

A sample policy to consider/modify.

Students

Armed Security Guards

In accordance with Public Act 13-188, _____ Public Schools ~~has approved the hiring of Armed Security Guards and~~ authorizes the placement of armed security guards in ~~each of the school buildings~~ **(identify buildings)** to provide for the safety and security of students and school personnel during the school day as well as times that the Superintendent deems necessary. The Armed Security Guard (“ASG”) is an employee of the Board of Education (the “Board”) and shall support the school administration and staff in maintaining a safe and positive school environment. The ASG reports to the building principal, ~~and ultimately~~ **who will regularly report** to the Superintendent of Schools **on all matters related to school safety and security**. At the discretion of the Board, the ASGs are authorized to carry firearms.

Definitions

1. **Armed Security Officer** – A sworn member of an organized local police department or a retired police officer to provide security services in a public school if such person will possess a firearm while in the performance of his or her duties. Such retired police officer shall **receive annual training pursuant to section 7-294x of the general statutes and shall successfully complete annual firearms training provided by a certified firearms instructor that meets or exceeds the standards of the Police Officer Standards and Training Council or 18 USC 926C.** Such retired police officer shall not be subject to the licensing requirements of part II of chapter 534 of the general statutes.
2. **Retired Police Officer** —means a sworn member of an organized local police department who was certified by the Police Officer Standards and Training Council and retired or separated in good standing from such department or a sworn member of the Division of State Police within the Department of Emergency Services and Public Protection who retired or separated in good standing from said division.

The Board’s policy and any applicable administrative regulations shall be subject to all applicable federal and/or Connecticut laws, as may be amended from time to time. ~~In the event that any portion of this policy or the applicable administrative regulations is determined to be contrary to the provisions of any such federal and/or Connecticut law at any time, the Board shall promptly review and revise the policy and administrative regulations as may be necessary to comply with such federal and/or Connecticut laws.~~

~~The Superintendent will adopt and maintain administrative regulations to implement this policy.~~

Legal Reference: Connecticut General Statutes
 10-220 Duties of boards of education
 10-233a through 10-233f Suspension, removal and expulsion of students,
 as amended by PA 95-304, PA 96-444, and PA 98-139
 53a-3 Definitions
 53a-217b Possession firearms and deadly weapons of school grounds
 PA 13-188 An Act Concerning School Safety
 PA 15-168 An Act Concerning Collaboration Between Boards of
 Education and School Resource Officers and the Collection and Reporting
 of Data on School-Based Arrests

Policy adopted:

rev 3/25

Students

Armed Security Guards

I. PURPOSE:

The function of the ASG is to assist the administration and other school staff in promoting a safe, non-threatening school environment, including assisting in the prevention of school violence. The ASG shall be charged with taking steps to safeguard and protect the school community and school property. The ASG shall engage in the detection or prevention of any unauthorized activity on or near school grounds, including, but not limited to, the unlawful intrusion or entry on school property, vandalism, abuse, arson or trespass. The specific qualifications, duties and responsibilities for the position of ASG shall be those set forth in the ASG job descriptions and BOE policy, as may be amended from time to time in the discretion of the Board, consistent with state and federal law.

The Board will work in cooperation with the law enforcement agency/police department in the placement of Armed Security Officers in its high/middle/elementary schools. The objectives and qualifications of Armed Security Guards set forth by the policy/regulation and job description drafted shall be subject to approval by the Board. It is understood and agreed that the Board of Education and the Local and State Police Department officials share the following goals and objectives with regard to the Armed Security Guard (ASG) Program in the schools:

1. To foster educational programs and activities that will increase student's knowledge of and respect for the law and the function of law enforcement agencies;
2. To encourage ASGs to attend extra-curricular activities held at schools, when possible;
3. To act swiftly and cooperatively when responding to major disruptions and flagrant criminal offenses at school, such as: disorderly conduct by trespassers, and the possession and/or use of weapons on campus; ~~the sale and/or distribution of controlled substances, and riots;~~
4. To report serious crimes that occur at school and to cooperate with the law enforcement officials in their investigation of crimes that occur at school;
5. To cooperate with law enforcement officials in their investigations of criminal offenses which occur off campus.
6. To be involved in the development of District and school safety/crisis plans.

