



Policy Committee

Exhibits

Policies for Review, First Reading:

- 3323 Soliciting Prices (Bids and Quotations) Purchasing
- 6142.101 Student Wellness

Policies for Review, Waive Second Reading:

- 6010 Our Mission
- 6163.32 Service Animals
- 5120.3.6 Animals in Schools

Policy Summary

May 12, 2026

Policies for Review, First Reading

3323 Soliciting Prices (Bids and Quotations) Purchasing

Recommend repealing this policy and replacing it with the S&G model policy Purchasing. We recommend that the Board review its Town Charter to ensure compliance with any specific town requirements. The policy was further reviewed and revised with Director of Planning and Construction Ben Whittaker to ensure the policy reflects current town and Board purchasing procedures.

6142.101 Student Wellness

S&G recommend that the Board repeal this policy and replace it with the S&G Model Policy Wellness, for consistency and legal compliance. As the District does not follow the National School Lunch Program (NSLP), the Board is not required to have a Wellness Policy. However, the Administration would like to maintain a brief policy on this topic.

Policies for Review, waive second reading

6010 Our Mission

The Board recently adopted a revised mission and vision. The policy has been updated to reflect the changes.

6163.32 Service Animals

This policy is not mandatory; however, the Board recently enacted this policy and thus may wish to maintain the policy in the manual. The policy appears legally compliant, after a brief review. The Board may wish to consider expanding this policy to identify rules for the use of therapy dogs on school grounds. We are happy to assist in this revision, if requested. Further recommend that the Board review this current policy for grammatical issues. Specifically, Sections G and F refer to lists (ex: "one of the following . . ."); however, presentation of the list is first interrupted by a separate paragraph.

5120.3.6 Animals in Schools

This policy is not mandatory and may be repealed. If the Board wishes to maintain the policy, we recommend that the Board develop a brief policy and move the current content to an administrative regulation because the current requirements are significantly detailed and involve the day-to-day operation of the schools. We further recommend administrative review to ensure the policy's requirements are being, and are able to be, followed by the schools. We also recommend legal review to add clear language identifying that service animals are permitted.

Purchasing (Formerly “Soliciting Prices”)

The Madison Board of Education (the “Board”) is aware of its responsibility to utilize public funds in a manner which yields the greatest possible educational value to students and long-term economic value to infrastructure and systems. This policy sets the parameters for executing purchases in a structured, responsible, equitable, and legally compliant fashion that can be universally implemented across Madison Public Schools (the “District”), yet remain flexible enough to accommodate differing needs and circumstances.

I. Purchasing Thresholds

The following requirements apply for any purchase of an item (including a group of like items) or service with a total cost of:

- Up to \$5,000- at least (1) quotation.
- Between \$5,001 and \$10,000- at least two (2) written quotations.
- Between \$10,001-\$25,000- at least three (3) written quotations.
- Over \$25,000- Formal and public Invitation to Bid (ITB) or Request for Proposal (RFP) process. The process utilized will be selected by the Superintendent or superintendent’s designee depending on the circumstances of the purchase. Utilization of an in-place government contract or approved purchasing consortium is acceptable in lieu of an ITB or RFP- see details in section below.

II. Process for Obtaining Quotations

Generally, quotations, either oral or written should be solicited by the Superintendent or superintendent’s designee from 1 to 3 vendors depending on total cost or obtained from current catalogues or price sheets. The refusal of an otherwise valid supplier to quote shall qualify as a quotation. The quotation process does not require a public opening, and the Superintendent or superintendent’s designee may send requests to a limited number of selected vendors. If such request includes a date for submission of quotations, vendors must furnish all of the necessary information to the Superintendent or superintendent’s designee by the specified date.

The purchase shall be awarded to the provider whose quotation is deemed to best provide the good and/or service desired, taking into account cost and the project requirements, and after consideration of a cooperative agreement with the municipality.

III. Invitation to Bid and Request for Proposals Process Criteria

43 A. Invitation to Bid

44 An Invitation to Bid (ITB) process is utilized to solicit sealed bids for a product, project, or service
45 based on a detailed set of specifications. All requirements and terms and conditions describing
46 and detailing the goods or services to be purchased must be included in the bid specifications. The
47 bid specifications should define the requirements for quality of materials, equipment and/or
48 services to be procured, and as such, they should clearly and accurately reflect the required
49 characteristics of the goods and services. The bid specifications should also include any vendor
50 or contractor qualification requirements, a District contact person responsible for all
51 communications with prospective bidders, a requirement that all communications between the
52 school district contact person and prospective bidders be in writing and, if the purchase will require
53 entering into a contract, a draft contract whenever possible.

54 The Superintendent or superintendent’s designee shall develop ITB templates and must review
55 and approve of the proposed bid specifications and other bid documents before they are published.

56 Award is made to the lowest-cost responsive and responsible bidder who meets all of the minimum
57 qualification requirements.

58 B. Requests for Proposals

59 A Request for Proposals (RFP) process seeks to obtain the best value for the product or service
60 where quality, cost, efficiency, and service are optimized among responsive and responsible
61 vendors, and award is not made solely on lowest price. An RFP may be used in situations
62 including, but not limited to, the following:

- 63
- 64 • Limited specifications are available and/or it is more cost effective to have vendors supply
65 different approaches or options rather than supply vendors a detailed set of specifications.
- 66
- 67 • The exact solution, method, or product is unknown and it would be advantageous to look to
68 the marketplace to propose appropriate solutions.
- 69
- 70 • “On-call” or “as-needed” services where the scope is not limited to a specifically defined
71 project or task.
- 72
- 73 • The nature of the service or required product support is heavily dependent on the reputation,
74 experience, and quality of the vendor or contractor.
- 75
- 76 • Flexibility on final pricing is desired based on the evolution of the project scope. Variables
77 may include:
 - 78 a. Cost of maintenance or life cycle cost
 - 79 b. Product performance or applicability of solution
 - 80 c. Quality or craftsmanship

81 Whenever any contract is awarded on the basis of best value instead of solely the lowest- cost
82 responsive and responsible bidder, the basis for determining best value shall be thoroughly and

83 accurately documented.

84
85 **C. Bid Security**

86 When, in the judgment of the Superintendent or superintendent's designee, bid security is
87 advisable, all bids must be accompanied by security in one of the following forms - certified
88 check, cashier's check, personal money order, letter of credit or bid bond. The requirement for,
89 and the amount of, the security must be set forth in the bid advertisement. All security presented
90 must show the "Madison Board of Education" as the payee.

