

Board of Education Regular Meeting

Tuesday, November 26, 2024 7:30 PM

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

I. Call to Order / Attendance

I.A. Pledge of Allegiance

II. School / Community Session

II.A. Public Participation

III. Board of Education Student Representatives' Report

Speaker (s): Brooke Anderson and Grace Ackerman

IV. Board of Selectmen Liaison's Report

V. Superintendent's Report

Speaker (s): Craig A. Cooke, Ph.D.

V.A. Revised 2025-2026 CIP
Nonlapsing Education Fund Request

VI. Board Members' Comments

VII. Audience Response to Information Presented (Ref. Bylaw #9540.10)

VIII. Board Committees / Liaison Updates (Ref. Bylaw #9450)

VIII.A. Curriculum and Student Development

Speaker (s): Members: Steve Pynn, Chair; Catherine Miller, Mary Ann Connelly

VIII.B. Facilities Committee

Speaker (s): Members: Emily Rosenthal, Chair, Steven Pynn, Diane Infantine-Vyce

VIII.C. Finance Committee

Speaker (s): Members: Galen Cawley, Chair, Christine Maisano, Emily Rosenthal

VIII.D. Personnel Committee

Speaker (s): Members: Maureen Lewis, Chair; Catherine Miller, Mary Ann Connelly

VIII.E. Policy Committee

Speaker (s): Members: Diane Infantine-Vyce, Chair; Maureen Lewis, Galen Cawley

VIII.F. LEARN Liaison

Speaker (s): Mary Ann Connelly

IX. Action Item: Motion to approve the 2025-2026 DHHS Program of Studies.

X. Action Item: Motion to approve the revised 2025-2026 CIP.

XI. Action Item: Motion to approve the return of \$326,633 in CIP CNRE project balances to the CIP CNRE

Master Account.

XIII. Action Item: Motion to approve the use of funds from the Nonlapsing Education Reserve for the following items: **Athletics Scoreboard (\$19,687) and PreK Classroom renovations at Brown School (\$121,502)**

XIII. Action Item: Motion to approve the following policies: 1370 Non-Discrimination, 4030.5 Family and Medical Leave, 4118.1 Non-Discrimination, 4118.14 Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, 5020.1 Non-Discrimination, 5200 Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990

XIV. Action Item: Motion to approve the minutes of the November 12, 2024 Board of Education Meeting (Ref. Bylaw #9540.9)

XV. Future Agenda Items

XVI. Adjournment

XVII. 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 at least five (5) business days prior to the meeting.

BOE Recommended CIP Reduction
2026-2030
November 26, 2024 possible BOE action

	BOS Requested reduction	3,672,633.00
	State Reimb	(1,028,337.24)
	Remainder	2,644,295.76
Athletic Field inside track planning and locker room 1970s		(145,158.00)
Kitchen Renovation		(315,726.00)
Auditorium at Brown		(124,000.00)
Window Replacement Brown		(59,630.00)
Polson door hardware updates		(200,000.00)
Bathroom ADA polson		(300,000.00)
DHHS paving		(433,685.00)
DHHS paving repairs		25,000.00
Polson Paving repairs		25,000.00
Polson paving		(460,868.00)
Brown FF&E		(200,000.00)
Projects to move to year 6		<u>(2,189,067.00)</u>
DHHS Stage Lighting		(2,085.00)
DHHS Track Resurfacing		(224,548.00)
Brown FF&E reduction		(100,000.00)
Project Balances to be returned		<u>(326,633.00)</u>
		<u>128,595.76</u>

Note: Polson Locker Room Renovation Project (\$926,254) is offset with potential grant funding

Madison BOE Capital Improvement Plan (CIP)
 FY26-FY35
 11/26/2024 Submittal to BOE

Capital Non-Recurring Expenditures	Priority	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/2035	10 Year Total
District Wide															
Facilities BOE 10y Planning & Engineering			\$25,000		\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$250,000
School Security		\$75,000	\$75,000		\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$750,000
District Wide Total		\$75,000	\$100,000	\$0	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$1,000,000

FY26-FY30 \$500,000 5 Year Plan

Daniel Hand High School - 205,000 square feet, Built 2003															
Stage Lighting Replacement	5	\$344,156													\$0
HVAC Renovations RTU replacements	3		\$220,000	\$2,971,186											\$0
Crack Sealing Lots/Driveways	1					\$25,000									\$25,000
Roof Replacement	1								\$3,854,633						\$3,854,633
Underground Fiber Replacement	1								\$132,422						\$132,422
Treatment Plant Capital Maintenance	1								\$23,470	\$449,074					\$472,544
Furniture Replacement (FF&E)	3									\$200,000					\$200,000
Pavement Restoration Full Site	1									\$1,208,620					\$1,208,620
Energy Efficiencies	2										\$50,000	\$1,009,364			\$1,059,364
Library Replacement Furniture	2										\$163,751	\$163,751			\$327,502
Generator Replacement	3											\$12,500	\$275,250		\$287,750
Storage Building	0											\$43,400	\$735,258		\$778,658
High Efficiency Lighting System	2												\$188,600	\$4,235,735	\$4,424,335
Daniel Hand Total		\$344,156	\$220,000	\$2,971,186	\$0	\$25,000	\$0	\$0	\$4,010,525	\$1,857,694	\$213,751	\$1,229,015	\$1,199,108	\$4,235,735	\$12,770,828

FY26-FY30 \$4,035,525 5 Year Plan

62 years

Polson Middle School - 149,017 square feet, Built 1960, Additions 1965, 11970, 985, 1987, 1995															
Bathroom ADA Update	8	\$96,850	\$368,238	\$100,000											\$0
Locker replacement in hallways	7	\$227,416													\$0
Door Hardware Updates/ADA	6		\$309,920	\$100,000											\$0
Walk in Coolers Replacement	2					\$85,000									\$85,000
Library Replacement Furniture	4					\$150,000									\$150,000
Crack Sealing Lots/Driveways	2						\$25,000								\$25,000
Window Replacement	8									\$35,000	\$1,941,932				\$1,976,932
Furniture Replacement (FF&E)	6									\$300,000					\$300,000
Roof Replacement	2										\$250,230	\$4,917,651			\$5,167,881
Pavement Restoration Full Site	1										\$1,210,196				\$1,210,196
Millwork Updates	5											\$14,600	\$1,722,439		\$1,737,039
Transform Gym to Learning spaces	2														\$0
Kitchen Improvements	2														\$0
Underground Fiber Replacement	1														\$0
Polson Middle Total		\$324,266	\$678,158	\$200,000	\$0	\$235,000	\$25,000	\$0	\$0	\$335,000	\$3,402,358	\$4,932,251	\$1,722,439	\$0	\$10,652,048