Duties include, but are not limited to:

1. The observation and reporting of any unlawful act;
- ~~2. The prevention of theft or misappropriation of any item of value;~~
2. The control of access to premises being protected;
3. The maintenance of order and safety at public activities;
4. Protection of district property, students, staff and persons and property on or about district property or while attending district-sponsored activities.

Students

Armed Security Guards (continued)

II. POLICY: _

~~A. Essential Responsibilities:~~

- ~~1. Patrol~~
- ~~2. School-based Services~~
- ~~3. Student Affairs~~
- ~~4. Parking Enforcement~~
- ~~5. Administrative~~

A. Specific Responsibilities

1. Patrol

- a) Armed First Responder, conduct security patrols of all school grounds.
- b) First Responder to all emergencies on campus to protect life and property.
- c) First Responder to all emergencies at any of the schools.
- d) Conduct preventive patrols and routine security checks of all school grounds and structures.
- e) Look for possible criminal activity, persons needing assistance as well as maintenance issues. Report any maintenance issues to the Facilities Department.
- f) Detain persons who commit criminal offenses in the presence of security guards and ~~turn custody over to the Local or State Police Department.~~ report such matters to the school administration for further action.
- g) Respond to all emergencies on school grounds and request additional response if needed.
- h) ~~Armed Security guards shall~~ Assist in Criminal Investigations, complaints and reports.

2. School Services

- a) Secure (arm/disarm) alarms in most administrative and academic buildings on a set schedule throughout the week if directed by school administration.
- b) Secure and unlock buildings upon request by faculty, staff and facility personnel.
- c) Ensure that any hazard/incident may be made as safe as possible including attempting to remedy the situation entirely.
- d) Serve as the emergency notifying agency for facilities related issues.
- e) Work with responding personnel (Local and State Police, Fire Department, Utilities, EMT's, Paramedics) in handling emergencies at schools including medical emergencies.

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Armed Security Guards

A. Specific Responsibilities (continued)

2. School Services (continued)

- f) Set up barricades and other traffic controls to assist various facilities projects and arrange for the towing of vehicles out of restricted areas.
- g) Perform any other duties as directed by the Superintendent, School Administration and/or their designee.

3. Student Affairs

- a) Respond to all reported disturbances, emergencies, and suspicious circumstances **criminal activity** in the school, classroom, related structures or events and report findings when necessary **to administration.**
-  b) Assist Administration/Staff in handling uncooperative or confrontational, and non-affiliated ~~on school grounds~~ **members of the school community on school grounds.**
- c) Perform room, locker, book bag and person (s) searches as required in the presence of administrators.

4. Parking Enforcement

- a) Enforce all parking regulations in school grounds and parking lots.
- b) Patrol the parking areas during the enforcement hours.
- c) Request local authorities to tow or ticket vehicles found in violation of the parking regulations (offense warrants).

5. Administrative

- a) Document in a report any individual ~~found disturbing the school or committing minor criminal offenses or violating school regulations of criminal/threatening manner.~~ When appropriate, Forward this report to Local/State Police, and the office of School Administration or District Office.
- b) Complete all required reports and associated paperwork in a timely, accurate, and complete fashion.
- c) Comply with ~~and enforce administrative~~ **all** policies and procedures.
- d) Comply with District emergency protocols, policies, and procedures. ~~handbook.~~
- e) ~~Additional tasks can be asked to perform tasks such as cafe duty, camera monitoring, escorting students, in school suspension monitoring, halls sweeps, etc.~~
- f) Perform any other duty as directed by the Superintendent, School Administration and/or their designee.

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Armed Security Guards (continued)

III. Mandatory Qualifications and Requirements:

A. The _____ Board of Education has approved the hiring of Armed Security Guards through Public Act 13-188. Armed Security Guards employed by the District must possess the qualifications set forth in this Act.

