

## Policy Summary

May 20, 2025

### **Policies for Review, Second Reading:**

#### **1361 Visitors and Observations in the Schools**

As noted above, Governor Lamont recently signed into law Public Act 25-1, which, among other things, addresses immigration enforcement activity at schools. We have revised our model policy to clarify that, in the event that a federal immigration authority appears in person at a school under the board of education's jurisdiction or otherwise contacts a school to request information, the immigration authority shall be directed to communicate with the administrator designated for such interactions, who will follow the protocols outlined in the school's Security and Safety Plan.

#### **5123 Restorative Practices Response Policy**

In 2023, the General Assembly passed legislation, now codified at Connecticut General Statutes Section 10-222jj, requiring each board of education to adopt a restorative practices response policy to be implemented by school employees for incidents of challenging behavior or student conflict that is nonviolent and does not constitute a crime. Boards of education are required to adopt such policy by July 1, 2025. The policy directs the district's administration to develop "a continuum of strategies to prevent, identify, and responding challenging behavior, including but not limited to bullying and harassment."

#### **6080.1.2 Title I programs / Parental Involvement**

We recommend that the Board repeal this policy and adopt the S&G Model Policy Parent and Family Engagement for Title I Students. The current policy is outdated.

#### **6151 Class Size**

This is not mandatory policy and it may be repealed. However, we note that the policy was implemented and updated within the last 10 years and thus it may be a topic on which the Board wishes to maintain a policy. If maintained, we recommend internal administrative review to ensure compliance with current practice. Please note that the teacher's collective bargaining agreement may address class sizes; the Board should ensure that the policy is written in a manner to avoid conflict with the CBA.

#### **6153 Field Trips**

We recommend repealing this policy and adopting the S&G model policy concerning Field Trips. *Administration would like to move policy to 5000*

##### **5100.8 Student Travel/6100.16.1 Student Travel**

*The administration would like these two policies rescinded – relevant content added to the field trips policy administrative reg.*

We recommend repealing this policy and replacing it with the S&G Model Field Trips (see Series 5000). The District may wish to develop administrative regulations for this policy to address some of the more specific provisions in the current policy (ex: budgets, transportation, parent permission). In any event, we recommend prohibiting school staff from acting as "private agents" for non-school sponsored student travel. We recommend that this be specifically prohibited.

The Madison Board of Education (the “Board”) encourages visits by citizens, taxpayers, and parents to all school buildings. In order to promote a safe and productive educational environment for all students and staff, the Board requires all visitors to receive prior approval from the school principal or designee before being permitted to visit any school building. The Board, through the administration, reserves the right to limit visits in accordance with administrative regulations.

The Board further desires to work collaboratively with parents with an educational nexus with the Madison Public Schools (the “District”), its educational programs, or the student being observed, to observe their students in their current classrooms or observe proposed educational placements in the Board’s schools. The Board, through the administration, reserves the right to limit observations of current and proposed educational placements in accordance with administrative regulations and the Board’s Guidelines for Independent Educational Evaluations.

~~The Madison Board of Education recognizes that procedures for visitors to schools are important for student and staff safety.~~

Upon arrival, all visitors must comply with any and all applicable building security procedures, including but not limited to, utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitor’s reception area of the school office, prominently displaying visitor’s badges or other identification required for visitors to the school buildings, limiting access to those areas of the building and grounds for which the visitors have authorized access, refraining from engaging with students and/or staff except as permitted by the school officials and consistent with the purpose of the visit in question, and complying with directives of the school officials at all times. All visitors and observers permitted into school buildings or on school ground must comply with all school health and safety protocols in place at the time.:-

Visitors who will be entering the building beyond the main office area will be required to register at the security desk/main office upon arrival at the school, at which time a background check on the sex offender registry will be conducted. If a result is received, a school administrator will be contacted. Access to the building may be denied by the administrator.