91
92 **D. Advertising and Opening of Invitation to Bids and Request for Proposals**

93 The Superintendent, or superintendent's designee shall begin the formal process of accepting
94 sealed bids or proposals by giving ten calendar days public notice thereof. All Invitations to Bid
95 and Requests for Proposals shall also be advertised on the Town of Madison's website and the
96 State of CT Department of Administrative Services Procurement Portal to ensure adequate
97 exposure to all prospective bidders/proposers – including women-owned, minority-owned and
98 small business firms. The notice shall contain a general description of the goods or services
99 being bid, the school district contact person, the day, hour and place of the bid opening, and may
100 contain other information relating to the bid including, but not limited to, where and when bid
101 packages may be obtained.

102 Bids / proposals shall be opened in public and read aloud at the time stated in the legal notice in
103 the presence of at least two witnesses whose names shall be recorded as a permanent record of
104 such procedures. No bids /proposals shall be accepted, or opened, that were not submitted in
105 compliance with the procedures set forth in the notice advertising the bid / proposal. In the case
106 of bids, the firm name of the bidder and the price of the bid will be read aloud and recorded. In
107 the case of proposals, the firm name of the submitter will be read aloud and recorded. The recorded
108 results will be tabulated and posted on the Town of Madison's website within a reasonable time
109 following the bid / proposal opening by the Superintendent or superintendent's designee.

110 A record of all bids submitted, giving the names of the bidders, the amounts of the bids and
111 indicating the successful bidder, shall be preserved by the Superintendent or superintendent's
112 designee in accordance with State law.

113 **E. Award of Contracts based on Invitation to Bid or Request for Proposals Processes**

114 • **Invitation to Bid Award Criteria**

115 The award shall be made to the bidder whose bid meets the requirements, terms and
116 conditions contained in the bid specifications and is the lowest among those bidders
117 possessing the skill, ability and integrity necessary for faithful performance of the work
118 based on objective criteria considering past performance and financial responsibility (the
119 "Lowest Cost Responsible and Responsive Qualified Bidder"), and after consideration of
120 a cooperative agreement with the municipality as described in this policy.

121
122 In determining the Lowest Cost Responsible and Responsive Qualified Bidder the
123 following criteria will be considered, as applicable:

- 124
125 (1) The ability and capacity of the bidder to perform the work based on an
126 evaluation of the character, integrity, reputation and experience of the
127 bidder. Consideration shall be given to previous work performed by the
128 bidder for the Board or for other agencies, including the quality and degree
129 of satisfaction with the work performed.
- 130 (2) The financial resources of the bidder and the bidder's ability to secure any
131 required bonds and/or insurance.
- 132
- 133 (3) Compliance by the bidder with all applicable federal, state and local laws,
134 including any licensing requirements.
- 135 (4) Delivery or completion time.
- 136 (5) Cost.
- 137 (6) Involvement in litigation.
- 138

139 Should a situation arise where it is impossible to distinguish between two bidders
140 to identify the Lowest Cost Responsible and Responsive Qualified Bidder, and
141 one of the bidders has its principal place of business located within the Town of
142 Madison, the award will be made to the local bidder. Unless otherwise required
143 by law, the Board reserves the right to award the bid to a selected bidder that is
144 not the lowest bidder. In such instances, the reason for the selection shall be
145 documented and preserved by the superintendent or as may be required by law.

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147 • Request for Proposals Award Criteria

148 A formal evaluation of proposals to determine the “best value” to the district shall be
149 conducted by an individual or group approved by the Superintendent or superintendent’s
150 designee to undertake such task.

151

152 Determination of “best-value” through an RFP process shall include a formal evaluation
153 and rating of proposals which uses objective and quantifiable analysis against clearly
154 described and documented criteria. Such criteria may include, but are not limited to, the
155 following:

- 156 a. Overall quality of RFP response and approach to service delivery
- 157 b. Relevance of experience
- 158 c. Strength of references
- 159 d. Pricing
- 160 e. Proximity to the service area (local preference)
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162 Award shall be made to the firm whose proposal is deemed to best provide the services
163 desired, taking into account cost and the requirements, terms and conditions contained in
164 the RFP.

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- Rejection of Bids / Proposals

The Superintendent or superintendent’s designee has the right to reject any and all bids / proposals in whole or in part. Any or all bids / proposals may be rejected if there is any reason to believe that collusion exists among the bidders / proposers. Individual bids / proposals may be rejected for irregularities of any kind, including, without limitation, alteration of form, additions not called for, conditional bids, incomplete bids and unexplained erasures.

The Superintendent or superintendent’s designee retains the right to waive any formality or procedural irregularities in the bids /proposals received. Nothing in this Section should be construed to limit in any way the right of the Superintendent or superintendent’s designee to reject any and all bids.

Award of any contract that is the result of an Invitation to Bid or Request for Proposals process must be authorized by the Board if the total purchase value is over \$50,000.

Award of any contract with a total value less than \$50,000 must be authorized by the Superintendent, who shall inform the Board of all such contracts through an informational report presented at a public Board meeting.

Upon acceptance of the selected Bidder, a letter will be sent to the successful bidder(s) announcing the selection of the chosen bidder. All unsuccessful bidders will be sent a letter notifying them that they were not selected.

F. Exclusions/Exceptions to ITB/RFP Requirements

In certain situations, the bidding or proposal processes described above may be waived, at the discretion of the Superintendent, even though the estimated cost exceeds the dollar threshold established by the Board. The formal processes may be waived for any of the following reasons:

1. Consortium or Government Contracts- Contracts resulting from a competitive public process and awarded by legal public purchasing consortiums or other public entities (such Federal, State, municipal, and quasi-public agencies) can be used to purchase goods and services without adhering to the amounts and requirements listed in the Purchasing Thresholds above. A review of the competitive contracting process and a review of the terms and conditions of the contract shall be done prior to use of the contract to ensure fair and open competition. If more than one contract is available for use, obtaining multiple proposals is encouraged to ensure best value. Both reviews and consortium contract information shall be noted in the contract file.
2. Emergencies – Making a purchase or awarding a contract due to a sudden and unexpected occurrence or condition whereby life, health, safety, property, or interruption of the regular operation of the school system would be negatively impacted if immediate action was not taken. Emergency purchases may only be determined and authorized by the Superintendent. The Board will be notified of emergency purchases as soon as practical.

