

Policy Committee Meeting  
Tuesday, March 4, 2025 6:30 PM

Town Campus Hammonasset Room/Zoom  
10 Campus Drive  
Madison, CT 06443

## **Meeting Agenda**

### I. Policy for Rescission:

- 6070.3 Curriculum Pilot Projects

### II. Policy for Review:

- 2300 Hold on the Destruction of Records
- 4111.1 Security Check/Fingerprinting
- 5131.911 Bullying Prevention and Intervention
- 5131.914 Safe School Climate Policy
- 6070.1 Curriculum Development  
*Then Rescind*
  - 6070.2 Curriculum
- 6146.3 Credit for Online Courses
- 7551 Naming/Renaming of Schools

### III. Public Comment

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

## Policy Summary

March 4, 2025

### **Rescind**

#### 6070.3 Curriculum Pilot Projects

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

### **Review**

#### 2300 Hold on the Destruction of Records

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

#### 4111.1 Security Check/Fingerprinting

State law requires boards of education to conduct employment history reviews before offering employment to an applicant for a position, including any position that is contracted for, if such applicant would have direct student contact. In conducting this review, boards of education are required to send an Educational Employer Verification form to an applicant’s previous employers. Among other information, the form requests an employer to disclose whether the applicant (1) has been the subject of an allegation of abuse or neglect or sexual misconduct for which there is an investigation pending with any employer, state agency, or municipal police department or which has been substantiated; (2) was disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct; or (3) has ever had a professional or occupational license, certificate, authorization or permit suspended or revoked or has ever surrendered such a license, certificate, authorization or permit while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct. Public Act 24-41 amends this requirement and specifies that an applicants’ previous employers are not required to disclose information about a substantiated allegation of abuse or neglect or sexual misconduct if the substantiation was

reversed as a result of an appeal to the Department of Children and Families (“DCF”). We have revised this policy in light of that change. We also revised the policy to clarify a board of education’s responsibilities under the Fair Credit Reporting Act when deciding whether to take adverse actions against prospective employees.

#### 5131.911 Bullying Prevention and Intervention

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

#### 5131.914 Safe School Climate Policy

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

#### 6070.1 Curriculum Development

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

Then rescind

#### 6070.2 Curriculum

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

#### 6146.3 Credit for Online Courses

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

#### 7551 Naming/Renaming of Schools

Move policy to the 1000 series.

**#6070.3****Curriculum Pilot Projects**

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

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

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

Date of Adoption: October 1, 1996

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

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

**I. RETENTION OF RECORDS**

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

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

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

**II. USE OF ELECTRONIC MESSAGES AND ELECTRONIC COMMUNICATIONS**

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

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

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

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

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

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

### **III. DISPOSITION OF RECORDS**

The disposition of records, or the destruction or transfer of records to the custody of another entity, shall only occur in accordance with relevant state and federal laws and guidelines established by the OPRA.

The District shall also follow the OPRA’s specific protocols for the disposition of permanent, historical and archival records. If a record does not appear on a records retention schedule, the District shall contact the OPRA for further guidance before disposing of any such record.

Legal References:

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

Conn. Gen. Stat. § 7-109

Conn. Gen. Stat. § 11-8 et seq.

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

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

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

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

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

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

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

Record Retention Schedules Towns, Municipalities and Boards of Education

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

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

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

OPRA, Certification for Disposition of Original Permanent/Life of Structure Records Stored as Digital Images, Form RC-075-245 (revised 12/2021+2024)

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

Rules 34 and 45 of the Federal Rules of Civil Procedure

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

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Date of Adoption: April 6, 2021

#4111.1

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

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

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

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

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

For the purposes of this policy:



41 “**Sexual misconduct**” means any verbal, nonverbal, written, or electronic communication, or any  
42 other act directed toward or with a student that is designed to establish a sexual relationship with  
43 the student, including a sexual invitation, dating or soliciting a date, engaging in sexual dialog,  
44 making sexually suggestive comments, self-disclosure or physical exposure of a sexual or erotic  
45 nature, and any other sexual, indecent, or erotic contact with a student.

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

52  
53 “**Former employer**” means any person, firm, business, educational institution, nonprofit agency,  
54 corporation, limited liability company, the state, any political subdivision of the state, any  
55 governmental agency, or any other entity that such applicant was employed by during any of the  
56 previous twenty years prior to applying for a position with a local or regional board of education.