B. Armed Public Safety Officer shall be:

1. Retired members of an organized local, state or federal government agency as a law enforcement officer, defined by section 53a-3 of the general statute, 13 USC § 926C – Carrying of concealed firearms by qualified retired law enforcement officers pursuant to the standards of the Connecticut Public Act. 13-188.
2. A local, state or federal law enforcement officer for an aggregate of 15 years or more, and separated from such service in good standing.
3. A local, state or federal law enforcement officer for an aggregate of 10 years or more, and separated from such service in good standing, due to a service-connected disability.

C. Armed Security Guards shall possess:

1. Current State of Connecticut Pistol Permit.
2. HR 218 yearly verified qualification.
3. Current State of Connecticut Driver's License.
4. Outstanding skills and comprehensive training related to child development, special needs and conflict resolution.
5. Basic computer skills.
6. Effective written and verbal communication skills.
7. Excellent interpersonal and human relation skills.
8. Ability to work independently and exercise good judgment and common sense appropriate to the related circumstances.
9. Ability to understand and carry out verbal and written instructions and prepare accurate and clear information for comprehensive report preparation.
10. Ability to deal with diverse groups of people.
11. Ability to maintain confidentiality of job related information.
12. Ability and willingness to work rotating shifts covering all days of the week and all hours of the day including weekends and holidays.

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Armed Security Guards

III. Mandatory Qualifications and Requirements: (continued)

D. Armed Security Guards shall submit to and successfully satisfy:

1. Extensive background investigation including work history and criminal history.
2. Psychological evaluation.
3. Physical examination and drug screening.
4. Complete and successfully pass a ~~peer interview and oral interview(s)~~ comprehensive interview process.

IV. Mandatory Documentation Requirements:

- A. A letter or certificate stating that the candidate is a graduate of an approved Police Officer Standards and Training (P.O.S.T.) and/or State Police Academy.
- B. A letter of recommendation from the candidates previous Police Chief indicating that he/she served as a local, state or federal law enforcement officer for an aggregate of 15 years or more, and separated from such service in good standing, or a letter of recommendation from the previous Police Chief indicating that the candidate served as a local, state or federal law enforcement officer for an aggregate of 10 years or more, and separated from such service in good standing, due to a service-connected disability.
- C. Current State of Connecticut Pistol Permit.
- D. Current State of Connecticut Driver's License.
- E. DMV driving record history.

V. Physical Requirements:

- A. While performing the duties of this job, the employee is regularly required to have full range of mobility in upper and lower body.
- B. Be able to reach overhead.
- C. Be able to work in various positions, including but not limited to, stooping, standing, bending over, sitting, kneeling, and squatting for extended periods of time.
- D. Be able to lift, pull and push materials and equipment to complete the assigned job task.
- E. Be able to lift and/or move 25 pounds and occasionally lift and/or move up to 50 pounds.
- F. While performing the duties of this job, the employee may be exposed to extreme weather conditions prevalent at the time for an extended period of time.

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V. Physical Requirements: (continued)

- G. Specific vision abilities required by this job include close vision such as the ability to read handwritten or typed material, and the ability to adjust focus.
- H. Be able to meet multiple demands from several people and interact with the public and other staff.
- I. ASG will be in an identifiable school district uniform, carry his/her personal firearm approved under HR 218, and possess appropriate security equipment as necessary.

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The hiring process will involve a committee which includes District staff and Local/State/Law Enforcement Officers. Background checks as well as an interview process will be required as per BOE regulations and Public Act 13-188. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Regulation approved:

cps 3/25

PA 21-199 Section 2 – Gifted and Talented Students
(Background information for Policy Review Committee)
Page 1

P.A. 21-199, “An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, **Section 2**,” requires local and regional boards of education to develop a policy, not later than July 1, 2022, for the equitable identification of gifted and talented students. The legislation indicates that such policy shall require the use of multiple methods of identification of gifted and talented students that are in compliance with guidance provided by the State Department of Education (SDE).