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- 205 3. Sole Source- A condition where only one (1) reasonable or qualified source can be
206 identified for the item or the compatibility of equipment, accessories, service, or
207 replacement parts is the paramount consideration. In the case of instructional related
208 materials and instructional service needs, a case must be presented in writing to the
209 Superintendent that it would be impractical to seek or utilize another source. Certain
210 software (hosted in-house or software-as-a service), licensing/maintenance fees related
211 to existing equipment may also be considered sole-source at the discretion of the
212 Superintendent. Most public utility services are considered sole-source.
213
- 214 4. Time is a critical factor, and taking the time necessary to comply with the formal process
215 would not be in the best interests of the school district.
216
- 217 5. A special source, including but not limited to a sale, purchasing plan, government discount
218 or trade-in allowance, will supply a lower cost than that which would result from a bid
219 process.
220
- 221 6. A formal process would result in substantially higher costs to the school district, or
222 inefficient use of personnel, or cause substantial disruption of school district operations.
223
- 224 7. Prices of goods or services are subject to specific federal or state competitive bidding
225 requirements, including, but not limited to, "school building projects" as defined in the
226 Connecticut General Statutes.
227
- 228 8. Regional or cooperative purchases.
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- 230 9. Cooperative agreement with the local municipality.

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232 IV. State of Connecticut Required Language Regarding Consultation with Municipality
233 Regarding Contracts for Goods or Services, Including Insurance and Payroll Software

234 After going out to bid for a good or service and receiving submissions, if the local municipality
235 uses such good or service, the Board shall consult with the legislative body of the municipality,
236 and, if the equivalent level of such good or service is provided by the municipality through a
237 municipal contract for a lower cost than the lowest qualified bid submission received by the Board,
238 the Board will consider a cooperative agreement with the local municipality for the provision of
239 such good or service.

240 Further, the Board will consult with the local municipality's legislative body, prior to purchasing
241 payroll processing or accounts payable software systems to determine whether such systems may
242 be purchased or shared on a regional basis.
243

244 When possible, the Board will consult with the local municipality's legislative body, regarding the
245 joint purchasing of property insurance, casualty insurance, and workers 'compensation

246 insurance.

247
248 V. Procurement of Property and Services Under a Federal Award

249 When procuring property and/or services under a Federal award, the Board will comply with
250 relevant regulations in the Code of Federal Regulations, as described in 2 C.F.R. § 200.318
251 through 2 C.F.R. § 200.326, as amended from time to time, to the extent it is required to do so.
252 Specific items in these sections that are not addressed elsewhere in this policy, but must be
253 adhered to when purchasing under a Federal award include:

- 254
- 255 a. Avoid acquisition of unnecessary of duplicative items. (Section 200.318 – D)
 - 256 b. Be responsible for the settlement of all issues. (Section 200.318 – K)
 - 257 c. Conduct procurement providing full / open competition. (Section 200.319 – A)
 - 258 d. Prohibit state or local geographic preferences. (Section 200.319 – B)
 - 259 e. Perform independent cost or price analysis, before bids. (Section 200.323 – A)
 - 260 f. If no competition, negotiate profit as a separate element. (Section 200.323 – B)
 - 261 g. Cannot use price + % of cost, or % of construction cost method. (Section 200.323 – D)
 - 262 h. Comply with section 6002 of Solid Waste Disposal Act. (Section 200.322)
 - 263 i. Be free from real or apparent conflicts of interest. (Section 200.318 - C1)
 - 264 j. Comply with federal cost principals. (Section 200.323 – C)
- 265

266 VI. Compliance with Grants

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268 When procuring goods or services pursuant to a Federal or State grant or award, the Board will comply with
269 applicable grant or award requirements and assurances made in connection with such funds. Such
270 requirements may include, but are not limited to, use of such funds for authorized purposes and the inclusion
271 of required contract provisions in any contract funded by Federal or State grants.

272

273 VII. Other Considerations

- 274 • This policy must be adhered to regardless of the funding source of the purchase.
 - 275
 - 276 • All staff must comply with Board Policy regarding conflicts of interest and actions of staff
277 engaged in the selection, award and administration of contracts.
 - 278
 - 279 • The District will make purchases locally whenever bids and prices are fully comparable with
280 those of outside bidders but the lowest bid and the lowest price for goods and services will
281 generally be accepted.
 - 282
 - 283 • Sustainable purchases are products or services that have a lesser or reduced negative impact
284 on human health, environment, and society when compared with competing products or
285 services serving a similar purpose. The District prefers to partner and establish contracts
286 with suppliers who offer environmentally preferable and sustainable goods and services at
287 competitive prices. This is done by considering environmental criteria wherever applicable in
288 purchasing and contracting efforts.
- 289

- 290 • Records of all bids, proposals, selection analysis, and awards/results shall be kept in the offices
291 of the Madison Public Schools / Town of Madison Facilities Department where they can be
292 made readily available and open to public inspection in accordance with Freedom of
293 Information Act provisions.
- 294
- 295 • No transaction shall be divided for the purpose of evading the provisions of this policy.
- 296
- 297 • Awards will not be made to a vendor who owes delinquent tax to the Town of Madison
298 Vendors certify by virtue of their signature on the bid/proposal sheet that neither they nor any
299 business or corporation in which they own an interest is delinquent in tax obligations to the
300 Town.
- 301
- 302 • The Board may periodically engage an independent audit firm to review the purchasing procedures
303 outlined in this policy.

304
305 Legal References:

306
307 State Law:

308 Conn. Gen. Stat. §10-241c Local board of education to consult with
309 municipality re joint purchasing of property insurance, casualty insurance
310 and workers' compensation insurance.

311 Conn. Gen. Stat. §10-241d Local board of education consultation with
312 municipality re goods and services. Cooperative arrangements.

313 Conn. Gen. Stat. §10-241e Local board of education consultation with
314 municipality prior to purchase of payroll processing or accounts payable
315 software program.

316 Federal Law:

- 317
- 318 2 C.F.R. § 200.317 through 2 § C.F.R. 200.327.
- 319 2 C.F.R. § 200.81 (definition of property).
- 320 7 C.F.R. § 210.21 through 2 C.F.R. § 210.23

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322
323
324 First Reading: May 12, 2026

#3323

Soliciting Prices (Bids and Quotations)

This policy shall be followed when the Superintendent determines that it is in the best interests of the Board that prices be solicited. Equipment, supplies, and operational services exceeding \$10,000.00 shall be bid. Quotes shall be received for equipment, supplies, and operational services exceeding \$5000.00 but less than \$10,000.00.

1. The Superintendent (or designee) shall periodically estimate requirements of standard items or classes of items and make any possible quantity purchases, thereby effecting economies. Whenever storage facilities or other conditions make it impractical to receive all of any item at one time, the total quantity should be bid or quotations received and staggered delivery dates made a part of the specifications, or quantities estimated with deliveries to be made as requested;
2. Instructions and specifications should be clear and complete, setting forth all necessary conditions conducive to competition.
3. Bids or quotes should be sought, whenever possible, from at least three sources able to offer the best prices, consistent with quality, delivery and service unless covered by local, state, or federal purchasing agreements.
4. The bid or quote award shall be made in the best interest of the school district and not necessarily be the lowest bid or quote.
5. The bids shall be opened at the prescribed time and place and tabulated for study. Whether or not bid opening occurs exactly at time advertised, no bids may be accepted after said advertised time. The bid tabulation shall include the Board of Education budgeted amount and a cost estimate prior to receiving bids.