57  
58 I. Employment History Check Procedures

59  
60 A. The District shall not offer employment to an applicant for a position, including any  
61 position that is contracted for, if such applicant would have direct student contact, prior to  
62 the District:

63 1. Requiring the applicant:

64  
65 a. to list the name, address, and telephone number of each current employer or  
66 former employer (please note the definition of “former employer” above,  
67 including the applicable twenty year reporting period) during any of the previous  
68 twenty years, if:

69  
70 (i) such current or former employer is/was a local or regional board of education,  
71 council of a state or local charter school, interdistrict magnet school operator,  
72 or a supervisory agent of a nonpublic school, and/or

73  
74 (ii) the applicant’s employment with such current or former employer caused the  
75 applicant to have contact with children.

76  
77 b. to submit a written authorization that

78  
79 (i) consents to and authorizes disclosure by the employers listed under  
80 paragraph I.A.1.a of this policy of the information requested under

paragraph I.A.2 of this policy and the release of related records by such employers,

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

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

c. to submit a written statement of whether the applicant

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

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

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

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

a. the dates employment of the applicant, and

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

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

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

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

3. Requesting information from the Department concerning:

a. the eligibility status for employment of any applicant for a position requiring a certificate, authorization or permit,

b. whether the Department has knowledge that a finding has been substantiated by DCF pursuant to Conn. Gen. Stat. § 17a-101g of abuse or neglect or of sexual misconduct against the applicant and any information concerning such a finding, and

- 161 c. whether the Department has received notification that the applicant has been  
162 convicted of a crime or of criminal charges pending against the applicant and any  
163 information concerning such charges.  
164
- 165 B. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, if the  
166 District receives information that an applicant for a position with or an employee of  
167 the District has been disciplined for a finding of abuse or neglect or sexual  
168 misconduct, it shall notify the Department of such information.  
169
- 170 C. The District shall not employ an applicant for a position involving direct student  
171 contact who does not comply with the provisions of paragraph I.A.1 of this policy.  
172
- 173 D. The District may employ or contract with an applicant on a temporary basis for a  
174 period not to exceed ninety (90) calendar days, pending the District's review of  
175 information received under this section, provided:  
176
- 177 1. The applicant complied with paragraph I.A.1 of this policy;
  - 178
  - 179 2. The District has no knowledge of information pertaining to the applicant that  
180 would disqualify the applicant from employment with the District; and  
181
  - 182 3. The applicant affirms that the applicant is not disqualified from employment  
183 with the District.  
184
- 185 E. The District shall not enter into a collective bargaining agreement, an employment  
186 contract, an agreement for resignation or termination, a severance agreement, or any  
187 other contract or agreement or take any action that:  
188
- 189 1. Has the effect of suppressing information relating to an investigation of a report of  
190 suspected abuse or neglect or sexual misconduct by a current or former employee;  
191
  - 192 2. Affects the ability of the District to report suspected abuse or neglect or sexual  
193 misconduct to appropriate authorities; or  
194
  - 195 3. Requires the District to expunge information about an allegation or a finding of  
196 suspected abuse or neglect or sexual misconduct from any documents maintained  
197 by the District, unless, after investigation, such allegation is dismissed or found to  
198 be false.  
199
- 200 F. The District shall not offer employment to a person as a substitute teacher, unless  
201 such person and the District comply with the provisions of paragraph I.A.1 of this

202 policy. The District shall determine which such persons are employable as substitute  
203 teachers and maintain a list of such persons. The District shall not hire any person as  
204 a substitute teacher who is not on such list. Such person shall remain on such list as  
205 long as such person is continuously employed by the District as a substitute teacher as  
206 described in paragraph III.B.2 of this policy, provided the District does not have any  
207 knowledge of a reason that such person should be removed from such list.  
208

