Connecticut statutory and regulatory provisions.

There shall be no application of any lawn care pesticide on the grounds of any school with students in grade eight (8) or lower, except on an emergency basis, subject to applicable Connecticut statutory and regulatory provisions.

Legal References:

Connecticut General Statutes:

§10-231a

§10-231b

§10-231d

First Reading: March 4, 2025

Second Reading: March 18, 2025

#1130 Regulation

Pesticide Application on School Property

A. Definitions:

1. **Pesticide**: means a fungicide used on plants, an insecticide, a herbicide or a rodenticide, but does not mean a sanitizer, disinfectant, antimicrobial agent or a pesticide bait.
2. **Lawn Care Pesticide**: means a pesticide registered by the United States Environmental Protection Agency and labeled pursuant to the federal Insecticide, Fungicide and Rodenticide Act for use in lawn, garden and ornamental sites or areas. “Lawn care pesticide” does not include (A) a microbial pesticide or biochemical pesticide that is registered with the United States Environmental Protection Agency, (B) a horticultural soap or oil that is registered with the United States Environmental Protection Agency and does not contain any synthetic pesticide or synergist, or (C) a pesticide classified by the United States Environmental Protection Agency as an exempt material pursuant to 40 C.F.R. § 152.25, as amended from time to time.
3. **Integrated Pest Management**: means use of all available pest control techniques including judicious use of pesticides, when warranted, to maintain a pest population at or below an acceptable level, while decreasing the use of pesticides.
4. **Restricted Use Pesticide**: means any pesticide or pesticide use classified as restricted by the administrator of the United States Environmental Protection Agency or by the Connecticut Commissioner of Environmental Protection.
5. **Microbial Pesticide**: means a pesticide that consists of a microorganism as the active ingredient.
6. **Biochemical Pesticide**: means a naturally occurring substance that controls pests by nontoxic mechanisms.

B. Integrated Pest Management Plan:

1. The district’s integrated pest management plan shall be consistent with the model pest control management plan developed by the Connecticut Commissioner of Environmental Protection pursuant to Section 22a-66l of the Connecticut General Statutes.
2. At the beginning of each school year, the district shall provide the staff of each school with written guidelines on how the integrated pest management plan is to be implemented and shall provide the parents or guardians of each child enrolled in each school with a statement that shall include a summary of the integrated pest management plan for the school. Such statement shall be provided to the parents or guardian of any child who transfers to a school during the school year. Such statement shall (1) indicate that the staff, parents or guardians may register for notice of pesticide applications at the school,

and (2) describe the emergency notification procedures provided for in this section.
Notice of any modification to the integrated pest management plan shall be sent to any person who registers for notice under this section.

C. Notice of Pesticide Application to Those Who Request Such Notice:

1. Parents or guardians of children in any school and/or staff members in any school may register for prior notice of pesticide application at their school.
2. Each school shall maintain a registry of persons requesting such notice.
3. Parents or guardians of children in any school and/or staff members in any school who register for prior notice of pesticide application at their school shall be provided notice, by any means practicable, of each scheduled pesticide application at their school on or before the day that any application of pesticide is to take place.
4. The notice shall include the following information:
 - a. The name of the active ingredient of the pesticide being applied;
 - b. The target pest;
 - c. The location of the application on school property;
 - d. The date of the application; and
 - e. The name of the school administrator, or designee, who may be contacted for further information.

D. Notice of Pesticide Application by Electronic Means:

1. Prior to providing for any application of pesticide within any building or on the grounds of any school, in addition to the notice requirements in Section C, above, the district shall provide for notice of such application not less than twenty-four (24) hours prior to such application by posting the notice required in Section C, above, either on or through: (a) The home page of the Internet web site for the school where such application will occur, or, if the school does not have a web site, on the home page of the district's Internet web site, and (b) the primary social media account of such school or the district. For purposes of these administrative regulations and Section 10-231d of the Connecticut General Statutes, "social media" means an electronic medium where users may create and view user-generated content, such as uploaded or downloaded videos or still photographs, blogs, video blogs, podcasts or instant messages.
2. The district shall indicate on its home page how parents may register for prior notice of pesticide applications, as described in Section C, above.