6. After the bids have been opened and tabulated, they will be available for those interested to copy or study. They shall not, however, be removed from the bidding location by such interested persons.
7. Prices or fees for goods and services shall be verified periodically to assure competitiveness.
8. Sole source bids and quotes may be sought when specified by curriculum needs or compatibility needs to be maintained.
9. Bids and quotes need not be sought when an emergency exists and to maintain the least interruption to instruction.
10. Results of bids or quotes exceeding \$25,000.00 shall be reported to the Board.
11. The Board may request a report on specific bids or quotes.

Adopted: July 8, 1988
Revised: October 7, 1997

The Madison Public Schools (the “District”) is committed to providing a school environment that enhances learning and the development of lifelong wellness practices. The Board of Education (the “Board”) recognizes that wellness and healthy eating are important to the physical and academic achievement of all children. ~~Further, healthy eating and appropriate physical activity are linked to reduced risk for mortality and the development of many chronic diseases. Therefore,~~

~~As~~ part of the total learning environment, the Madison Public Schools promotes student health by supporting, as integral components of a coordinated approach to student health, good nutrition, regular physical activity, planned sequential health education, health services, counseling, psychological and social services, staff wellness, a healthful school environment, and parent and community participation.

~~While the primary responsibility for instilling healthy lifestyle choices in children resides with families, the Board supports families through policies and procedures that support health and wellness practices for students and staff and discourages practices that do not support health or promote wellness, or which give students contradictory messages. To promote the health and well-being of all students, the district shall adhere to the following components of a coordinated approach to achieving student wellness.~~

~~Student wellness, including good nutrition and physical activity, shall be promoted in the district's educational program, school activities, and meal programs. This policy shall be interpreted consistent with Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296).~~

Goals for Nutrition Education

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students consistent with applicable federal and state requirements.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive school health education curriculum and will be integrated into other classroom content areas, as appropriate.

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a standards-based, developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.
- Unless otherwise exempted, all students will be required to engage in the District's physical education program.

39 **Nutrition Guidelines for Foods Available in Schools**

40 Students will be offered and schools will promote nutritious food choices, focused on moderating calories,
41 limiting fats, sodium and sugars and increasing consumption of nutrient-rich foods such as fruits, vegetables,
42 whole grains, low-fat dairy, lean meats and legumes. Food and beverages that compete with the District's non-
43 profit food service program will not be sold. The District shall restrict the sale of foods of minimal nutritional
44 value as defined by the U.S. Department of Agriculture and will ensure that all foods sold or served to students
45 separately from school meals meet the District's Nutrition Standards. All beverages sold or served to students on
46 school premises will meet the requirements of state statute and USDA beverage requirements. (Schools must
47 follow whichever requirements are stricter.)

48 On an annual basis, the Board will determine if it will participate in the optional Healthy Food Certification
49 Program of the State of Connecticut. Should the Board decide to participate, the District will follow Connecticut
50 standards for food and beverages. The Board will also determine if events are exempt from the nutritional
51 requirements for food and beverages.

52 All sources of food sales to students at school must comply with the District Nutrition Standards, including, but
53 not limited to, cafeteria a la carte sales, vending machines, school stores and fundraisers. The District shall ensure
54 that all beverages sold to students comply with the requirements of state statute and USDA beverage
55 requirements. The District shall ensure compliance with allowable time frames for the sale of competitive foods
56 as specified by state law.

57 **Reimbursable School Meals**

58 To the extent the district participates in the National School Lunch and/or School Breakfast Programs,
59 reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the
60 National School Lunch Program and/or School Breakfast Program.

61 **Monitoring**

62 The Superintendent or superintendent's designee shall provide periodic updates to the Board concerning this
63 policy's implementation sufficient to allow the Board to monitor and adjust the policy.

64 **Community Input**

65 ~~The Superintendent or designee will invite suggestions and comments concerning the development,
66 implementation, periodic review and improvement of the school wellness policy from school community
67 members, including parents, students, and representatives of the school food authority, teachers of physical
68 education, school health professionals, members of the Board of Education, school administrators, and the public.~~

69 **Evaluation of Wellness Policy**

70 In an effort to measure the implementation of this policy, the Board of Education designates the Superintendent or
71 ~~his/hersuperintendent's~~ designee be responsible for ensuring that each school meets the goals outlined in this
72 policy.

73
74 ~~(cf. 5100.5—Student Fundraising Activities)~~
75 ~~(cf. 5120.3.4—Managing Student Food Allergies)~~

76 ~~(cf. 6080.6— Physical Education, Instruction)~~

77 ~~(cf. 6080.14— Health Education, Instruction)~~

78 Legal Reference: Connecticut General Statutes

79 ~~10-16b Prescribed courses of study.~~

80 10-21i Red Ribbon PASS Program

81 ~~10-215 Lunches, breakfasts and the feeding programs for public school children and employees.~~

82 ~~10-221 Boards of education to prescribe rules, policies and procedures.~~

83 ~~10-215a Non public school participation in feeding program.~~

84 10-215d Regulations re nutrition standard for school breakfasts and lunches ~~Duties of state board of education~~

85 ~~re: feeding programs.~~

86 ~~10-216 Payment of expenses.~~

87 ~~10-215e Nutrition standards for food that is not part of lunch or breakfast program~~

88 ~~10-215f Certification that food meets nutrition standards.~~

89 ~~10-221o Lunch periods. Recess.~~

90 ~~10-221p Boards to make available for purchase nutritious, low-fat foods.~~

91 ~~10-221q Sale of beverages.~~

92

93 Federal:

94 42 U.S.C. 1751

95 ~~Regulations of Connecticut State Agencies~~

96 ~~10-215b-1 Competitive foods.~~

97 ~~10-215b-23 Income from the sale of food items.~~

98 ~~National School Lunch Program and School Breakfast Program; Competitive Food~~

99 ~~Services. (7 CFR Parts 210.11 and 220.12)~~

100 ~~The Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265~~

101 ~~Nutrition Standards in the National School Lunch and School Breakfast Programs, 7~~

102 ~~CFR Parts 210 & 220~~

103 Richard B. Russell National School Lunch Act 9(f)(91) and 17(a), codified at 42 U.S.C. 1758(f)(1), 42 U.S.C.

104 1758b and 42 U.S.C. 1766, as amended by Pub. L. 111-296, Healthy, Hunger-Free Kids Act of 2010, P.L. 111-

105 296, 42 U.S.C. 1751

106 20 U.S.C. § 7118, as amended by Pub. L. 114-95, Every Student Succeeds Act.