209 G. In the case of an applicant who is a contractor, the contractor shall require any  
210 employee with such contractor who would be in a position involving direct student  
211 contact to supply to such contractor all the information required of an applicant under  
212 paragraphs I.A.1.a and I.A.1.c of this policy and a written authorization under  
213 paragraph I.A.1.b of this policy. Such contractor shall contact any current or former  
214 employer (please note the definition of “former employer” above, including the  
215 applicable twenty year reporting period) of such employee that was a local or regional  
216 board of education, council of a state or local charter school, interdistrict magnet  
217 school operator, or a supervisory agent of a nonpublic school, or if the employee’s  
218 employment with such current or former employer caused the employee to have  
219 contact with children, and request, either telephonically or through written  
220 communication, any information concerning whether there was a finding of abuse or  
221 neglect or sexual misconduct against such employee. Notwithstanding the provisions  
222 of subsection (f) of Conn. Gen. Stat. § 31-51i, such employer shall report to the  
223 contractor any such finding, either telephonically or through written communication.  
224 If the contractor receives any information indicating such a finding or otherwise  
225 receives any information indicating such a finding or otherwise has knowledge of  
226 such a finding, the contractor shall, notwithstanding the provisions of subsection (f) of  
227 Conn. Gen. Stat. § 31-51i, immediately forward such information to the district, either  
228 telephonically or through written communication. If the district receives such  
229 information, it shall determine whether such employee may work in a position  
230 involving direct student contact at any school in the district. No determination by the  
231 district that any such employee shall not work under any such contract in any such  
232 position shall constitute a breach of such contract.  
233

234 H. Any applicant/employee who knowingly provides false information or knowingly  
235 fails to disclose information required in subdivision (1) of subsection (A) of this  
236 section shall be subject to discipline by the District that may include  
237

- 238 1. denial of employment, or
- 239
- 240 2. termination of the contract of a certified employee, in accordance with the
- 241 provisions of Conn. Gen. Stat. § 10-151, or

- 242 3. termination of a non-certified employee in accordance with applicable law and/or  
243 any applicable collective bargaining agreement, contract or District policy.  
244
- 245 I. If the District provides information in accordance with paragraph I.A.2 or I.G of this  
246 policy, the District shall be immune from criminal and civil liability, provided the  
247 District did not knowingly supply false information.  
248
- 249 J. Notwithstanding the provisions of Conn. Gen. Stat. § 10-151c and subsection (f) of  
250 Conn. Gen. Stat. § 31-51i, the District shall provide, upon request by another local or  
251 regional board of education, governing council of a state or local charter school,  
252 interdistrict magnet school operator, or supervisory agent of a nonpublic school for  
253 the purposes of an inquiry pursuant to paragraphs I.A.2 or I.G of this policy or to the  
254 Commissioner of Education pursuant to paragraph I.B of this policy any information  
255 that the District has concerning a finding of abuse or neglect or sexual misconduct by  
256 a subject of any such inquiry.  
257
- 258 K. Prior to offering employment to an applicant, the District shall make a documented  
259 good faith effort to contact each current and any former employer (please note the  
260 definition of “former employer” employer above, including the applicable twenty year  
261 reporting period) of the applicant that was a local or regional board of education,  
262 governing council of a state or local charter school, interdistrict magnet school  
263 operator, or supervisory agent of a nonpublic school, or if the applicant’s employment  
264 with such current or former employer caused the applicant to have contact with  
265 children in order to obtain information and recommendations that may be relevant to  
266 the applicant’s fitness for employment. Such effort, however, shall not be construed  
267 to require more than three telephonic requests made on three separate days.  
268
- 269 L. The District shall not offer employment to any applicant who had any previous  
270 employment contract terminated by a local or regional board of education, council of  
271 a state or local charter school, interdistrict magnet school operator, or a supervisory  
272 agent of a nonpublic school, or who resigned from such employment, if the person  
273 has been convicted of a violation of Conn. Gen. Stat. § 17a-101a, when an allegation  
274 of abuse or neglect or sexual assault has been substantiated.  
275
- 276 II. DCF Registry Checks  
277
- 278 Prior to hiring any person for a position with the District, and before a student who is  
279 enrolled in a teacher preparation program in the District, as defined in section 10-10a of the  
280 Connecticut General Statutes, and completing a student teaching experience with the District,  
281 begins such student teaching experience, the District shall require such applicant or student to

submit to a records check of information maintained on the Registry concerning the applicant.

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

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

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

designee shall revoke the offer of employment and/or terminate the applicant's employment if the applicant has already commenced working for the District.