FY26-FY30 \$260,000 5 Year Plan

Madison BOE Capital Improvement Plan (CIP)
 FY26-FY35
 11/26/2024 Submittal to BOE

Capital Non-Recurring Expenditures	Priority	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/2035	10 Year Total
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<i>Brown Elementary School 107,077 square feet, Built 1968, Addition in 1971</i>															
Parking Expansion	1	\$21,460		\$331,313											\$0
Window Replacement East Wing	0	\$32,800	\$402,726	\$0											\$0
Walk in Coolers Replacement Exterior only	2		\$5,000	\$73,173											\$0
Millwork Replacement	5		\$13,500	\$198,097											\$0
Kindergarten Play Area	0		\$25,000	\$318,693											\$0
Signage and wayfinding for a PK-5 School	0			\$185,485											\$0
FF&E / MOVE MANAGEMENT	5			\$800,000											\$0
Kitchen Renovation	2						\$350,000								\$350,000
Roof Replacement	1									\$133,950	\$2,499,198				\$2,633,148
Window Replacement	7									\$1,221,129					\$1,221,129
Gym Wall Replacement	2										\$50,000				\$50,000
Pavement Restoration Driveway	1										\$193,498				\$193,498
Auditorium Updates	6										\$3,455,580				\$3,455,580
Brown School Total		\$54,260	\$446,226	\$1,906,761	\$0	\$0	\$0	\$350,000	\$0	\$1,355,079	\$6,198,276	\$0	\$0	\$0	\$7,903,355

FY26-FY30 \$350,000 5 Year Plan

<i>Athletics</i>															
Baseball Field Add Lighting	4	\$59,500													\$0
Fields Improvements Update Baseball plus other area	4	\$94,650			\$1,511,192										\$1,511,192
Tennis Court replacement	11		\$905,380												\$0
Former 1960s Locker/Team Room Renovation for Shelter Use						\$926,254									
Locker Room Renovation - 1970's Boys Locker	6									\$1,300,048					\$1,300,048
Replace High School Field inside track	4									\$1,728,326					\$1,728,326
Locker Room Renovations - Girls Locker Room	6										\$60,000	\$865,537			\$925,537
Replace the Track	8										\$75,038	\$1,589,743			\$1,664,781
Janssen Field Turf	2											\$92,500	\$1,549,372		\$1,641,872
Green Hill Softball Field Add Lighting Lower Field only	2											\$59,500	\$1,124,260		\$1,183,760
Athletics Total		\$154,150	\$905,380	\$0	\$1,511,192	\$926,254	\$0	\$0	\$0	\$3,028,374	\$135,038	\$2,547,780	\$1,608,872	\$1,124,260	\$9,955,516

BOE CIP Total		\$951,832	\$2,349,764	\$5,077,947	\$1,611,192	\$1,286,254	\$125,000	\$450,000	\$4,110,525	\$6,676,147	\$10,049,423	\$8,809,046	\$4,630,419	\$5,459,995	\$42,281,747
		FY26-FY30	\$	7,582,971	5 Year Plan										

Daniel Hand High School

2025 - 2026 Program of Studies

Overview of Changes

- ❖ Levels of Instruction Update

- ❖ Department Specific Updates
 - Art Department
 - CTE Department
 - Mathematics Department
 - Science Department
 - Social Studies Department
 - Theater Department



Levels of Instruction Update

*No change to the Level 1 description.
Update Level 2 description to be more inclusive.
Remove Level 3 description.*

LEVEL 1

Level 1 is the highest level of instruction for college placement and/or college credit as well as for the workplace. It includes Advanced Placement*, Early College Experience*, and Honors courses.

*Advanced Placement classes and ECE classes (UConn courses) are college level courses. Course content is prescribed by the current College Board's Advanced Placement syllabus and/or the University of Connecticut. The College Board Advanced Placement Examination is recommended for students taking AP Level courses.

LEVEL 2

Level 2 instruction is designed for students entering a four or two year college or university, technical programs, or the workplace.

Art Department Update

Removal of Course Offerings

Advanced 3D Studio



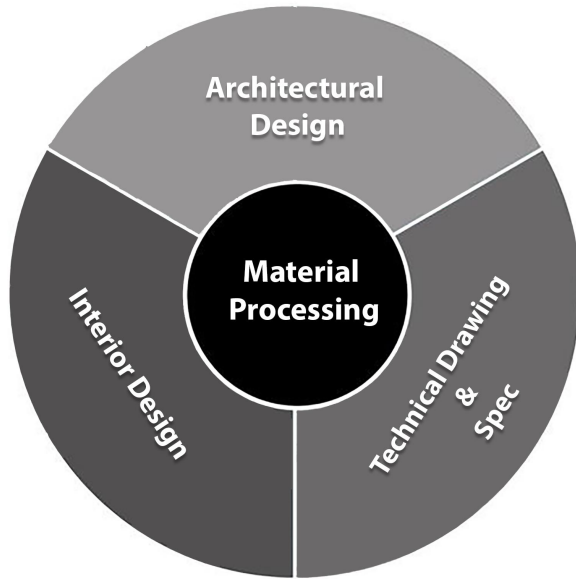
CTE Department Update

Updated Pathway Image



CTE Department Update

NEW! Design/Pre-Construction Career Pathway



Materials Processing

Architectural Design

Technical Drawing & Specifications

Interior Design



CTE Department Update

NEW! Insurance, Securities & Investments Career Pathway



Personal Finance

Accounting

Investment Analysis

Business Law

Introduction to Business

Economics*



CTE Department Update

Change of Pathway Name

Engineering and Technology → Engineering, Design and
Development



CTE Department Update

Change of Course Names

Introduction to TV Production → Introduction to Video Production

TV Production → Video Production



CTE Department Update

Removal of Course Offerings

Creative Cooking

Chefs at Hand



CTE Department Update

NEW! Course Offerings

Sports & Performance Nutrition

Investment Analysis



Mathematics Department Update

Removal of Course Offerings

Geometry (Level 3)



Mathematics Department Update

Geometry - Prerequisite Change

Prerequisite: 8th grade Algebra I with a minimum of B- or
successful completion of high school Algebra 1



Mathematics Department Update

Geometry Honors - Prerequisite Change

Prerequisite: **8th grade Algebra I** or high school Algebra I with a final grade of A and a teacher recommendation.