In the event that a federal immigration authority appears in person at a school in the District or otherwise contacts a school to request information, in accordance with applicable law and pursuant to the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”) or any subsequent applicable CSDE guidance, such authority shall be directed to communicate with the administrator designated for such interactions, who will follow the protocols outlined in the school’s Security and Safety Plan. For purposes of this policy, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an

agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

### Legal References:

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 54-192h

Public Act No. 25-1, “An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements”

Connecticut State Department of Education, Guidance to K-12 Public Schools Pertaining to Immigration Activities (January 28, 2025).

“Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations,” Connecticut State Department of Education (Mar. 28, 2018).

Date of Adoption: January 4, 2022

First Reading: May 6, 2025

Second Reading: May 20, 2025

**#1361 Regulation  
Visitors to the Schools**

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**ADMINISTRATIVE REGULATIONS  
REGARDING VISITORS AND OBSERVATIONS IN SCHOOLS**

1. Any person wishing to visit a school building in the Madison Public Schools (the “District”), and/or observe any student program, must obtain prior approval from the building ~~p~~Principal or responsible administrator of the respective school building or program.
2. A visitor to any school building or program must be able to articulate a legitimate operational or educational reason for the proposed visit and/or observation. Where the visitation involves direct contact with ~~D~~istrict students, or observation of an identified student or student program, the visitor must have a sufficient educational nexus with the ~~D~~istrict, its educational programs or the student to support such request.
3. All visits must be reasonable in length and conducted in a manner designed to minimize disruption to the ~~D~~istrict’s educational programs, as determined by school officials.
4. When a parent/guardian makes a request to observe an identified student or student program, the request will be reviewed with the student’s parent/guardian to determine the purpose of the observation, specific questions being addressed, the location(s) of the observation, and the date, time and length of the observation.
5. When determining whether to approve a request to visit and/or observe individual students or student programs, the building ~~p~~Principal or responsible administrator shall consider the following factors:
  - a. the frequency of visits;
  - b. the duration of the visit;
  - c. the number of visitors involved;
  - d. the effect of the visit on a particular class or activity;

- e. the age of the students;
- f. the nature of the class or program;
- g. the potential for disclosure of confidential personally identifiable student information;
- h. whether the visitor/observer has a legitimate educational interest in visiting the school;
- i. whether the visitor/observer has professional ethical obligations not to disclose any personally identifiable student information;
- j. any safety risk to students and school staff; and
- k. compliance with the Board's Guidelines for Independent Educational Evaluations, if applicable.

6. The building ~~p~~Principal or responsible administrator has the discretion to limit, or refuse, requests for visits and/or observations of student programs in light of the above criteria. When a requested observation is refused, the building ~~p~~Principal or responsible administrator will provide the parent/guardian with the reason for the decision and will work to develop alternative ways designed to permit~~for~~ the parent/guardian to obtain the information the parent/guardian seeks.

7. If a building ~~p~~Principal or responsible administrator approves a request to visit a school building and/or observe a student program, arrangements must be made in advance to ensure that the visit will not disrupt educational programs. The length and scope of any visit shall be determined by the building ~~p~~Principal or responsible administrator in accordance with these regulations and accompanying Board policy. The building ~~p~~Principal or responsible administrator shall determine a reasonable amount of time for observations of individual students or student programs.

8. Upon arrival, all visitors must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for

141 which the visitors have authorized access, refraining from engaging with students and/or staff  
142 except as permitted by the school officials and consistent with the purpose of the visit in  
143 question, and complying with directives of school officials at all times.  
144

145 9. The ~~D~~istrict has an obligation to maintain the confidentiality of personally identifiable student  
146 information. All visitors and observers must restrict their visits and observations to the purpose  
147 identified in the request to visit or observe and are strictly prohibited from observing or  
148 collecting information on other students within the school. If the visitor/observer views, accesses  
149 or otherwise obtains personally identifiable student information concerning another student, the  
150 visitor/observer must notify the building ~~p~~Principal or responsible administrator as soon as  
151 possible.  
152