III. Criminal Records Check Procedure

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

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

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

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



- 364
- 365 4. Upon receipt of a criminal records check indicating a previously undisclosed
- 366 conviction, the Superintendent or the Superintendent's designee will notify the
- 367 affected applicant/employee in writing of the results of the record check and will
- 368 provide an opportunity for the affected applicant/employee to respond to the results
- 369 of the criminal records check. The affected applicant/employee may notify the
- 370 Superintendent or Superintendent's designee in writing within five (5) calendar days
- 371 that the affected/employee will challenge such individual's criminal history records
- 372 check. Upon written notification to the Superintendent or Superintendent's
- 373 designee of such a challenge, the affected applicant/employee shall have ten (10)
- 374 calendar days to provide the Superintendent or Superintendent's designee with
- 375 necessary documentation regarding the affected applicant/employee's record
- 376 challenge. The Superintendent or Superintendent's designee may grant an extension
- 377 to the preceding ten-day period during which the affected applicant/employee may
- 378 provide such documentation for good cause shown.
- 379
- 380 5. Decisions regarding the effect of a conviction upon an applicant/employee, whether
- 381 disclosed or undisclosed by the applicant/employee, will be made on a case-by-case
- 382 basis. Notwithstanding the foregoing, the falsification or omission of any
- 383 information on a job application or in a job interview, including but not limited to
- 384 information concerning criminal convictions or pending criminal charges, shall be
- 385 grounds for disqualification from consideration for employment or discharge from
- 386 employment.
- 387
- 388 6. Notwithstanding anything in paragraph III.A.5 of this policy, above, no decision to
- 389 deny employment or withdraw an offer of employment on the basis of an
- 390 applicant/employee's criminal history record shall be made without affording the
- 391 applicant/employee the opportunities set forth in paragraph III.A.4 of this policy,
- 392 above.
- 393

394 **B. Criminal Records Check for Substitute Teachers**

395

396 A substitute teacher who is hired by the District must submit to state and national

397 criminal history records checks according to the procedures outlined above, subject to

398 the following:

399

- 400 1. If the state and national criminal history records checks for a substitute teacher have
- 401 been completed within one year prior to the date the District hired the substitute
- 402 teacher, and if the substitute teacher arranged for such prior criminal history records
- 403 checks to be forwarded to the Superintendent or Superintendent's designee, then the

substitute teacher will not be required to submit to another criminal history records check at the time of such hire.

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

#### IV. Sex Offender Registry Checks

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

#### V. Credit Checks

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

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

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

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

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

VI. Notice of Conviction

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

VII. School Nurses

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

VIII. Personal Online Accounts

For purposes of this policy, “personal online account” means any online account that is used by an employee or applicant exclusively for personal purposes and unrelated to any business purpose of the District, including, but not limited to, electronic mail, social

media and retail-based Internet web sites. “Personal online account” does not include any account created, maintained, used or accessed by an employee or applicant for a business purpose of the District.

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

1. request or require that an applicant provide the District with a user name and password, password or any other authentication means for accessing a personal online account;
2. request or require that an applicant authenticate or access a personal online account in the presence of District personnel; or
3. require that an applicant invite a supervisor employed by the District or accept an invitation from a supervisor employed by the District to join a group affiliated with any personal online account of the applicant.

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

1. any account or service provided by District or by virtue of the applicant’s employment relationship with the District or that the applicant uses for the District’s business purposes, or
2. any electronic communications device supplied or paid for, in whole or in part, by the District.

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

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

IX. Policy Inapplicable to Certain Individuals

This policy shall not apply to:

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

X. Falsification of Records

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

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

Conn. Gen. Stat. § 10-221d

Conn. Gen. Stat. § 10-222c

Conn. Gen. Stat. § 31-40x

Conn. Gen. Stat. § 31-51i

Conn. Gen. Stat. § 31-51tt

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

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

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

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

568

569 Date of Adoption: September 22, 2020

570

571 Date of Revision: October 17, 2023

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**Bullying Prevention and Intervention**

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

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

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

For purposes of this policy, “**Bullying**” means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. **Bullying** shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

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

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

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

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

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

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



83 parents or guardians of the student against whom such alleged act or acts were  
84 directed receive prompt notice that such investigation has commenced;

85  
86 (5) require the safe school climate specialist to review any anonymous reports, except  
87 that no disciplinary action shall be taken solely on the basis of an anonymous report;

88  
89 (6) include a prevention and intervention strategy for school employees to deal with  
90 bullying and teen dating violence;

91  
92 (7) provide for the inclusion of language in student codes of conduct concerning  
93 bullying;