Mathematics Department Update

Pre-Calculus Honors - Prerequisite Change

Prerequisite: Pre-Calculus Honors with a minimum grade of B- or Pre-Calculus with a minimum grade of ~~A~~ **B+**.



Mathematics Department Update

Course Name Change

Intro to Calculus → Calculus



Science Department Update

General Prerequisite Changes

Remove “Level 2 / Level 3” language from science classes that have math classes as a prerequisite



Science Department Update

AP Physics C - Prerequisite Changes

This course has prerequisite requirements in both science and math as detailed below.

Science: B- in Chemistry Honors, or A- in Chemistry, or C+ in AP Chemistry, AND

Math: ~~B- in Algebra II Honors, or A- in Algebra II, AND~~ C+ in Precalculus Honors, or B+ in Precalculus AND successful completion of, or concurrent enrollment in AP Calculus (BC) or AP Calculus (AB).

Note: Although not required, successful completion of Physics Honors is highly recommended.



Social Studies Department Update

Civics - Level Change

Level 2 → unleveld retroactive for all DHHS students



Social Studies Department Update

AP Macroeconomics - Prerequisite Change

A level 1 social studies course with a minimum grade of B- or a level 2 social studies course with a minimum grade of A- and ~~a genuine interest in the subject~~ **comfort applying Algebra to novel problems and economic models.**



Theater Department Update

Removal of Course Offerings

Acting/Directing I

Advanced Acting/Directing II

Theater and History



Theater Department Update

NEW! Course Offering

Production, Design, and the Modern Adaptation



THANK YOU!

*The following slides contain any new or revised
Course Descriptions.*



Calculus

Calculus is designed to provide a thorough review of elementary functions and to introduce students to the theories of differentiation and integration. Topics include limits, derivatives and integrals of algebraic and transcendental functions, and applications of differentiation and integration.

Chemistry for Health Science

This course presents chemistry topics that are related to human health, such as aqueous solutions, organic chemistry, and biochemistry. Case studies allow students to apply concepts to real-world situations. Students will perform many laboratory experiments and complete project-based assessments to demonstrate their understanding. This course is intended for students interested in considering careers in the medical field.

Dramatic Workshop

Students will learn and demonstrate their understanding of the primary principles/techniques of theater, including students will be introduced to the basics of ensemble work, the stage, and improvisation. Students will study the history of the theater to improve and inform their practices. The class will require the students to perform both independently and as an ensemble. In addition, students will become familiar with the fundamentals of directing, staging, blocking, set design, and lighting. The students will understand how to approach a character, a scene, and how to work within an ensemble effectively.

Earth Science

This course is designed to support students in developing essential skills for navigating the world, including those in mathematics and reading for information, as well as critical thinking and problem-solving abilities. Through engaging learning experiences, students will develop the inquiry skills necessary to succeed in future science courses.

The subject of Earth Science centers on studying Earth's place in the universe and the fundamental systems that shape our planet. By applying mathematical and reading skills in scientific inquiry, students will gain a deeper understanding of concepts in areas like astronomy, planetary science, and geology. To reinforce learning and understanding, students will participate in lab experiments, performance-based assessments, scientific modeling, and exploration of scientific phenomena. To effectively explore the concepts taught in astronomy, planetary science, and geology, students should be proficient in fundamental mathematics.

NEW! Investment Analysis

This course will focus on the analysis and evaluation of financial investments. Students will have the opportunity to explore stocks, bonds, mutual funds, and other speculative investments. Students will learn how to use different analytical tools in order to evaluate the performance and risk of potential investments. Students will dive into how different forces such as market behavior, economic performance, financial metrics, and psychological factors play a role in investment performance. Students will learn how to build an investment portfolio weighing the risk and return of investments in order to maximize long-term wealth and financial independence. Understanding the major concepts in this course will enable students to make wise investment decisions that will affect their financial future.

NEW! Production, Design, and the Modern Adaptation

Students will learn and demonstrate their understanding of the intricate parts of stage production. Students will be introduced to the basic elements of the theater and its various types. Through the exploration of different roles within a stage production, students will bring their learning to life by producing and performing a short, modern adaptation of a classic story or play.

NEW! Sports & Performance Nutrition

Proper nutrition is key to optimizing your long-term health and athletic performance.

This hands-on class will provide students with the skills and knowledge to prepare, cook, and eat well for life. Students will learn to make proper nutritional choices based on desired outcomes such as: nutrition for endurance and athletic performance, body composition, mental well-being, general health, and how food helps aid in recovery from training.



Policy Committee

Exhibits

Policies for Review, Second Reading:

- 1370 Non-Discrimination
- 4030.5 Family and Medical Leave
- 4118.1 Non-Discrimination
- 4118.14 Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990
- 5020.1 Non-Discrimination
- 5200 Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990

Policy Summary

November 26, 2024

Policies for Review, Second Reading:

1370 Non-Discrimination

We have revised this policy to update the appeal procedures to ensure consistency across all model policies related to discrimination and harassment. This is done in part because the 2024 Title IX Final Rule (described below) requires that boards of education provide an appeal process in its Title IX policy that is, at a minimum, the same as it offers in comparable proceedings. Therefore, we have updated our model policies related to discrimination and harassment to ensure the appeal procedures are comparable across all policies. Further, we have clarified that the type of conduct prohibited by this policy includes epithets related to sex, sexual orientation, and/or gender identity or expression. Finally, we have made technical edits throughout.