153 10. All visitors and observers permitted inside school buildings or on school grounds must comply  
154 with all school health and safety protocols in place at the time, ~~including but not limited to any~~  
155 ~~health screening protocols.~~  
156

157 11. A refusal to comply with any of the Board's policy provisions and/or regulations concerning  
158 visitors shall constitute grounds for denial of the visitor's or observer's privileges, as determined  
159 appropriate by the building ~~p~~Principal or responsible administrator~~designee~~. Such refusal may  
160 also result in a referral to law enforcement personnel, as determined appropriate by the building  
161 ~~p~~Principal or responsible administrator~~designee~~.

162 12. In the event that a federal immigration authority appears in person at a school in the District or  
163 otherwise contacts a school to request information, in accordance with applicable law and  
164 pursuant to the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed  
165 by the Connecticut State Department of Education ("CSDE") or any subsequent applicable  
166 CSDE guidance, such authority shall be directed to communicate with the administrator  
167 designated for such interactions, who will follow the protocols outlined in the school's Security  
168 and Safety Plan. For purposes of these Administrative Regulations, a "federal immigration  
169 authority" means "any officer, employee or other person otherwise paid by or acting as an agent  
170 of the United States Immigration and Customs Enforcement or any successor agency thereto or  
171 any division thereof or any officer, employee or other person otherwise paid by or acting as an  
172 agent of the United States Department of Homeland Security or any successor agency thereto  
173 who is charged with enforcement of the civil provisions of the Immigration and Nationality Act."  
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Legal References:

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 54-192h

Public Act No. 25-1, “An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements”

Connecticut State Department of Education, Guidance to K-12 Public Schools Pertaining to Immigration Activities (January 28, 2025).

“Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations,” Connecticut State Department of Education (Mar. 28, 2018).

**Restorative Practices Response**

The Madison Board of Education (the “Board”) is committed to identifying strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, including restorative practices. Restorative practices may be implemented by school employees for incidents of challenging behavior, bullying, and/or harassment in the school environment, or other forms of student conflict that is nonviolent and does not constitute a crime. Restorative practices shall not include the involvement of a school resource officer or other law enforcement official unless such challenging behavior or other conflict escalates to violence and/or constitutes a crime. In addition, the Madison Public Schools (the “District”) shall address challenging behavior, bullying, and harassment in accordance with the Board’s Student Discipline policy and any other applicable Board policy, administrative regulations, and/or school rules.

For purposes of this policy:

- “Restorative practices” means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
- “Challenging behavior” means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
- “Bullying” means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. “Bullying” includes “cyberbullying”, which means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
- “School climate” means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people’s experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
- “School climate improvement plan” means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment.



- “School environment” means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by the Board, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

The Board directs the administration of the District to develop a continuum of strategies to prevent, identify, and respond to challenging behavior, bullying, and harassment. Such strategies shall include research-based interventions, including restorative practices, and may be included in each school’s school climate improvement plan. Such strategies shall be shared with the school community, including, but not limited to, through publication in the relevant student handbook.

The Board further directs the Superintendent or designee to collect and maintain data regarding types of challenging behavior addressed using the Restorative Practices Response Policy and data concerning the implementation of restorative practices.

**Legal References:**

Conn. Gen. Stat. § 10-222aa

Conn. Gen. Stat. § 10-222dd

Conn. Gen. Stat. § 10-222jj

First Reading: May 6, 2025

Second Reading: May 20, 2025

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**Title I: Parent and Family Engagement**

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In accordance with Section 1010 of the Every Student Succeeds Act (“ESSA”), Public Law 1114-95, it is the policy of the Madison Board of Education (the “Board”) to provide parents and family members of students participating in the district’s Title I programs meaningful opportunities to participate in the education of their children within these programs. To facilitate parental and family participation, the Board encourages parents and family members of Title I eligible students to be involved in regular meetings, communications, and activities that will inform them about the district’s Title I programs, to participate in the improvement of such programs and to help improve their child’s progress within these programs.