107 7 C.F.R. § 210.10 Meal requirements for lunches and requirements for afterschool snacks.

108 7 C.F.R. § 210.11 Competitive food service and standards.

109 7 C.F.R. § 210.31 Local school wellness policy.

110 7 C.F.R. § 220.8 Meal requirements for breakfasts.

111

112 ~~Child Nutrition Act of 1966 (as amended by P.L. 108-269, July 2, 2004)~~

113 ~~School Breakfast Program, 7 C.F.R. Part 220 (2006)~~

114 ~~National School Lunch Program or School Breakfast Program: Nutrition Standards for~~

115 ~~All Foods Sold in School (Federal Register, Vol. 78, No. 125, June 28, 2013)~~

116 Date of Adopted: August 22, 2006

117 Date of Revision: January 19, 2016

118 First Reading: May 12, 2026

Madison Public Schools

Every Child, Every Day

Vision:

The Madison Public Schools are driven by a vision to prepare all learners to make positive contributions in a complex, global society through the dynamic pursuit of continuous improvement and growth.

Mission:

Madison Public Schools is a welcoming community, committed to providing an accepting and safe place for all to learn and work. We seek to foster inclusive and culturally responsive environments founded on respect for diverse backgrounds, identities, experiences, and a sense of belonging. We are committed to fostering the different interests, talents and abilities of every child in an emotionally and physically safe environment. We invite all individuals across the system to be engaged in passionate and joyful pursuits of learning.

Through our efforts as academics and educators, we endeavor to continually empower all our students to become upstanding, constructive members of a rapidly changing global society. We see it as our collective responsibility to design and engage in practices that ensure that every individual will succeed.

Beliefs:

We believe that all students can:

- put ideas into action by thinking critically and creatively to identify and solve authentic, complex problems;
- communicate and collaborate purposefully and effectively;
- approach learning with effort and persistence while responding to success and failure with resiliency, reflection, and adaptability;
- make ethical and responsible decisions; demonstrate behaviors that promote kindness and inclusivity;
- form an awareness of diversity in thought, culture, identities and experience;
- develop empathy to construct a global perspective.
- learn with a high quality teacher in every classroom.

Date of Adoption: October 1, 1996
Revised: November 7, 2006
Revised: September 3, 2013

First Reading: May 12, 2026

Madison Public Schools
Vision for 21st Century Education

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

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

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

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

Date of Adoption: October 1, 1996
Revised: November 7, 2006
Revised: September 3, 2013

Service Animals

The Madison Board of Education (the “Board”) complies with all applicable federal and state laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of a disability, subject to the conditions and limitations established by law. Accordingly, the Board shall make reasonable modifications to its policies, practices and procedures to permit an individual with a disability to use a service animal on school property and/or at school-sponsored programs or activities in accordance with Title II of the Americans with Disabilities Act (“ADA”), applicable state laws and this policy.

~~Service animals are not subject to Policy #5120.3.6, Animals in Schools.~~

A. Definitions

1. “**Service animal**” means any dog regardless of breed or size (“service dog”) or miniature horse (“service horse”) that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to a physical; sensory; psychiatric; intellectual; or other mental disability. The work or tasks performed by a service animal must be directly related to the individual's disability. In other words, the animal must be required for the individual with a disability, and must be individually trained to do work or a task for the individual with a disability. For purposes of this policy, 1) a service animal includes a *guide dog* or *assistance dog* for a blind, deaf or mobility impaired person as outlined in Conn. Gen. Stat. § 46a-44; 2) service animal is **not** a pet; 3) a service animal in-training is **not** a service animal except for a dog being trained to assist a blind, deaf or mobility impaired individual; 4) companionship, comfort, therapy or emotional support animals do **not** qualify as service animals and 5) other species of animals, whether wild or domestic, trained or untrained are **not** service animals.
2. “**Work or tasks**” include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks; alerting individuals who are deaf or hard of hearing to the presence of people or sounds; alerting individuals to the onset of medical conditions; alerting individuals to the presence of allergens; assisting individuals with limited use of their limbs with tasks such as carrying items, opening doors, turning on lights, retrieving items and/or pulling a wheelchair; assisting individuals with intellectual or cognitive disabilities locate places or misplaced items; providing physical support and assistance with balance and stability to individuals with mobility disabilities; and/or performing tasks for individuals with psychiatric and neurological disabilities such as preventing or interrupting impulsive or destructive behaviors or reminding an individual to take prescribed medication. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do **not** constitute work or tasks for the purposes of this policy.

- 47 3. “**Handler**” is an individual with a disability who is accompanied by a service
48 animal, or a third party who accompanies an individual with a disability to assist
49 with ~~his or her~~their service animal. For purposes of this policy, a handler may, in
50 limited circumstances, include a person training a *guide* or *assistance dog* for a
51 blind, deaf or mobility impaired person provided the trainer is employed by and
52 authorized to engage in designated training activities by a guide or assistance dog
53 organization that complies with the criteria for membership in a professional
54 association of guide dog or assistance dog schools and carries photographic
55 identification indicating such employment and authorization, or a person who
56 volunteers for a guide or assistance dog organization that authorizes such
57 volunteers to raise dogs to become guide dogs or assistance dogs and causes the
58 identification of such dog with (a) identification tags, (b) ear tattoos, (c)
59 identifying bandanas on puppies, (d) identifying coats on adult dogs, or (e) leashes
60 and collars, as outlined in Conn. Gen. Stat. § 46a-44.

61
62 B. Access to Board Property, Programs and/or Activities

63
64 Generally, a service animal shall be permitted to accompany a handler in all areas of
65 Board property to the same extent that the handler has the right 1) to be present on
66 school property or facilities; 2) to attend and/or participate in a Board-sponsored
67 program or activity, including but not limited to, attending sporting events and student
68 theatrical productions open to the general public; or 3) to be transported in a vehicle
69 operated by or on behalf of the Board. Under no circumstances shall a handler be
70 permitted to access a place where ~~s/he~~the handler would not otherwise be allowed
71 access without the service animal.