Policy Implications

This section of the Act impacts policy #6172.1, “Gifted and Talented Programs,” and makes it a mandated policy beginning with the 2022-2023 school year.

The SDE in March 2019 issued the guidance document, “Gifted and Talented Education: Guidance Regarding Identification and Service.” While this was done prior to the new legislation, it contains timely information which is included in this narrative.

The laws and regulations governing gifted and talented education are embedded within those that pertain to special education in Connecticut. It is important to note that gifted and talented education is not included in the federal Individuals with Disabilities Education Act (IDEA), which sets forth the federal requirements for special education. Only state laws and regulations apply to gifted and talented education, not the IDEA.

C.G.S. 10-76a (5) indicates that a student who has extraordinary learning ability or outstanding talent in the creative arts requires programs or services beyond the level of those ordinarily provided in regular school programs.

Definition of Gifted and Talented

C.G.S. 10-76a-2 offers the following three important definitions that serve as the foundation for the identification of students as gifted and/or talented:

“Extraordinary learning ability” means a child identified by the planning and placement team as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity, or both.

“Gifted and talented” means a child identified by the planning and placement team as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child’s intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts.

“Outstanding talent in the creative arts” means a child identified by the planning and placement team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.

PA 21-199 Section 2 – Gifted and Talented Students

(Background information for Policy Review Committee)

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These definitions can be synthesized into the following two broad descriptions of students who may be identified as gifted and/or talented:

1. those with extraordinary learning ability (commonly referred to as gifted); and/or
2. those with outstanding talent in the creative arts (commonly referred to as talented).

Extraordinary learning ability pertains to academic achievement and intellectual creativity. Outstanding talent in the creative arts pertains to achievement in music, the visual, or performing arts. Students in these classifications are collectively referred to as gifted and talented.

Mandatory Referral, Identification, and Evaluation Services

Subsection (b) of regulation 10-76d-1 states that “Each board of education shall be required to provide referral, identification and evaluation services only for gifted and talented children enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of such board of education.” Districts are mandated to have a process for the referral, identification, and evaluation of public school students enrolled in Grades K-12 as gifted and/or talented. The referral may come from any source including the teacher, administrator, parent, guardian, or child.

The Planning and Placement Team (PPT) is required to be used to evaluate and identify gifted and talented children. However, the composition of the PPT used for this purpose is different from the PPT composition for special education.

“For purposes of the evaluation, identification or determination of the specific educational needs of a child who may be gifted or talented, the PPT means a group of certified or licensed professionals who represent each of the teaching, administrative and pupil personnel staffs, and who participate equally in the decision making process.” Note that the student’s parent or guardian is not a required member of the PPT assembled for the purpose of identifying gifted and talented students.

Districts are required to evaluate and identify gifted and talented students but there is flexibility in how this evaluation is conducted. State regulations indicate districts may use individual evaluations or group assessment and evaluations to identify gifted and talented children, provided that parental consent is acquired before a child is individually evaluated.

A district may conduct planning and placement team meetings on groups of children for whom evaluation and identification as gifted and talented are planned. Parents must be provided written notice that their child has been referred to the planning and placement team for consideration as a gifted and talented child. Written parental consent shall be secured before a child is individually evaluated for identification as gifted and talented.

The results of the planning and placement team meeting concerning a determination of the child’s identification as gifted or talented shall be provided to the parent in writing. If a parent disagrees with the results of the evaluation conducted by the district, the parent has a right to a hearing.

PA 21-199 Section 2 – Gifted and Talented Students

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Group Assessments and Individual Evaluations

In the case of a group assessment, a district may use an appropriate standardized test administered to all students in a particular grade. A district can use a locally normed cut score to identify students for consideration by a PPT for the gifted and talented classification.

In this approach, the district may convene a group PPT to review the cases of the students who meet or exceed the established cut score. The use of local norms over state/national norms has the advantage of potentially being more informative of a child's standing with respect to the general education program of a school. Objective measures such as these also allow for the possible identification of students as gifted and talented who are members of historically underrepresented populations.