This policy has been developed jointly with, and agreed upon by, parents and family members of children participating in Title I programs. The district shall distribute this written Parent and Family Engagement Policy to parents and family members of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy shall be made available to the public and updated periodically, as necessary to carry out the requirements of the parent and family engagement portion of Section 1010 of ESSA.

The Board shall conduct, with the meaningful involvement of Title I parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools receiving Title I funds. The Board shall use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the policy. Such evaluation shall include identifying:

1. barriers to greater participation by parents in activities authorized by 20 U.S.C. § 6318 (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
2. the needs of parent and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. strategies to support successful school and family interactions.

Each year, each school within the district that is involved in Title I programs shall conduct a meeting, at a convenient time, to involve parents in the planning, review and improvement of programs funded by Title I. All parents of participating children must be invited and encouraged to attend. At this meeting, parents shall be given a description and explanation of the Title I programs, the curriculum in use at the school, the forms of academic assessment used to measure student progress, the achievement levels of the challenging State academic standards, and information regarding the importance of parental involvement and their right to be involved.

In addition to the required annual meeting, and if requested by parents, schools within the district that are involved in Title I programs shall offer opportunities for regular meetings at flexible times of the day in order to allow parents to formulate suggestions for the Board’s Title I programs and their application

to their child(ren)'s programs; and to participate, as appropriate, in decisions related to the education of their children. Parents will be given opportunities to participate in the joint development of the district's Title I plan, as required by Section 1006 of ESSA, and in the process of any school review and improvement in accordance with the State's plan, as required by Section 1111 of ESSA. At any time, if a parent is dissatisfied with a school's Title I program, the parent shall have the opportunity to submit comments for review at the district level.

The Board will provide the coordination, technical assistance and other support necessary to assist and build capacity of Title I schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. Parental and family engagement in Title I programs shall be coordinated and integrated with parental and family engagement strategies, to the extent feasible, under other federal, state, local and district programs.

In order to build the schools' and parents' capacity for strong parental involvement, the Board shall:

1. provide assistance to parents of students participating in Title I programs in understanding topics such as the challenging state academic standards, state and local academic assessments, the requirements under Title I, and how to monitor their child's progress and work with educators to improve the achievement of their children;
2. provide materials and training to help parents to work with their children, such as literacy training and using technology (including education about the harms of copyright piracy);
3. educate teachers, specialized instructional support personnel, staff and administrators, with the assistance of parents, about how to better communicate and work with parents;
4. to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs, conduct other activities that encourage and support parent participation;
5. ensure that information related to school and parent programs, meetings and other activities is sent to participating parents in a format and, to the extent practicable, in a language the parents can understand;
6. provide such other reasonable support for parental involvement activities as parents may request; and
7. inform parents and parental organizations of the existence and purpose of parent resource centers within the State.

### **School-Parent Compact**

This policy further requires that each school involved in Title I programs shall jointly develop with parents of participating children a school-parent compact that outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the

93 school and parents will build and develop a partnership to help children achieve the State's high  
94 standards. The school-parent compact shall:

- 95  
96 1. describe the school's responsibility to provide high-quality curriculum and instruction in  
97 a supportive and effective learning environment that enables Title I students to meet the  
98 challenging State academic standards;
- 99  
100 2. indicate the ways in which each parent will be responsible for supporting their child's  
101 learning, volunteering in their child's classroom, and participating, as appropriate, in  
102 decisions related their child's education and positive use of extracurricular time;
- 103  
104 3. address the importance of ongoing teacher-parent communication through parent-teacher  
105 conferences, frequent reports to parents, reasonable access to school staff, and  
106 opportunities to volunteer, participate in, and observe their child's classroom activities;  
107 and
- 108  
109 4. ensure regular, two-way, meaningful communication between family members and  
110 school staff, and, to the extent practicable, in a language that family members can  
111 understand.