- 92
- 93 3. Not later than March 15 of each year, each school or the district shall send through its e-
- 94 mail notification or alert system or service the notice required by Section C, above, for
- 95 applications made since January 1 of that year and a listing of such notices for
- 96 applications made during the March 15 through December 31 timeframe from the
- 97 preceding calendar year.
- 98
- 99 4. The district shall additionally print such e-mail notification required by this section in the
- 100 applicable parent handbook or manual, although the reprinting of such handbook or
- 101 manual shall not be required to provide such notification.
- 102
- 103 5. Nothing in these administrative regulations shall require the development or use of an
- 104 Internet web site, social media account or e-mail notification or alert system by a school
- 105 or the district that is not already in use or existence prior to October 1, 2015.
- 106

107 E. Emergency Pesticide Application:

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- 109 1. In the event of a threat to human health, the Superintendent may direct that an emergency
- 110 application of a lawn care pesticide be made without prior notice to parents or guardians
- 111 of children in any school and/or staff members.
- 112
- 113 2. In the event of an immediate threat to human health, the Superintendent may direct that
- 114 an emergency application of a pesticide be made, during regular school hours or during
- 115 planned activities at school, without prior notice to parents or guardians of children in
- 116 any school and/or staff members. Such application may only be made if (a) it is
- 117 necessary to make the application during such period, and (b) such emergency
- 118 application does not involve a restricted use pesticide.
- 119
- 120 3. In the event of such emergency application, no child may enter the area of such
- 121 application until it is safe to do so according to the provisions on the pesticide label.
- 122
- 123 4. In the event of such emergency application, the provision set forth below in Section G
- 124 regarding authorized pesticide applicators shall not apply if the Superintendent
- 125 determines that it is impractical to obtain the services of any such applicator, provided
- 126 that the application does not involve a restricted use pesticide.
- 127

128 F. Record of Pesticide Application:

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- 130 1. A copy of the record of each pesticide application at a school shall be maintained at the
- 131 school for a period of five (5) years, which record shall include the information required
- 132 by Section 22a-66a of the Connecticut General Statutes, as it may be amended from time
- 133 to time.
- 134

135 G. Authorized Pesticide Applicator:

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1. No person, other than a pesticide applicator with supervisory certification under Section 22a-54 of the Connecticut General Statutes or a pesticide applicator with operational certification under Section 22a-54 under the direct supervision of a supervisory pesticide applicator, may apply pesticide within any building or on the grounds of any school within the district. *[Other than a regional vocational agriculture center].*

H. Prohibition on Use of Lawn Care Pesticides at District Schools with Students through Grade 8:

There shall be no application of any lawn care pesticide on the grounds of any school with students in grade eight (8) or lower, except on an emergency basis, subject to applicable Connecticut statutory and regulatory provisions and the conditions set forth above.

Legal References:

Connecticut General Statutes:

§ 10-231a

§ 10-231b

§ 10-231d

§ 22a-47

§ 22a-54

§ 22a-66a

§ 22a-66l

United States Code:

Federal Insecticide, Fungicide, and Rodenticide Act, 7 U.S.C. § 136 et seq.

Code of Federal Regulations:

40 C.F.R. § 152.25

#7120**Hazardous Material in Schools**

Pest Management / Pesticide Application

The Board of Education believes that structural and landscape pests can pose significant hazards to people, property and the environment. Pests are living organisms such as plants, animals or microorganisms, that interfere with human uses for the school site. Strategies for managing pest populations will be influenced by the pest species and the degree to which that population poses a threat to people, property or the environment. Further, the Board also believes that pesticides can also pose hazards to people, property and the environment. The intent of this policy is to ensure the health and safety of students, teachers, staff and all others using district buildings and grounds. The goal of this pest management program is to manage pests in order to:

- Reduce any potential human health hazard and/or to protect against a significant threat to public safety;
- Prevent loss or damage to school structures or property;
- Enhance the quality of life and to provide a safe and healthy learning environment for students, staff and others.