4030.5 Family and Medical Leave

We have revised this policy in light of Section 18 of Public Act No. 24-41, which requires, effective October 1, 2024, that boards of education provide benefits equal to those provided by the federal FMLA to noncertified employees (not just paraeducators in an educational setting, as under current law) who have been employed by the board for at least twelve months and worked at least 950 (rather than 1,250) hours for such board in the previous twelve months. We have also made 2 © 2024 Shipman & Goodwin. All rights reserved. edits to clarify that an employee's available accrued sick leave will run concurrently with unpaid FMLA leave and other minor technical edits.

4118.1 Non-Discrimination

We have revised this policy to update the appeal procedures to ensure consistency across all model policies related to discrimination and harassment. This is done in part because the 2024 Title IX Final Rule (described below) requires that a board of education provide an appeal process in its Title IX policy that is, at a minimum, the same as it offers in comparable proceedings. Therefore, we have updated our model policies related to discrimination and harassment to ensure the appeal procedures are comparable across all policies. Further, we have clarified that the type of conduct prohibited by this policy includes epithets related to sex, sexual orientation, and/or gender identity or expression. Finally, we have made technical edits throughout.

4118.14 Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990

We have revised this policy to update the appeal procedures to ensure consistency across all model policies related to discrimination and harassment. This is done in part because the 2024 Title IX Final Rule requires that a board of education provide an appeal process in its Title IX policy that is, at a minimum, the same as it offers in comparable proceedings. Therefore, we have updated our model policies related to discrimination and harassment to ensure the appeal procedures are comparable across all policies. Further, we have made technical edits throughout.

5020.1 Non-Discrimination

We have revised this policy to update the appeal procedures to ensure consistency across all model policies related to discrimination and harassment. This is done in part because the 2024 Title IX Final Rule requires that a board of education provide an appeal process in its Title IX policy that is, at a minimum, the same as it offers in comparable proceedings. Therefore, we have updated our model policies related to discrimination and harassment to ensure the appeal procedures are comparable across all policies. Further, we have clarified that the type of

conduct prohibited by this policy includes epithets related to sex, sexual orientation, and/or gender identity or expression. Finally, we have made technical edits throughout.

5200 Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990

We have revised this policy to update the appeal procedures to ensure consistency across all model policies related to discrimination and harassment. This is done in part because the 2024 Title IX Final Rule requires that boards of education provide an appeal process in its Title IX policy that is, at a minimum, the same as it offers in comparable proceedings. Therefore, we have updated our model policies related to discrimination and harassment to ensure the appeal procedures are comparable across all policies. Further, we have made technical edits throughout.

It is the policy of the Board of Education (the “Board”) that any form of discrimination or harassment on the basis of race, religion, color, national origin, ancestry, alienage, sex, sexual orientation, marital status, age, 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”) is prohibited in the Madison Public Schools (the “District”), whether by students, Board employees, Board members or third parties subject to the control of the Board, subject to the conditions and limitations established by law. The Board’s prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics, school-sponsored activities as well as the District website. The Board further prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participates in the investigation of such reports.

Discrimination and/or harassment against any individual on the basis of that individual’s association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment, and is therefore prohibited by this policy.

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the District, accessing or seeking access to District facilities) are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

I. Definitions:

The following definitions apply for purposes of this policy:

A. **Discrimination:** Discrimination in violation of this policy occurs when an individual is denied participation in, or the benefits of, a program or activity of the Board because of such individual’s actual or perceived membership in a Protected Class.

B. **Harassment:** 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 an individual’s ability to participate in or benefit from the services, activities, or opportunities offered by the District.

Although not an exhaustive list, the following are examples of the types of prohibited conduct that may be considered Protected Class harassment and can lead to a hostile environment, ~~and are therefore prohibited by this policy:~~

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership, including but not limited to epithets relating to sex, sexual orientation, and/or gender identity or expression);
- other words or phrases considered demeaning or degrading on the basis of Protected Class membership;
- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphic, written or electronic communications that are harmful or humiliating based on Protected Class membership; or
- physical, written, electronic or verbal threats based on Protected Class membership.

Harassment does not have to ~~include~~ involve intent to harm, be directed ~~at~~ toward a specific target person, or involve repeated incidents.

Sexual harassment is a form of harassment that is prohibited by law and Board policy. For more information regarding harassment based on sex, sexual orientation, pregnancy, or gender identity or expression, contact the District’s Title IX Coordinator.

C. Gender identity or expression refers to a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

C.D. Sexual orientation: Sexual orientation refers to a person’s identity in relation to the gender or genders to which they are romantically, emotionally or sexually attracted, inclusive of any identity that a person (i) may have previously expressed, or (ii) is perceived by another person to hold.

E.D. Veteran: A veteran is any person honorably discharged from, released under honorable conditions from or released with an other than honorable discharge based on a qualifying condition from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force, and Space Force and any reserve component thereof, including the Connecticut National Guard. “Qualifying condition” means (A) a diagnosis of post-traumatic stress disorder or traumatic brain injury made by an individual licensed

84 to provide health care services at a United States Department of Veterans Affairs facility, (B) an
85 experience of military sexual trauma disclosed to an individual licensed to provide health care
86 services at a United States Department of Veterans Affairs facility, or (C) a determination that
87 sexual orientation, gender identity or gender expression was more likely than not the primary
88 reason for an other than honorable discharge, as determined in accordance with Conn. Gen. Stat.
89 §§ 27-103(c), (d).

90
91 E. Race: The term “race” is inclusive of historically-associated ethnic traits, including
92 but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is
93 not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists,
94 Bantu knots, afros and afro puffs.