112  
113 The Board authorizes the Superintendent, or superintendent's designee, to develop a school-parent  
114 compact and other procedures such as those relating to meetings, parent communication and parental  
115 involvement activities, as the Superintendent deems necessary in order to ensure compliance with this  
116 policy.

117  
118 The Superintendent is required to include information about parental involvement and actions taken to  
119 improve parental involvement in the strategic school profile the Superintendent submits annually to the  
120 Board and Commissioner of Education. Such actions to improve parental involvement may include  
121 methods to engage parents in the planning and improvement of school programs and to increase support  
122 to parents working at home with their children on learning activities.

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124 **Legal References:**

125  
126 **Connecticut General Statutes:**

127 § 10-220(c). Duties of Boards of Education

128  
129 **Federal Law:**

130 20 U.S.C. § 6318. Parent and family engagement

131 20 U.S.C. § 7801. Definitions

132  
133  
134 First Reading: May 6, 2025

135 Second Reading: May 20, 2025

**#6080.1.2****Title I Programs / Parental Involvement**

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**Title I Programs**

The Superintendent or his / her designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All Madison schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equity among Madison schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equity among Madison schools.

**Title I Parental Involvement**

The Madison Public Schools maintains programs, activities, and procedures for the involvement of parents / guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

**District-Level Parental Involvement Compact**

The Superintendent or his / her designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or his / her designee shall ensure that the Compact is distributed to parents / guardians of students receiving services or enrolled in programs under Title I.

**#6080.1.2 (cont.)****School-Level Parental Involvement Compact**

Each Building Principal or his/her designee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain: (1) a process for continually involving parents / guardians in its development and implementation, (2) how parents / guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents / guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents / guardians of students receiving services, or enrolled in programs, under Title I.

(cf. 3541 – Student Transportation Services)  
(cf. 4216.36 – Teacher Aides)  
(cf. 5050.1 – Compulsory Attendance)  
(cf. 5030.1 - Intradistrict School Attendance Areas)  
(cf. 5100.9.1 – Student Recruitment)  
(cf. 5120.9 – Homeless Students)  
(cf. 5180.1 – Records / Confidentiality)  
(cf. 5180.1.1 – Directory Information)  
(cf. 5180.2 – Research)  
(cf. 6080.21 – Bilingual Instruction)

Legal Reference: Title I of the Elementary and Secondary Education Act, 20 U.S.C.  
§6301-6514.

Policy adopted: October 21, 2008

~~The Board of Education recognizes that in addition to appropriate curriculum which challenges the abilities of all students, teaching techniques, staff utilization and class size all contribute to effective student learning. In attempting to~~ provide an environment ~~which that~~ limits obstacles and enhances opportunities for student success and quality professional performance, the following class size guidelines are recommended:

Grade	Class Size
Pre-K	16 - 18
Kindergarten, Grades 1 and 2	16 - 20
Grades 3 <del>through and 5</del> 4	19 - 24
Grades <del>6</del> 5 through 8	19 - 24
Grades 9 through 12	Level I, II: 1 <del>5</del> 7 - 24 Level III: 12 <del> - 20</del>

~~In addition, for classes that require work stations, the~~ maximum enrollment shall not exceed the available individual space and/or equipment. Safety requirements supersede the above guidelines.

Acknowledging the need for diversification of subject matter/ multiple program responsibilities and mandated course credits, the full time high school teacher total student assignment is recommended to be 85 - 120.

At the high school, scheduled classes shall have a minimum of 10 students. The Superintendent is authorized to override this requirement to ensure student schedules are maintained and/or student graduation requirements are met. Advanced Placement (AP) courses, or courses limited by pre-requisites, shall be exempt from this minimum.

Special ~~needs-education~~ classes ~~and Level IV~~ at the high school are not subject to the guidelines of this policy and shall be organized in the best interest of the students under the guidance of the Director of Pupil Services, principal and the Superintendent.