94  
95 (8) require each school to notify the parents or guardians of students who commit any  
96 verified acts of bullying and the parents or guardians of students against whom  
97 such acts were directed not later than forty-eight hours after the completion of the  
98 investigation described in subdivision (4), above; (A) of the results of such  
99 investigation, and (B) verbally or by electronic mail, if such parents' or guardians'  
100 electronic mail addresses are known, that such parents or guardians may refer to  
101 the plain language explanation of the rights and remedies available under Conn.  
102 Gen. Stat. Section 10-4a and 10-4b published on the Internet website of the  
103 Board;

104  
105 (9) require each school to invite the parents or guardians of a student against whom  
106 such act was directed to a meeting to communicate to such parents or guardians the  
107 measures being taken by the school to ensure the safety of the student against whom  
108 such act was directed and policies and procedures in place to prevent further acts of  
109 bullying;

110  
111 (10) require each school to invite the parents or guardians of a student who commits any  
112 verified act of bullying to a meeting, separate and distinct from the meeting required  
113 in subdivision (9) above, to discuss specific interventions undertaken by the school  
114 to prevent further acts of bullying;

115  
116 (11) establish a procedure for each school to document and maintain records relating to  
117 reports and investigations of bullying in such school and to maintain a list of the  
118 number of verified acts of bullying in such school and make such list available for  
119 public inspection, and annually report such number to the Department of Education  
120 and in such manner as prescribed by the Commissioner of Education;

121  
122 (12) direct the development of case-by-case interventions for addressing repeated  
123 incidents of bullying against a single individual or recurrently perpetrated bullying  
124 incidents by the same individual that may include both counseling and discipline;

- (13) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
- (14) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
- (15) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
- (16) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, or (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- (17) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan;
- (18) require that all school employees annually complete the training described in Conn. Gen. Stat. §§ 10-220a or 10-222j related to the identification, prevention and response to bullying.

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

The Board shall submit its Safe School Climate Plan to the [Connecticut](#) State Department of Education [\(the "Department"\)](#) for review and approval. Not later than thirty (30) calendar days after approval by the Department, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's

publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

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

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

Legal References:

~~Public Act 19-166~~

Public Act 21-95

Public Act 24-45

Conn. Gen. Stat. § 10-145a

Conn. Gen. Stat. § 10-145o

Conn. Gen. Stat. § 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. § 10-222q

Conn. Gen. Stat. § 10-222r

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

Date of Adoption: April 6, 2021

Revised: April 5, 2022

# Connecticut School Climate Policy

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

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

For the school year commencing July 1, 2025, and each school year thereafter, **each local and regional board of education shall adopt** and implement the Connecticut School Climate Policy.

This policy **does not modify or eliminate** any rights or obligations under state and federal laws, including any constitutional and civil rights protections or any other applicable policies and procedures or collective bargaining agreements.

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December 2023

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<sup>1</sup> Chapter 170 – Boards of Education (ct.gov)

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Safe School Climate Policy

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

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

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

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

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

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

**Definitions:**

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

- b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
- c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
- d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
- e. A school community that contributes to the operations of the school and the care of the physical environment.
3. “Social and emotional learning” means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. “Emotional intelligence” means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. “Bullying” means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. “School environment” means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. “Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. “Teen dating violence” means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. “Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.

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

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

161 **School Climate Coordinator Roles and Responsibilities**



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

The school climate coordinator shall be responsible for:

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

### **School Climate Specialist**

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

The school climate specialist shall be responsible for:

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

### **School Climate Committee**

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

The school climate committee shall consist of:

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

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

The school climate committee shall be responsible for:

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

### **School Climate Survey**

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

### **School Climate Improvement Plan**

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

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

### **Training**

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

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

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

### **Funding**

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

### **Accountability**

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

### **Connecticut School Climate Standards**

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

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

## **Challenging Behavior Reporting Form**

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

### **Instructions**

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

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

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

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

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

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

Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Contact me by: ☐ Phone ☐ Email

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

Where did the incident occur? \_\_\_\_\_

Check any boxes that apply.

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

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

Approximate date of incident (if known): \_\_\_\_\_

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

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

Please describe what happened?