When a child is individually referred for gifted and talented identification (e.g., by a teacher, administrator, parent, guardian, child), written consent from a parent or guardian is required before the evaluation and PPT can proceed. An individual referral has the advantage of allowing for the possible identification of students as gifted and talented in areas that are not typically addressed by large-scale standardized tests (e.g., social studies, a technical discipline, music, creative arts, performing arts).

Role of Local Context in Identification

After the PPT determination from an individual/group assessment the classification of a child as gifted or talented is dependent upon the local context because a PPT must inventory and evaluate a child's needs relative to what is available from the general education program in the child's school.

If a differentiated instruction need exists that exceeds the general education program, then the child has met the criteria for the gifted and talented classification. Since there are differences between general education programs in different schools, a child could be gifted and talented in one school but not gifted and talented in another. Similarly, if the PPT determines that a child has demonstrated or has potential for superior ability/achievement in music, the visual arts or the performing arts and, relative to the general program, the child has unmet educational needs, then the child should be classified as having outstanding talent in the creative arts. Students can be found to have outstanding talent in the creative arts in a single or in multiple modes/expressions of musical, visual, or performing arts. In the case of either the high ability student or the student with outstanding talent in the creative arts, need is operationally defined as whatever is required in order for the student to realize his/her intellectual, creative or specific academic potential.

Connecticut regulations state that "A board of education may identify up to ten per cent of its total student population for the district as gifted and talented." This ten percent criterion is evaluated against the total student population of the district.

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Provision of Services

While the gifted and talented identification and evaluation of students is mandatory, the provision of services for identified students is not required and is left to the discretion of the district. A student may be identified as gifted and talented and as a student with disability who is eligible for special education and related services. In that case, the student would be entitled to an Individualized Education Program (IEP) pursuant to state and federal law but is not entitled to receive gifted and talented services.

Other Considerations

Although the percentage of students identified and/or served in gifted and talented education programs does not currently reflect the general school population, gifted and talented youth exist in all cultural and economic groups. When appropriate identification protocols are employed along with programming models that cultivate potential, more students from historically underrepresented groups can be identified, resulting in a more equitable process reflective of the national student population. Some students, despite substantial potential, have had few opportunities to develop their talents. Other students have been under challenged with unmet learning needs.

Policy #6172.1, “Gifted and Talented Programs,” a mandated policy beginning with the 2022-2023 school year, has been revised and follows for your consideration.

April 2022

A mandated policy (as of July 1, 2022) to consider.

Instruction

Gifted and Talented Students Program (Version #1)

The Board of Education (Board) recognizes its responsibility to identify gifted and talented students within the school district [and to provide these students with appropriate instructional adaptations and services]. *(Districts are required to identify but provision of services is at the discretion of the local district.)* The Board is committed to providing identification and assessment which is responsive to students' economic conditions, gender, developmental differences, disabling conditions and cultural diversity.

For purposes of this policy, "gifted and talented students" means a child identified by the Planning and Placement Team (PPT) as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child's intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts.

For purposes of this policy "outstanding talent in the creative arts" means a child identified by the Planning and Placement Team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.

The school district shall provide educational programs for the gifted and talented, within budgetary constraints, that include a broad spectrum of learning experiences which increase knowledge and develop skills necessary for the student to function successfully in society while encouraging students to excel in areas of special competence and interest. *(optional language)*

The Superintendent or his/her designee will develop procedures for an ongoing kindergarten through grade twelve identification process for gifted and talented students that includes multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area.

Multiple measures may include, but are not limited to, tests of academic achievement, aptitude, intelligence, and creativity; achievement test scores; grades; student performance or products; samples of student work; parent, student, and/or teacher recommendations; and other appropriate measures. The identification methodology will include consideration of all students, including those who are English language learners and those with Individualized Education Plans (IEP) or 504 Plans, be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the District.

The final determination in the identification of students as gifted and/or talented must be done by a PPT. Such PPT charged with this responsibility shall be composed of a group of certified or licensed professionals representing each of the teaching, administrative and pupil personnel staffs.