To protect the integrity of the Middle School Interdisciplinary Team Teaching, the full time middle school teacher total student assignment is recommended to be 95 - 120.

The above guidelines should not restrict larger grouping of students when the nature of the material and delivery warrant such action.

Date of Adoption: May 7, 1973

Date Revised: October 17, 1989

Date Revised: January 6, 2015

First Reading: May 6, 2025

Second Reading: May 20, 2025



The Madison Board of Education (the "Board") encourages and sanctions student field trips that are of value in helping achieve each participating student's educational objectives.

~~The Board of Education recognizes the valuable experiences derived from field trips for students when properly planned, executed, and evaluated. In most cases, F~~field trips should be directly related to or be an extension of the classroom learning experiences. In this respect, field trips may be used as springboards or culminating activities for units presented in the classroom or to provide "hands on" experience for students involved in the study of specific topics. In addition, field trips may introduce students to new learning experience through participation of observation of such activities as exhibits, dramatic presentations and other timely and appropriate events.

All student field trips shall require prior written approval by the building principal. In addition, all student field trips that are scheduled to last more than one day shall require the prior written approval of the Superintendent or superintendent's designee.

All student field trips that require public solicitation of funds shall require Board approval prior to any fundraising by involved students or others on their behalf. In addition, any such fundraising activities must comply with the provisions of the Board Policy concerning fundraising activities (Policy No. 5141) and any administrative regulations implementing such Board Policy.

The Superintendent or superintendent's designee is authorized to develop administrative regulations to implement this policy. The Board will not be responsible for any field trip that is not approved in accordance with the procedures set forth in this policy and any accompanying administrative regulations.

~~(cf. 5100.8 Student Travel)~~

~~(cf. 6100.16.1 Educational Travel)~~

Date of Adoption: October 3, 2006

First Reading: May 6, 2025

Second Reading: May 20, 2025

## **#5142 Regulation Field Trips & Student Travel**

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The Superintendent of Schools or superintendent's designee will develop and implement procedures outlining the requirements for student travel. These procedures may include a preapproved list of activities. To protect the Madison Public Schools (the "District") from liability, District employees, volunteers, independent contractors, or students will not participate in any activities, special events, or trips which are not approved or sponsored by the District. The District will not assume any liability for any student travel which was not preapproved by the Superintendent or his/her designee.

Should student travel involve significant risk of loss to the District and/or students, the District may require the purchase of additional insurance coverage or the transference of such risk to a third party. Any cost attached to such additional insurance coverage or risk transfers may be assessed against the participants in the proposed activity.

By contract or by any other means, the district will not assume any liability for the operations of any third-party providing services to the district, its employees, volunteers or students for student activities or travel. The District will not provide any physical damage comprehensive or collision coverage to any vehicles or other property not directly owned or leased by the District.

### **General Guidelines for Student Travel**

1. Student travel during the school day must be approved by the building principal.
2. Student travel which involves overnight accommodations or trips outside of the state for students must be approved by the Superintendent.
3. School bus transportation shall be the preferred form of student travel
4. Written parental / guardian permission must be obtained for all participating students.

### **Student Travel Outside the Continental United States**

In addition to the foregoing guidelines for educational travel, for travel outside the continental United States, approval from the Board of Education must be received prior to staff making contractual arrangements and advertising. Such approval shall be considered based upon the recommendation of the Superintendent. Factors to be considered by the Board include: costs, supervision, relation to curriculum, assessment of the country's political climate, and the method of assessing the educational value for the participants.

### **Non-School Sponsored Educational Travel**

40 The Board expressly prohibits District employees from acting as private agents for non-school sponsored  
41 student travel.