The school district shall incorporate Integrated Pest Management procedures (IPM) to manage structural and landscape pests and the toxic chemicals for their control in order to alleviate pest problems with the least possible hazard to people, property and the environment. In addition, staff, students and the public shall be educated, at least annually, about potential school pest problems and the IPM policies and procedures to be used to achieve the desired pest management objectives. Integrated Pest Management (IPM) is the coordinated use of pest and environmental information with available pest control methods to prevent unacceptable levels of pest damage by the most economical means with the least possible hazard.

IPM procedures will determine when to control pests and whether to use mechanical, physical, chemical, cultural or biological means. Chemical controls shall be used as a last resort. The Board establishes that the school district shall use pesticides only after consideration of the full range of alternatives, including no action, based upon an analysis of environmental effects, safety, effectiveness and costs and after consultation with the Town Health Officer. The Superintendent or his / her designee shall be responsible to implement Integrated Pest Management (IPM) procedures and to coordinate communications with members of the staff who are responsible for pest control, such as maintenance personnel and custodians, and hired contractors when utilized by the district to control a pest problem. The Director of Facilities shall be designated as the IPM supervisor and shall direct and supervise all IPM procedures to be carried out by assigned maintenance and / or custodial staff.

All district employees who use chemicals to control a pest problem must be trained and shall follow all precautions and application regulations. The District will only employ certified pesticide applicators for any necessary and non-emergency pesticide use in school building or on school grounds. Contractors hired to do this work shall give evidence of appropriate training and certification in the proper use of pesticides. Pest control contractors shall be utilized, when deemed necessary, to inspect for conditions conducive to pest problems and to develop appropriate prevention measures. Pest control contractors will be expected to write recommendations for structural improvements or repairs and housekeeping and sanitation measures required to reduce or prevent recurrence of pest problems.

Someone other than a certified pesticide applicator may apply a pesticide in an emergency to eliminate an immediate human health threat when (1) it is impractical to obtain the services of a certified pesticide applicator and (2) a restricted use pesticide is not used.

Whenever it is deemed necessary to use a chemical substance, that school must provide notification to all parents and staff who have registered for advanced notification in conformity with state statutes. Parents / guardians and staff requesting advanced notification must be notified on the day of such use by any method practicable. Notices shall also be posted in designated areas at school at least twenty-four (24) hours prior to the application.

At the beginning of each school year and at the time a student is registered, parents / guardians shall be informed of the District's pest management policy. Those parents / guardians and staff who register a request shall be notified prior to every pesticide application.

Information regarding pesticides used and areas treated shall be maintained for a period of five years at the school site and available to the public and staff upon request. The district shall establish and maintain accurate records of all chemical use and their location. In addition, records of all pest control actions including information on indicators of pest activity that can verify the need for action.

Pesticide applications shall be limited to non-school hours and when activities are not taking place.

Beginning January 1, 2006 the application of lawn care pesticides on the grounds of schools with students in grades 8 or lower must be according to an integrated pest management plan (IPM). Such application is prohibited starting July 1, 2009 except in emergencies. An emergency application may be made to eliminate a human health threat in any school with students through grade 8 as determined by the Superintendent of Schools.

Legal Reference: Connecticut General Statutes

10-231b. Pesticide applications at schools: Authorized applicators. Exception.

10-231c. Pesticide applications at schools without an integrated

22a-46. Short title: Connecticut Pesticide Control Act.

22a-54. Pesticide applicators, certification, classification, notice, fees, reciprocity; financial responsibility; aircraft, tree, public employee applicators.

22a-58. Records to be kept by distributors and applicators.

23-61b. Licensing for arboriculture; examination; fees; renewal; suspension, revocation. Nonresidents. Records. Pesticides.

Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA) 7 U.S. Code 136 et seq.

Date of Adoption: November 4, 1999

Date of Revision: February 8, 2006

Date of Revision: August 21, 2007