72
73 The Board prohibits inquiries of a handler (or ~~his/her~~the handler’s
74 parent(s)/guardian(s) in the case of a young child) about the nature of ~~his/her~~their
75 disability. Additionally, ~~Board personnel~~a school official may not ask a handler (or
76 ~~his/her~~the handler’s parent(s)/guardian(s) in the case of a young child) to pay an
77 additional fee to comply with any condition not outlined in this policy and/or request
78 documentation such as proof of licensure, certification or any other proof of the
79 service animal’s training, including, but not limited to, demanding the animal perform
80 a particular task. In instances where it is not readily apparent whether an animal
81 qualifies as a *service animal*, ~~Board personnel~~a school official may **only** make the
82 following **two** inquiries of a handler (or ~~the handler’s~~his/her parent(s)/guardian(s) in
83 the case of a young child):

- 84
85 • *Is the dog (or miniature horse) a service animal required because of a*
86 *disability?*
87
88 • *What work or task(s) has the dog (or miniature horse) been trained to*
89 *perform?*
90

91 C. Management of Service Animals; Responsibilities of Handlers and Liability

- 93 1. Service animals are working animals, not pets. Accordingly, service animals
94 should not be petted, provoked or otherwise distracted, including, but not limited:
95 talking to or saying the animal’s name.
96
- | 97 2. A service animal must be harnessed, leashed, or tethered while on school property
98 or at a school-sponsored program or activity unless such devices interfere with the
99 service animal's work or the handler's disability prevents use of such devices. In
100 that case, the handler must use voice, signal, or other effective means to maintain
101 control of the animal.
102
- 103 3. A service animal must be housebroken.
104
- 105 4. A service animal must be under the control of its handler at all times while on
106 Board property or at a Board-sponsored program or activity. Where a service
107 animal is out of control and the handler does not take effective action to control it,
| 108 ~~Board personnel~~ a school official may request that the animal be removed from
109 the property or a Board-sponsored program or activity. In the event that the
| 110 handler is unable or unwilling to remove a properly excluded animal, ~~Board~~
| 111 ~~personnel~~ school officials are authorized to take appropriate action necessary to
112 remove the animal and ensure the health and/or safety of individuals attending
113 and/or participating in a Board-sponsored program or activity. In certain limited
114 instances (e.g., younger children), the Board may provide reasonable
| 115 accommodations to enable a handler to control ~~his/her~~ their service animal. In
116 such instances, the reasonable accommodations shall be determined on case-by-
117 case basis at a meeting with school officials, parent(s)/ guardian(s) and the
118 handler, where appropriate.
119
- 120 5. Service animals are generally the sole responsibility of their handlers, who must
121 take appropriate precautions to prevent damage or injury to persons or property
122 from the actions of their service animals. The Board shall not be responsible for
123 the care or supervision of service animals, including but not limited to the cost of
124 veterinary care, supplies or equipment; provision of food and/or water; walking
125 the service animal; responding to the service animal’s toileting needs, including
126 accidents; and/or grooming the service animal. Accordingly, handlers (or if a
127 minor, their parent(s)/guardian(s)) are liable for any harm, damage, or injury
128 caused by the service animal to students, staff, visitors, and/or property to the
129 same extent other individuals who cause harm, damage or injury to persons or
130 property are responsible for such harm, damage or injuries.
131
- 132 6. Handlers shall ensure that service animals comply with all generally applicable
133 state and local animal control and public health requirements, including, but not
134 limited vaccinations registration and/or licensure requirements.
135
- 136 7. All service animals should be kept clean and groomed to avoid shedding and
137 dander, where possible. All service animals should be treated for, and kept free
138 of, fleas and ticks.
139

140 D. Students with Individualized Education Programs (“IEPs”) and/or Section 504 Plans

141
142 An inquiry by a planning and placement team (“PPT”) and/or Section 504 team
143 concerning whether a service animal is necessary for a student with a disability to
144 receive a free and appropriate public education (“FAPE”) under the Individuals with
145 Disabilities Education Act or the Section 504 of the Rehabilitation Act is separate
146 from the analysis and inquiry related to service animals under the ADA and
147 applicable state laws. Any decisions with respect to whether a service animal is
148 necessary in order to provide a student FAPE will be made by the student’s PPT or
149 Section 504 team, as applicable. Where a service animal is not required for a student
150 with a disability to receive a FAPE, the Board shall permit the use of a service animal
151 in the Board’s programs or activities in accordance with the law and this policy.

152
153 E. Exclusion and/or Removal of a Service Animal

154
155 The Board shall not exclude a service animal based on assumptions or stereotypes or
156 general fears about how a service animal or particular breed of dog might behave.
157 However, a school official may ask a handler to remove a service animal from Board
158 property, or a Board-sponsored program or activity in the event of one of the
159 following:

- 160
161 1. The service animal is out of control and the service animal’s handler does not take
162 effective action to control it;
- 163
164 2. The service animal is not housebroken;
- 165
166 3. The service animal’s presence would “fundamentally alter” the nature of the
167 service, program, or activity; and/or
- 168
169 4. The service animal’s actual behavior poses a direct threat to the health and/or
170 safety of others that cannot be eliminated by reasonable modifications to policies,
171 practices or procedures; or has a history of such behavior.

172
173 Where a service animal is properly excluded, the Board shall permit the handler to
174 remain on Board property and/or participate in the Board-sponsored program or
175 activity without the service animal unless such handler otherwise violated a Board
176 policy or state or federal law which warrants the removal of the individual. In the
177 event that the handler is unable or unwilling to remove a properly excluded animal,
178 ~~Board personnel~~ school officials are authorized to take appropriate action necessary to
179 remove the animal and ensure the health and/or safety of individuals attending and/or
180 participating in a Board-sponsored program or activity.

181
182 F. Special Provisions Applicable to Service Horses

183
184 The Board shall modify its policies, practices or procedures to permit a handler to use
185 miniature horses, where reasonable. In determining whether reasonable modifications
186 can be made to allow a service horse into a specific facility, the Board shall consider:

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1. Whether the facility can accommodate the miniature horse’s type, size, and weight;
2. Whether the handler has control of the miniature horse;
3. Whether the miniature horse is housebroken; and
4. Whether the miniature horse’s presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

The Board shall promptly notify a handler (or ~~his/her~~the handler’s parent(s)/guardian(s) in the case of a young child) in writing whether reasonable modifications may be made to permit a service horse into a specific facility.

G. Conflicting Disabilities

In instances where an individual has an allergy significant to qualify as a disability, or have another disability that conflicts with the disability requiring the use of a service animal, the individual shall immediately notify a building administrator or the school official in charge of Board-sponsored program or activity. The Board, through its administration, shall consider the needs of each individual and balance the rights of the individuals involved. The Board shall work to resolve the conflict as efficiently and expeditiously as possible in order to meet its obligations to reasonably accommodate individuals with disabilities.