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43 **Forms**

44 Field Trip and Student Travel requests shall be completed on District request forms available in schools  
45 and on the District website and submitted to the designated responsible administrator. Other written or  
46 oral requests shall not be considered.  
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**#5100.8  
Student Travel**

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The Superintendent of Schools, or his/her designee, will develop and implement procedures outlining the requirements for student travel. These procedures may include a preapproved list of activities. To protect the district from liability claims which could exceed the coverage limits of the self-insured plan and insurance programs, district employees, volunteers, independent contractors, or students will not participate in any activities, special events, or trips which are not approved or sponsored by the district. Participation in non-approved or non-sponsored activities by district employees, volunteers, independent contractors, or students is outside the course and scope of their authority or employment. The district will not assume any liability for any student travel which was not preapproved by the Superintendent or his/her designee.

Since student travel may potentially involve significant risk of loss to the district and students, the district may require the purchase of additional insurance coverage or the transference of such risk to a third party. Any cost attached to such additional insurance coverage or risk transfers may be assessed against the participants in the proposed activity.

By contract or by any other means, the district will not assume any liability for the operations of any third party providing services to the district, its employees, volunteers or students for student activities or travel. The district will not provide any physical damage comprehensive or collision coverage to any vehicles or other property not directly owned or leased by the district.

The district forbids the use of any vehicle which does not meet the district's insurance requirements. The use of any such vehicle is outside the course and scope of authority or employment of district employees, volunteers, independent contractors and students. The insurance coverage of the vehicle, i.e., the driver's coverage and all other applicable policies, will be primary.

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**5100.8 (Continued)**

Madison Public Schools  
Madison, Connecticut

- District Vehicles: Without the prior, express, written authorization of the Superintendent or his/her designee, vehicles owned, leased or in the care, custody and control of the district, will not be driven.
- Commercial, Chartered & Public Transportation: By contract or any other means, district employees, volunteers, or students will not agree to have the district assume any liability for operation of commercial, charter or public transportation.
- Non-District Vehicles: Vehicles not owned, leased or in the care, custody and control of the district may not be driven by any employee or volunteer on district business unless each such vehicle meets the district insurance requirements and Superintendent approval.

Date of Adoption: January 23, 1996

**#6100.16.1**  
**Student Travel**

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The resources in surrounding communities, across the state, across the country and around the world may provide educational experiences of merit for the students. Therefore, the Board encourages teachers and staff to expand lessons to include these teaching resources, as appropriate.

**General Guidelines for Student Travel**

1. Student travel during the school day must be approved by the building principal.
2. Student travel which involves overnight accommodations or trips outside of the state for students must be approved by the Superintendent.
3. All trips should be within budgetary allotments for such purpose. Students may be asked to pay all or part of the expenses of student travel. Parent Teacher Organizations may supplement the schools' expenses for student travel in accordance with the Board policy for acceptance of donations.
4. Bus transportation shall be used when practicable, but private vehicles may be used when appropriate within guidelines developed by the Superintendent or his / her designee. Proper insurance coverage must be verified by the school principal.
5. Written parental / guardian permission must be obtained for all participating students.
6. All school-sponsored student travel will have provisions for proper supervision by school employees so that student and staff safety shall be assured. Parents may assist with this supervision.
7. No student shall be denied participation because of financial constraints for any student travel occurring within the continental United States.

8. Restrictions may be placed upon a student's participation as warranted. The building principal will make that judgment based upon the student's welfare or that of other students participating in student travel.
9. Student travel should be evaluated by students, teachers, and the administration.

### **Student Travel Outside the Continental United States**

In addition to the foregoing guidelines for educational travel, for travel outside the continental United States, approval from the Board of Education must be received prior to staff making contractual arrangements and advertising. Such approval shall be considered based upon the recommendation of the Superintendent. Factors to be considered by the Board include: costs, supervision, relation to curriculum, assessment of the country's political climate, and the method of assessing the educational value for the participants.

### **Non-School Sponsored Educational Travel**

The Board of Education does not encourage staff members to act as private agents for non-school sponsored student travel.

(cf: Student Travel, Policy 5100.8)

Date of Adoption: February 25, 1997

Date of Revision: June 17, 2014