Instruction

Gifted and Talented Students Program (Version #1) (continued)

Though early identification of the gifted and talented is important, it is essential that the identification of these students be recognized as a continuing process in that special abilities and skills appear at different times in the lives of many children and new children are regularly being enrolled in the system.

Upon the identification of a student as gifted and talented, the District shall provide electronic notice of such identification to the parent/guardian of such student. Such notice shall include, but need not be limited to:

1. an explanation of how such student was identified as gifted and/or talented;
2. the contact information for the District's employee in charge of the provision of services to gifted and talented students, or, if there is no such employee, the District's employee in charge of the provision of special education and related services;
3. the employee at the State Department of Education who has been designated as responsible for providing information and assistance to Boards of Education and parents or guardians of students related to gifted and talented students, pursuant to section 10-3e of the General Statutes; and
4. any associations in the state that provide support to gifted and talented students.

The school district, should it decide to offer services to the gifted and talented, shall utilize the guidelines, developed and promulgated by the State Department of Education (SDE), for providing services to those students. The guidelines include best practices for the district to consider for (1) addressing the intellectual, social and emotional needs of gifted and talented students in schools and (2) providing teacher training and professional development on gifted and talented students.

Legal Reference: Connecticut General Statutes
 10-76a-(e) Definitions.
 10-76d-(e) Duties and powers of Boards of Education to provide special
 education programs and services.
 Regulations of Connecticut State Agencies Sections 10-76a-1–10-76l-1.
 P.A. 19-184 An Act Concerning the Provision of Special Education.
 Gifted and Talented Education: Guidance Regarding Identification and
 Service. SDE Guidance, March 2019.
 P.A. 21-199 An Act Concerning Various Revisions and Additions to the
 Statutes Relating to Education and Workforce Development, Section 2.

Policy adopted:

rev 6/17

rev 7/19

rev 4/22

A mandated policy (as of July 1, 2022) to consider:

Instruction

Gifted and Talented Students Program (Version #2)

The _____ Public Schools are committed to recognizing and promoting the individual strengths, gifts, and talents of all children.

The _____ Public Schools, in conjunction with State of Connecticut regulations and requirements, will identify students demonstrating extraordinary ability academically, creatively and artistically.

The identification process is based on a multi-criteria assessment process, typically including both subjective and objective data. The process must include multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area. Multiple measures may include, but are not limited to, tests of academic achievement, aptitude, intelligence, and creativity; achievement test scores; grades; student performance or products; samples of student work; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology will include consideration of all students, including those who are English language learners and those with Individualized Education Plans or 504 Plans, be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the District.

The final determination in the identification of students as gifted and/or talented must be done by a Planning and Placement Team (PPT). Such PPT charged with this responsibility shall be composed of a group of certified or licensed professionals representing each of the teaching, administrative and pupil personnel staffs.

It is recognized that identified students may be accommodated in a variety of ways, such as, but not limited to, the provision for supplementary materials, extensions to the curriculum and accelerated placement options.

Upon the identification of a student as gifted and talented, the District shall provide electronic notice of such identification to the parent/guardian of such student. Such notice shall include, but need not be limited to:

1. an explanation of how such student was identified as gifted and talented;
2. the contact information for the District's employee in charge of the provision of services to gifted and talented students, or, if there is no such employee, the District's employee in charge of the provision of special education and related services;
3. the employee at the State Department of Education who has been designated as responsible for providing information and assistance to Boards of Education and parents or guardians of students related to gifted and talented students, pursuant to section 10-3e of the General Statutes; and
4. any associations in the state that provide support to gifted and talented students.

Instruction

Gifted and Talented Students Program (Version #2) (continued)

Legal Reference: Connecticut General Statutes

10-76a-(e) Definitions.

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

Regulations of Connecticut State Agencies Sections 10-76a-1–10-76l-1.

P.A. 19-184 An Act Concerning the Provision of Special Education.

Gifted and Talented Education: Guidance Regarding Identification and Service. SDE Guidance, March 2019.

P.A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Section 2.

Policy adopted:

rev 6/17

rev 7/19

rev 4/22