H. Grievances

Any person who believes s/he has been discriminated against because of ~~his/her~~their disability by a ~~Board personnel school official~~ or student, or has been aggrieved by a decision concerning a service animal may file a complaint or appeal to:

~~[insert name, title and contact information,
including physical and electronic addresses]~~
Director of Special
Education
10 Campus Drive, Madison CT 06443
203-245-6300]

You may also file a complaint with the following agencies, via mail, telephone, fax and/or online:

US Department of Justice
950 Pennsylvania Avenue, NW
Civil Rights Division
Disability Rights Section – 1425 NYAV
Washington, D.C. 20530

234 Fax: (202) 307-1197
235 <https://www.ada.gov/complaint/>

236
237 Washington DC (Metro)
238 Office for Civil Rights
239 U.S. Department of Education
240 400 Maryland Avenue, SW
241 Washington, D.C. 20202-1475

242
243
244 Telephone: 202-453-6020
245 FAX: 202-453-6021; TDD: 800-877-8339
246 Email: OCR.DC@ed.gov

247 Boston Office
248 Office for Civil Rights
249 US Department of Education
250 5 Post Office Square, 8th Floor
251 Boston, MA 02109-3921
252 Telephone: (617) 289-0111
253 Fax: (617) 289-0150
254 TDD: (800) 877-8339
255 Email: OCR.Boston@ed.gov
256 <https://ocreas.ed.gov/>

257
258 U.S. Equal Employment Opportunity Commission
259 John F. Kennedy Federal Building
260 475 Government Center 15 New Sudbury Street
261 Boston, MA 02203
262 Telephone: (800) 669-4000
263 Fax: (617) 565-3196
264 TTY: (800) 669-6820
265 ASL Video Phone: (844) 234-5122
266 <https://publicportal.eeoc.gov/portal/>

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268
269
270 **Legal References:**

271
272 State Law:
273
274 Conn. Gen. Stat. §22-339b
275
276 Conn. Gen. Stat. § 46a-44
277
278 Conn. Gen. Stat. § 46a-64

279
280 Federal law:
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282 Americans with Disabilities Act of 1990, as amended

283

284 28 C.F.R. § 35.104

285

286 28 C.F.R. § 35.136

287

288 28 C.F.R. § 36.302(c)

289

290 Date of Adoption: December 4, 2018

291

292 First Reading: May 12, 2026

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4 The Madison Board of Education recognizes that animals can provide valuable educational
5 opportunities for students in school. The Board directs the Superintendent to develop regulations
6 outlining proper procedures and protocols for animals in school buildings and/or on school
7 property. The guidelines established by the Superintendent do not apply to recognized service
8 animals.

9 Legal Reference: Connecticut General Statutes

10 10-221 Boards of Education to prescribe rules, policies and procedures
11

12 Federal law:

13 Americans with Disabilities Act of 1990, as amended

14 28 C.F.R. § 35.104

15 First Reading: May 12, 2026

16

Regulation #51240.3.6
Animals in Schools

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4 The following guidelines are adopted regarding animals in school buildings or on school
5 grounds. The guidelines set forth in this regulation do not apply to recognized service animals.

- 6 • All requests to have animals in the classroom or on school property must be submitted to
7 the Principal or principal's designee in writing. Included in the request should be a
8 description of the activity, type of animal, educational objective/benefit, length of
9 activity, and a plan for the care of the animal. The Principal or principal's designee has
10 the discretion to permit or deny a request at any time.
- 11 • Students and staff with allergies or immunodeficiencies must receive special
12 consideration before animals are brought into a school. Prior to any exposure to animals
13 in school, the teacher and principal should be aware of any medical or emotional
14 condition which could be exacerbated by exposure to those animals. Appropriate and
15 reasonable accommodations will be accorded to protect the health and well-being of such
16 individuals.
- 17 • Parents/guardians must be notified in writing prior to any activity in which animals are
18 directly involved with students. Passive animal displays, such as an aquarium or
19 terrarium in a common area, are exceptions and do not require parental notification.
- 20 • Proper evidence of rabies immunization must be provided for any animal brought onto
21 school grounds or into school buildings if the animal falls within the class of animals
22 requiring the vaccine by state statute.
- 23 • Any animal brought to school must be appropriately contained by leash, cage or suitable
24 carrier. No animals are allowed free range in any school facility. The Principal reserves
25 the right to limit the presence of certain animals to exterior school grounds only.
- 26 • Animals are not allowed on school buses

27 **Animals used in educational presentations**

- 28 • No wild (non-domesticated) or protected animals will be purposely brought to school or
29 grounds by anyone other than an authorized or licensed handler/unless under the control
-

30 of an individual trained in the care and management of the animals and subject to the
31 provided documents as detailed below:

- 32 ○ Exhibitor's license issued by the US Department of Agriculture (mammals only)
- 33 ○ An official interstate health certificate signed by a veterinarian and dated no
34 earlier than 60 days prior to entry into Connecticut (mammals only)
- 35 ○ Permit from the DEEP Wildlife Division authorizing the exhibitor to import or
36 possess a wild bird, wild mammal, reptile, amphibian or invertebrate (where
37 applicable)
- 38 ○ List and description of the animals to be exhibited
- 39 ○ Exhibitor's written statement that describes how the animals will be exhibited,
40 securely confined when not on display, and prevented from having direct contact
41 with people or being approached by the public. Direct contact between animals
42 and students will only be permitted if such contact is an integral part of the
43 program's objectives and with prior written consent of the Principal and
44 parents/guardians of students involved.

45 **Animals in the classroom**

- 46 ● Animals will be allowed to be housed in the classroom only for a specified and
47 appropriate educational purpose for the time necessary to achieve the educational goal.
48 The staff member must receive written approval from the Superintendent and building
49 principal prior to housing any animal in the classroom.
 - 50 ● The following animals shall not be kept in the classroom under any circumstance: Bats,
51 Parrots, parakeets and other psittacine birds, Red-eared turtles, skunks, ferrets, raccoons,
52 poisonous animals or insects, and insects that sting or bite.
 - 53 ● The Superintendent reserves the right to reject any and all requests to house an animal in
54 a school building.
 - 55 ● Animals ~~temporarily~~ residing in the classroom shall not be sent home with students
56 during weekends or holidays.
 - 57 ● The staff member is responsible for developing a plan ~~Plans must be made~~ for the food,
58 housing and general comfort of an animal before it is brought into the classroom.
-

- 59 • The staff member is responsible for ensuring the animal housing ~~must be~~ kept in a
60 clean, sanitary condition, free of odor.
- 61 • Teachers must emphasize hand-washing with soap and water by students (and staff)
62 immediately after handling animals and prior to any further school or classroom activity.
63 Eating/drinking will not be allowed during activities involving animals.

64 **Deceased Animals**

- 65 • Non-living animals may be brought into the classroom for educational purposes such as
66 artistic study or scientific observation or dissection. Care should be taken to observe strict
67 hand-washing protocols or scientific procedures to prevent any contact with zoonotic
68 diseases.