95 F. Domestic violence: Domestic violence means (1) a continuous threat of present physical
96 pain or physical injury against a family or household member, as defined in Conn. Gen. Stat. §
97 46b-38a; (2) stalking, including but not limited to, stalking as described in Conn. Gen. Stat. § 53a-
98 181d, of such family or household member; (3) a pattern of threatening, including but not limited
99 to, a pattern of threatening as described in Conn. Gen. Stat. § 53a-62, of such family or household
100 member or a third party that intimidates such family or household member; or (4) coercive control
101 of such family or household member, which is a pattern of behavior that in purpose or effect
102 unreasonably interferes with a person's free will and personal liberty. “Coercive control” includes,
103 but is not limited to, unreasonably engaging in any of the following: (a) isolating the family or
104 household member from friends, relatives or other sources of support; (b) depriving the family or
105 household member of basic necessities; (c) controlling, regulating or monitoring the family or
106 household member's movements, communications, daily behavior, finances, economic resources
107 or access to services; (d) compelling the family or household member by force, threat or
108 intimidation, including, but not limited to, threats based on actual or suspected immigration status,
109 to (i) engage in conduct from which such family or household member has a right to abstain, or
110 (ii) abstain from conduct that such family or household member has a right to pursue; (e)
111 committing or threatening to commit cruelty to animals that intimidates the family or household
112 member; or (f) forced sex acts, or threats of a sexual nature, including, but not limited to, threatened
113 acts of sexual conduct, threats based on a person's sexuality or threats to release sexual images.

114

115 **II. Alleged Discrimination/Harassment of Students or Employees:**

116
117 Complaints of alleged discrimination and/or harassment of students and/or employees will be
118 investigated in accordance with the non-discrimination policies applicable to students and/or
119 personnel respectively. Complaints pertaining to specific forms of discrimination and/or
120 harassment, such as sexual harassment or disability- based harassment, have specific policies and
121 procedures applicable to these forms of harassment and will be investigated in accordance with
122 the specific procedures for such issues. If a complaint involves allegations of discrimination or
123 harassment of an employee or of a student based on sex, sexual orientation, pregnancy, or gender
124 identity or expression, such complaints will be handled in accordance with the procedures set
125 forth in Board Policy #4116.1 Prohibition of Sex Discrimination, Including Sex-Based
126 Harassment (Personnel), or Policy #5120.5 Prohibition of Sex Discrimination, Including Sex-
127 Based Harassment (Students). Complaints involving allegations of discrimination or harassment
128 of an employee or of a student based on disability will be addressed in accordance with the
129 procedures set forth in Board Policy #4118.14 Section 504/ADA (Personnel), or Board Policy
130 #5200 Section 504/ADA (Students).

131
132 **Alleged Discrimination/Harassment of Community Members on the Basis of Sex:**

133
134 In the event the District receives a complaint alleging discrimination or harassment of
135 a community member (e.g., an individual affiliated with the District, accessing or
136 seeking access to District facilities who is not a student or an employee) on the basis
137 of sex, sexual orientation, pregnancy, or gender identity or expression, the complaint
138 shall be referred to the District’s Title IX Coordinator, who shall take steps designed
139 to ensure that applicable state and federal law are followed.

140
141 **Alleged Discrimination/Harassment of Community Members on the Basis of**
142 **Disability:**

143
144 In the event the District receives a complaint alleging discrimination or harassment of
145 a community member (e.g., an individual affiliated with the District, accessing or
146 seeking access to District facilities who is not a student or an employee) based on
147 disability, the complaint shall be referred to the District’s Section 504/ADA
148 Coordinator, who shall take steps designed to ensure that applicable state and federal
149 law are followed.

150
151
152 **H.III. Reporting:**

153 It is the policy of the Board to provide for the prompt and equitable resolution of complaints
154 alleging Protected Class discrimination or harassment.

155
156 Any individual who believes an individual has experienced Protected Class discrimination or
157 harassment or an act of retaliation or reprisal in violation of this policy should report such concern

158 in writing in accordance with the Board’s complaint procedures included in the Board’s
159 Administrative Regulations Regarding Non-Discrimination. These regulations accompany Board
160 Policy #1370 Community/Non-Discrimination and are available online at
161 <https://www.madison.k12.ct.us/board-of-education/policies> or upon request from the main office
162 of any district school.

163
164 ~~If a complaint involves allegations of discrimination or harassment based on sex, gender identity~~
165 ~~or expression, sexual orientation, or pregnancy, such complaints will be handled in accordance~~
166 ~~with other appropriate policies (e.g., Policy #4116.1, Sex Discrimination/Harassment in the~~
167 ~~Workplace; Policy #5120.4.2.4, Sex Discrimination and Sexual Harassment; Policy #4118.14,~~
168 ~~Section 504/ADA, and Policy #5200, Section 504/ADA).~~

169 ~~In the event reported conduct allegedly violates more than one policy, the Board will coordinate~~
170 ~~any investigation in compliance with the applicable policies.~~

171
172 In addition to reporting to District officials in accordance with this policy, individuals also may
173 file a complaint with the following agencies:

174
175 Office for Civil Rights, U.S. Department of Education (“OCR”):

176
177 Office for Civil Rights, Boston Office
178 U.S. Department of Education
179 8th Floor
180 5 Post Office Square
181 Boston, MA 02109- 3921
182 (617-289-0111)
183 <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

184
185 Connecticut Commission on Human Rights and Opportunities:

186
187 Connecticut Commission on Human Rights and Opportunities
188 450 Columbus Blvd.
189 Hartford, CT 06103-1835
190 (860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

191
192 Equal Employment Opportunity Commission (employees only):

193
194 Equal Employment Opportunity Commission, Boston Area Office
195 John F. Kennedy Federal Building
196 475 Government Center
197 Boston, MA 02203
198 (800-669-4000)

199
200 Anyone who has questions or concerns about this policy, and/or who may wish to request or
201 discuss accommodations based on religion, and/or would like a copy of the Board’s complaint
202 procedures or complaint forms related to claims of discrimination or harassment, may contact:

203
204 **Office of the Superintendent**
205 **10 Campus Drive**
206 **Madison, CT 06443**
207 **(203) 245-6322**
208

209 Anyone who has questions or concerns about the Board’s policies regarding discrimination or
210 harassment on the basis of gender/sex, gender identity or expression, sexual orientation or
211 pregnancy may contact the Board’s Title IX Coordinator:

212
213 **Director of Special Education**
214 **10 Campus Drive**
215 **Madison, CT 06443**
216 **(203) 245-6341**
217