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

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

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

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

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Date form submitted: \_\_\_\_\_

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

Date received by school climate specialist: \_\_\_\_\_

Signature of receipt by school climate specialist: \_\_\_\_\_

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

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

## Investigation Form

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

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

Date "Challenging Behavior Reporting Form" received: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Name of school climate specialist who received the report: \_\_\_\_\_

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

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

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

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

Where did the alleged incident occur? \_\_\_\_\_

Date and time alleged incident occurred: (if known): \_\_\_\_\_

Description of the alleged incident: \_\_\_\_\_

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

Was this investigated as bullying? YES ☐ NO ☐

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

Was this investigated as cyberbullying? YES ☐ NO ☐

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

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

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

Was this investigated as an assault? YES ☐ NO ☐

Was this a verified assault? YES ☐ or NO ☐

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

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

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

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

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

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

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

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

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

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

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

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Signature or E-signature of responding school climate specialist: \_\_\_\_\_

Printed name: \_\_\_\_\_

Date of response: \_\_\_\_\_

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

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



## **Response Process(es) Notification Form**

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

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

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

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

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Signature or E-signature of school climate specialist: \_\_\_\_\_

Printed name: \_\_\_\_\_

Date completed: \_\_\_\_\_

## **Definitions and Clarifying Terms**

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

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

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

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

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

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

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

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

**#5131.914(b)**

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

**II. Definition of Bullying**

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

**#5131.914(c)**

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

**III. Other Definitions**

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

**#5131.914(d)**

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

**#5131.914(e)**

(8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions, and

(9) culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

I. **"School climate"** means the quality and character of school life based on patterns of students', parents' and guardians' and school employees' experiences of school life, including but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

J. **"School employee"** means

(1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or

(2) any other individual who, in the performance of the individual's duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.

K. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board.

L. **"Social and emotional learning"** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

**#5131.914(f)**

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

#### **IV. Leadership and Administrative Responsibilities**

##### **A. Safe School Climate Coordinator**

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

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

##### **B. Safe School Climate Specialist**

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

#5131.914(g)

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

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

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

B. The Committee shall:

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



**#5131.914(h)**

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

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

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

**#5131.914(i)**

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

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

**#5131.914(j)**

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

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

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

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

**#5131.914(k)**

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

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

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

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

**VIII. Teen Dating Violence**

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

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

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

#5131.914(n)

**X. Other Prevention and Intervention Strategies**

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

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

**#5131.914(o)**

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

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

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

(2) Disciplinary interventions

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

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



**#5131.914(p)**

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

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

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

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

**#5131.914(q)**

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

(4) General prevention and intervention strategies

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

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

**#5131.914(r)**

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

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

**#5131.914(t)****XI. Improving School Climate**

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

**XII. Annual Notice and Training**

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

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

**XIII. School Climate Assessments**

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

**Legal References:**

Public Act 19-166

Public Act 21-95

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. § 10-222q

Conn. Gen. Stat. § 10-222r

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

Connecticut State Department of Education Circular Letter C-8,  
Series 2008-2009 (March 16, 2009)

Connecticut State Department of Education Circular Letter C-3,  
Series 2011-2012 (September 12, 2011)

Connecticut State Department of Education Circular Letter C-2,  
Series 2014-2015 (July 14, 2014)

Connecticut State Department of Education Circular Letter C-1,  
Series 2018-2019 (July 12, 2018)

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

Date of Adoption: April 6, 2021

Date Revised: April 5, 2022

## Curriculum Development

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

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

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

### Curriculum Creation & Review Phases

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

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



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

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

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

**Legal Reference: Connecticut General Statutes**

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

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

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

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

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

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

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

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

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

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

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

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

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

Date of Adoption: October 1, 1996

Date of Revision: October 3, 2017

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

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

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

**Legal Reference:****Connecticut General Statutes**

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

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

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

10-220 Duties of boards of education

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

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

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**Credit for Online Courses**

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

**Pre-approval of Courses Identified by Students and Parents**

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

**~~District-Provided Distance Learning~~**

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

**Requirements for Online Coursework**

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

5. The courses are:

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

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

### Additional Requirements

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

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

### Legal References:

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

Connecticut General Statutes § 10-4w

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-221a

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

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

Approved: May 5, 2020

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

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

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

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

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

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

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

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

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

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

(cf. 9460 Advisory Committees)

(cf. 9540.8 Voting Method)

Date of Adoption: October 2, 1984 as 7144

Date of Revision: May 17, 1988

Date of Revision: February 26, 2002

First Reading: December 13, 2022

Second Reading: January 24, 2023

Date of Revision: January 24, 2023