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70

#5120.3.6
Animals in Schools

The Board of Education recognizes that animals can provide opportunities for valuable academic and social/emotional growth in school. Animals are part of our natural environment and can be used effectively as teaching aids, and the positive benefits of the human-animal bond are well established. The presence of animals in school must not interfere with the health and safety of the school community, however, and the humane and proper care and treatment of the animals must be assured. The following guidelines are adopted regarding all animals in school buildings or on school grounds.

- All requests to have animals in the classroom or on school property must be submitted to the Principal in writing. Included in the request should be a description of the activity, type of animal, educational objective/benefit, length of activity, and a plan for the care of the animal. The Principal has the discretion to permit or deny a request at any time.
 - Students and staff with allergies or immunodeficiencies must receive special consideration before animals are brought into a school. Prior to any exposure to animals in school, the teacher and principal should be aware of any medical or emotional condition which could be exacerbated by exposure to those animals. Appropriate and reasonable accommodations will be accorded to protect the health and well-being of such individuals.
 - Fur- and feather-bearing animals must have designated safe space.
 - Parents/guardians must be notified in writing prior to any activity in which animals are directly involved with students. Passive animal displays, such as an aquarium or terrarium in a common area, are exceptions and do not require parental notification.
 - Proper evidence of rabies immunization must be provided for any animal brought onto school grounds or into school buildings if the animal falls within the class of animals requiring the vaccine by state statute. Any domesticated mammal that is too young to be immunized for rabies will not be handled by students.
-

5120.3.6 (continued)

- Any animal brought to school must be appropriately contained by leash, cage or suitable carrier. No animals are allowed free range in any school facility. The Principal reserves the right to limit the presence of certain animals to exterior school grounds only.
- Animals are not allowed on school buses, with the exception of service animals (see below)
- No poisonous or venomous animals are allowed in school
- If a student or staff member is injured by an animal, an allergic response is suspected, or an incident occurs which could otherwise have an adverse effect on physical or emotional health:
 - The animal shall be immediately isolated
 - Appropriate medical care shall be provided to the injured party. The Principal and parents/guardians shall be notified as soon as possible
 - An incident report will be completed by the supervising teacher and submitted to the principal if the injury requires treatment outside the classroom

Animals used in educational presentations

- No wild (non-domesticated) or protected animals will be purposely brought to school or grounds by anyone other than an authorized or licensed handler/unless under the control of an individual trained in the care and management of the animals and subject to the provided documents as detailed below:
 - Exhibitor's license issued by the US Department of Agriculture (mammals only)
 - An official interstate health certificate signed by a veterinarian and dated no earlier than 60 days prior to entry into Connecticut (mammals only)
 - Permit from the DEP Wildlife Division authorizing the exhibitor to import or possess a wild bird, wild mammal, reptile, amphibian or invertebrate (where applicable)
 - List and description of the animals to be exhibited
 - Exhibitor's written statement that describes how the animals will be exhibited, securely confined when not on display, and prevented from having direct contact

5120.3.6 (continued)

with people or being approached by the public. Direct contact between animals and students will only be permitted if such contact is an integral part of the program's objectives and with prior written consent of the Principal and parents/guardians of students involved.

- Each teacher is responsible for the proper supervision and control of students under his/her direction whenever there is an exhibit or activity involving animals in school.

Animals in the classroom

- Teachers are responsible for being familiar with the requirements of and providing a plan of care for classroom animals which must include provisions for weekend, vacation and emergency closure care. Students shall not clean animal housing or come into contact with animal waste [without a signed parental/guardian waiver].
- Teachers are responsible for the control and handling of classroom animals to insure the safety of both animals and students. This includes providing adequate protective housing and establishing and supervising safe handling procedures.
- Teachers must emphasize hand-washing with soap and water by students (and staff) immediately after handling animals and prior to any further school or classroom activity. Eating/drinking will not be allowed during activities involving animals.

Animals will be allowed to be housed in the classroom only for a specified and appropriate educational purpose for the time necessary to achieve the educational goal.

Animals on Field Trips

- All requests to take field trips involving animals must be submitted to the Principal in writing. In determining whether to grant the request, the Principal shall be guided by the district policy on field trips and shall also take into consideration any known allergies among the students and the possible side effects of the planned exposure to animals.

5120.3.6 (continued)**Service Animals**

- Service dogs are permitted on school buses and in school facilities to perform the functions for which they are trained. Such animals must wear a “harness or an orange-colored leash and collar which makes it readily identifiable as a guide dog” that is licensed.
- Fees cannot be assessed due to the presence of the dog, but if the dog causes any damage to the premises, the dog user or his/her parents/guardians are liable.
- Owners/users are expected to ensure the good conduct, health, care and protection of their service animal.
- The service animal must be kept under control at all times and must not be left unattended at any time on school grounds.

Deceased Animals

- Non-living animals may be brought into the classroom for educational purposes such as artistic study or scientific observation or dissection. Care should be taken to observe strict hand-washing protocols or scientific procedures to prevent any contact with zoonotic diseases.

Restrictions

- Bats shall not be kept, as they are known carriers of the rabies virus.
 - Parrots, parakeets and other psittacine birds may be carriers of human respiratory diseases and shall not be kept in schools unless they have been tested and certified as psittacosis-free.
 - Red-eared turtles, also known as painted turtles, are known carriers of salmonella, and shall not be kept in a classroom unless the supplier provides written documentation that the turtle is salmonella-free. Many other reptiles also harbor salmonella bacteria and must be handled cautiously and only by the teacher.
-

5120.3.6 (continued)

- Raccoons, ferrets and skunks shall not be brought to school because they may inflict severe bites.
- Poisonous animals and insects are prohibited.
- Insects that sting or bite shall not be intentionally brought into the classroom.
- Plans must be made for the food, housing and general comfort of an animal before it is brought into the classroom.
- Animal housing must be kept in a clean, sanitary condition, free of odor. Waste shall be disposed of in a tied plastic bag.
- All animal bites, stings or scratches shall be reported immediately to the school nurse and Principal, and a local health authority should be consulted for advice. Teachers shall inform the parent/guardian of the injury and complete a student accident report form.

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules, policies and procedures
46a-42 Mobility impaired person
46a-44 through 46a-64 Public accommodations and transportation, admittance to. (Access of guide and assistance dogs to modes of public transportation and in places of public accommodation)
Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b)
American Disability Act of 1989, 1990
28 C.F.R. Parts 35 & 36, "Nondiscrimination on the Basis of Disabilities in State and Local Government Services, Final Rule"

Policy adopted: January 3, 2012