218 Anyone who has questions or concerns about the Board’s policies regarding discrimination or
219 harassment on the basis of disability, and/or who may wish to request or discuss
220 accommodations for a disability, may contact the Board’s Section 504/ADA Coordinator:

221
222 **Director of Special Education**
223 **10 Campus Drive**
224 **Madison, CT 06443**
225 **(203) 245-6341**
226

227 **Legal References:**

- 228
229 Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.
230 Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.
231 Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.
232 Age Discrimination in Employment Act, 29 U.S.C. § 621 et seq.
233 Americans with Disabilities Act, 42 U.S.C. § 12101
234 Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
235 Connecticut General Statutes § 1-1n, “Gender Identity or Expression” defined
236 Connecticut General Statutes § 46a-58, Deprivation of rights
237 Connecticut General Statutes § 27-103
238 Connecticut General Statutes § 46a-51, Definitions
239 Connecticut Fair Employment Practices Act, Connecticut General Statutes § 46a-
240 60

241 Connecticut General Statutes § 46a-81a, Sexual orientation discrimination:
242 Definitions
243 Connecticut General Statutes § 46a-81c, Sexual orientation discrimination:
244 Employment
245 Connecticut General Statutes § 46b-1, Family relations matters and domestic
246 violence defined

247 Public Act No. 23-145, “An Act Revising the State’s Antidiscrimination Statutes”

248
249 ~~Public Act No. 22-82, “An Act Concerning Online Dating Operators, the~~
250 ~~Creation of a Grant Program to Reduce Occurrences of Online Abuse and~~
251 ~~the Provision of Domestic Violence Training and Protections for Victims~~
252 ~~of Domestic Violence”~~

253
254
255

256
257 Date Adopted: March 16, 2021
258 Date of Revision: October 12, 2021

259
260 Date of Revision: October 17, 2023

261
262 First Reading: November 12, 2024

263 Second Reading: November 26, 2024

**ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION
COMPLAINTS (COMMUNITY MEMBERS)**

It is the policy of the Madison Board of Education (the “Board”) that any form of discrimination or harassment on the basis of 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”) is prohibited, whether by students, Board employees, Board members or third parties subject to the control of the Board subject to the conditions and limitations established by law. When the Board has created a limited public forum, the Board shall provide equal access to the Boy Scouts and other groups as required by law.

Students, Board employees, Board members and third parties are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

The Board further prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participates in the investigation of such reports.

The District will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of Protected Class harassment or discrimination. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

Discrimination and/or harassment against any individual on the basis of that individual’s association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment.

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the District, accessing or seeking access to District facilities) are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

~~It is the express policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment.~~ Although not an exhaustive list, the following are examples of the prohibited types of conduct that may be considered Protected Class harassment and can lead to a hostile environment, ~~and are therefore prohibited:~~

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership, including but not limited to epithets relating to sex, sexual orientation, and/or gender identity or expression);
- other words or phrases considered demeaning or degrading on the basis of Protected Class membership;
- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;

- graphic, written or electronic communications that are harmful or humiliating based on Protected Class membership; or
- physical, written, electronic or verbal threats based on Protected Class membership.

Harassment does not have to ~~include~~ involve intent to harm, be directed ~~at~~ toward a specific ~~target~~ person, or involve repeated incidents.

Alleged Discrimination/Harassment of Students or Employees:

Complaints of alleged discrimination and/or harassment of students and/or employees will be investigated in accordance with the non-discrimination policies applicable to students and/or personnel respectively. Complaints pertaining to specific forms of discrimination and/or harassment, such as sexual harassment or disability- based harassment, have specific policies and procedures applicable to these forms of harassment and will be investigated in accordance with the specific procedures for such issues. If a complaint involves allegations of discrimination or harassment of an employee or of a student based on sex, sexual orientation, pregnancy, or gender identity or expression, such complaints will be handled in accordance with the procedures set forth in Board Policy #4116.1 Prohibition of Sex Discrimination, Including Sex-Based Harassment (Personnel), or Policy #5120.5 Prohibition of Sex Discrimination, Including Sex-Based Harassment (Students). Complaints involving allegations of discrimination or harassment of an employee or of a student based on disability will be addressed in accordance with the procedures set forth in Board Policy #4118.14 Section 504/ADA (Personnel), or Board Policy #5200 Section 504/ADA (Students).

Alleged Discrimination/Harassment of Community Members on the Basis of Sex:

In the event the District receives a complaint alleging discrimination or harassment of a community member (e.g., an individual affiliated with the District, accessing or seeking access to District facilities who is not a student or an employee) on the basis of sex, sexual orientation, pregnancy, or gender identity or expression, the complaint shall be referred to the District’s Title IX Coordinator, who shall take steps designed to ensure that applicable state and federal law are followed.

Alleged Discrimination/Harassment of Community Members on the Basis of Disability:

In the event the District receives a complaint alleging discrimination or harassment of a community member (e.g., an individual affiliated with the District, accessing or seeking access to District facilities who is not a student or an employee) based on disability, the complaint shall be referred to the District’s Section 504/ADA Coordinator, who shall take steps designed to ensure that applicable state and federal law are followed.

Reporting to District Officials

93 It is the policy of the Board to provide for the prompt and equitable resolution of complaints
94 alleging Protected Class discrimination or harassment. The District will investigate both formal
95 and informal complaints of discrimination, harassment, or retaliation.

96
97 Any individual who believes an individual has experienced Protected Class discrimination or
98 harassment or an act of retaliation or reprisal in violation of Board policy should report such
99 concern in writing in accordance with the Board's complaint procedures included in these
100 Administrative Regulations Regarding Non-Discrimination/Community.

101
~~102 If a complaint involves allegations of discrimination or harassment based on sex, gender identity~~
~~103 or expression, sexual orientation, disability, or pregnancy, such complaints will be handled in~~
~~104 accordance with the procedures set forth in other Board policies (e.g., Policy #4116.1, Sex~~
~~105 Discrimination/Harassment in the Workplace (Personnel); Policy #5120.4.2.4, Sex Discrimination~~
~~106 and Sexual Harassment (Students); Policy #4118.14, Section 504/ADA (Personnel), and Policy~~
~~107 #5200, Section 504/ADA) (Students)).~~

108 Complaint Procedure

109
110 Preferably, complaints should be filed within thirty (30) calendar days of the alleged occurrence.
111 Timely reporting of complaints facilitates the investigation and resolution of such complaints. The
112 District will investigate such complaints promptly and equitably, and will take corrective action
113 when allegations are verified.
114

115
~~116 The District will not tolerate any reprisals or retaliation that occur as a result of the good faith~~
~~117 reporting of charges of Protected Class harassment or discrimination. Any such reprisals or~~
~~118 retaliation will result in disciplinary action against the retaliator, and other corrective actions as~~
~~119 appropriate.~~

120
~~121 The District will periodically provide staff development for District administrators and~~
~~122 periodically distribute this policy and implementing administrative regulations to staff and students~~
~~123 in an effort to maintain an environment free of harassment and discrimination.~~

124
125 As soon as an individual feels that they, or another individual has been subjected to Protected Class
126 discrimination or harassment they should make a written complaint to the Superintendent, or
127 designee.
128

129 ~~Complaints pertaining to the Superintendent should be filed with the Board Chair. Complaints~~
130 ~~pertaining to any Board members other than the Board Chair should be filed with the Board Chair.~~
131 ~~Complaints pertaining to the Board Chair should be filed with the Board Vice Chair. In all cases,~~
132 ~~the individual receiving the complaint shall take appropriate steps to cause the matter to be~~
133 ~~investigated in a manner consistent with the Board's non-discrimination policy and regulation. If~~
134 ~~any party to the complaint involving the Superintendent or a Board member is not satisfied with~~
135 ~~the findings and conclusions of the investigation, within (30) calendar days of receiving the~~
136 ~~findings, such party may present the complaint and written outcome to the Board Chair, who will~~
137 ~~take appropriate steps, such as retaining an independent investigator different from the investigator~~

138 ~~who investigated the complaint, to cause the matter to be reviewed in a manner consistent with the~~
139 ~~Board's non-discrimination policy and regulation.~~

140
141 The individual who is alleged to have experienced Protected Class discrimination/harassment
142 (the "complainant") and any individual accused of Protected Class discrimination/harassment (
143 the "respondent") (if applicable) will be provided a copy of the Board's policy and regulation
144 and made aware of the individual's rights under this policy and regulation. In the event the
145 reported conduct allegedly violates more than one policy, the Board will coordinate an
146 investigation in compliance with the applicable policies, laws and regulations.

147 ~~Superintendent or designee receives a complaint alleging discrimination or harassment on the basis~~
148 ~~of sex, gender identity or expression, sexual orientation, or pregnancy, the Superintendent or~~
149 ~~designee shall follow the procedures identified in the appropriate Board policies (e.g., Policy~~
150 ~~#4116.1, Sex Discrimination/Harassment in the Workplace (Personnel); Policy #5120.4.2.4, Sex~~
151 ~~Discrimination and Sexual Harassment (Students); Policy #4118.14, Section 504/ADA~~
152 ~~(Personnel), and Policy #5200, Section 504/ADA) (Students)),~~

153
154 The complaint should state the:

- 155
156 A. Name of the complainant,
157
158 B. Date of the complaint,
159
160 C. Date(s) of the alleged harassment/discrimination,
161
162 D. Name(s) of the harasser(s) or discriminator(s),
163
164 E. Location where such harassment/discrimination occurred,
165
166 F. Names of any witness(es) to the harassment/discrimination,
167
168 G. Detailed statement of the circumstances constituting the alleged
169 harassment/discrimination; and
170
171 H. Proposed remedy.

172
173 Any individual who makes an oral complaint of harassment or discrimination will be provided a
174 copy of this regulation and will be requested to make a written complaint pursuant to the above
175 procedure. If an individual is unable to make a written complaint, the employee receiving the oral
176 complaint will either reduce the complaint to writing, ~~or~~ assist the individual with completing the
177 written complaint form, or request the assistance of a District administrator to do so.

178
179 All complaints received by employees are to be forwarded immediately to the Superintendent or
180 Superintendent's designee. Upon receipt of a complaint alleging harassment or discrimination
181 under this complaint procedure, the Superintendent ~~or designee~~ shall promptly investigate the
182 complaint, or designate a District administrator or other trained individual to do so. During the
183 course of the investigation, the investigator shall interview or consult with all individuals

184 reasonably believed to have relevant information, including the complainant, the reporter (if
185 different from the complainant), the ~~alleged harasser/discriminator~~ (“respondent”) and any
186 witnesses to the conduct. Complaints will be investigated promptly within the time frames
187 identified below. Time frames may be extended as needed given the complexity of the
188 investigation, availability of individuals with relevant information and/or other extenuating
189 circumstances. Confidentiality will be maintained by all persons involved in the investigation to
190 the extent possible, as determined by the investigator.

191
192 Upon receipt of a written complaint of discrimination or harassment, the investigator should:

- 193
194 1. Offer to meet with the complainant and respondent (if applicable) within ten (10) business days
195 (provided that such time frame may be reasonably extended based on the availability of
196 necessary witnesses and/or participants, the complexity of the investigation, and/or other
197 extenuating circumstances) to discuss the nature of the complaint, discuss the availability of
198 interim measures, identify individuals the complainant or respondent believes has relevant
199 information, and obtain any relevant documents the complainant or respondent may have;
200
- 201 2. Provide the complainant and respondent (if applicable) with a copy of the Board’s non-
202 discrimination policy and accompanying regulations;
203
204
- 205 3. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis
206 for the complaint, including, as applicable, conducting interviews with the parties to the
207 complaint and any relevant witnesses or other individuals deemed relevant to the complaint;
208
- 209 4. Review any records, notes, statements, or other documents relevant to the complaint;
210
- 211 5. Maintain confidentiality to the extent practicable throughout the investigative process, in
212 accordance with state and federal law;
213
- 214 6. Complete a final investigation report that includes: (i) a findings of fact based on the evidence
215 gathered; (ii) for each allegation, the conclusion(s) and reasoning(s) as to whether the
216 discrimination or harassment occurred; and (iii) for any individual(s) found to have engaged
217 in discrimination or harassment, a broad statement of consequences imposed (to the extent
218 permitted by state and federal confidentiality requirements) (i.e.g. “Consequences were
219 imposed.”).
- 220
221 7. Communicate the outcome of the investigation in writing to the complainant and respondent
222 (if any) (to the extent permitted by state and federal confidentiality requirements), within thirty
223 (30) business days (provided that such time frame may be reasonably extended based on the
224 availability of necessary witnesses and/or participants, the complexity of the investigation,
225 and/or other extenuating circumstances) from the date the complaint was received by the
226 Superintendent’s office. The complainant and respondent (if any) shall be notified of any
227 extension of the investigation timeline. The written notice shall include a finding whether the
228 complaint was substantiated and if so, shall identify, to the extent possible, how the District

will remedy the discrimination or harassment, adhering to the requirements of state and federal law;

8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of employees and/or other individuals who may have information relevant to the complaint. If fixed time frames cannot be met, the complainant and respondent (if any) will receive notice and interim measures may be implemented as necessary ~~(see sub-paragraph 6);~~
9. Whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the discrimination or harassment. Corrective action should include steps designed to avoid continuing discrimination or harassment;
10. ~~Outcome~~ After receiving the written notice of the outcome, parties shall have ten (10) school days to submit a formal written statement of appeal, if they so choose. If a complainant or respondent is not satisfied with the findings and conclusions of the investigation, such party may present the complaint and written outcome to the Superintendent requesting challenging the outcome of the investigation and explaining the basis for appeal. Upon receipt of within thirty (30) calendar days of receiving the findings. Upon review of a written request from the party requesting an appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal, who may be the Superintendent or designee. The decisionmaker(s) for the appeal will provide the appealing party's written statement to the non-appealing party. The non-appealing party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the investigation. The decisionmaker(s) for the appeal shall review the evidence and the information presented by the parties and determine if further action and/or investigation is warranted. Such action may include consultation with a designated the investigator(s) and the parties, a (if applicable), complainant, and respondent (if any) and, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling a designated investigator's conclusions or findings (if applicable). The Superintendent shall provide written notice to the complainant and respondent (if any) of the proposed actions the written outcome. Generally, a party's disagreement with the outcome of the investigation, alone, will not be basis for further action. The decisionmaker(s) for the appeal will attempt to issue written notice of the outcome of the appeal to the parties within thirty (30) school days of business days (provided that such time frame may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) following the receipt of the written request for review receipt of all written statements for the parties.

Complaint Procedure for Superintendent/Board Member Complaints:

Any district administrator or Board member who receives a complaint of discrimination, harassment or retaliation of a community member by a Board Member and/or the Superintendent shall forward the complaint promptly to the Director of Human Resources. Complaints pertaining to the Superintendent or Board of Education members will be forwarded to the Chair

275 of the Board of Education. Complaints pertaining to the Board Chair will be forwarded to the
276 Board Vice Chair. In all cases, the individual receiving the complaint shall take appropriate steps
277 to cause the matter to be investigated in a manner consistent with the procedures described
278 above.

279 If a complainant or a respondent is not satisfied with the findings and conclusions of an
280 investigation in which the Superintendent or a member of the Board is the respondent, within
281 (30) calendar days of receiving the findings such party may present the complaint and written
282 outcome to the Board Chair (or, if initially presented by the Board Chair, the Board Vice Chair),
283 who will take appropriate steps to cause the matter to be reviewed in a manner consistent with
284 the Board’s non-discrimination policy and regulation. Such steps may include retention of an
285 investigator different from the investigator who investigated the complaint.

287
288 **Remedial Action:**

289 If the District makes a finding of discrimination, harassment or retaliation, the District will take
290 appropriate remedial action designed to eliminate the discriminatory/harassing conduct, prevent
291 its recurrence, and address its effects on the complainant and any other affected individuals.

292 Examples of appropriate action may include:

- 293 (a) Interventions for the individual who engaged in the discrimination/harassment, such
294 as parent/guardian or supervisor notification, discipline, counseling, or training.
- 295 (b) Interventions for the complainant, such as counseling, academic support, and
296 information on how to report further incidents of discrimination.
- 297 (c) Separating the complainant and the individual who engaged in the
298 discrimination/harassment, provided the separation does not penalize the
299 complainant.
- 300 (d) Follow-up inquiries with the complainant and witnesses to ensure that the
301 discriminatory/harassing conduct has stopped and that they have not experienced any
302 retaliation.
- 303 (e) Training or other interventions for the larger school community to ensure that
304 students, staff, and parents understand the types of behavior that constitute
305 discrimination/harassment, that the District does not tolerate it, and how to report it.

306
307 **Staff Development:**

308
309 The District will periodically provide staff development for District administrators and
310 periodically distribute the Board’s Non-Discrimination policies and the implementing
311 administrative regulations to staff, students and parents in an effort to maintain an environment
312 free of discrimination and harassment.

313
314 **Reporting to State and Federal Agencies:**

315
316 In addition to reporting to District officials in accordance with this policy, individuals also may
317 file a complaint with the following agencies:

318
319 Office for Civil Rights, U.S. Department of Education (“OCR”):

320 A complainant alleging discrimination or harassment may file a formal complaint with:

321
322 Boston Office, Office for Civil Rights
323 U.S. Department of Education
324 8th Floor, 5 Post Office Square
325 Boston, MA 02109-3921
326 (617) 289-0111

327
328 ~~A complainant may also file a complaint with the:~~
329 ~~Connecticut Commission on Human Rights and Opportunities~~
330 ~~450 Columbus Blvd.,~~
331 ~~Hartford, CT 06103-1835~~
332 ~~(860) 541-3400~~

333
334 ~~An employee alleging discrimination or harassment related to their employment may also file a~~
335 ~~complaint with:~~

336
337
338 Equal Employment Opportunity Commission
339 Boston Area Office
340 John F. Kennedy Federal Building
341 475 Government Center
342 Boston, MA 02203
343 (800) 669-4000

344
345 Anyone who has questions or concerns about these regulations, and/or who may wish to
346 request or discuss accommodations based on religion, may contact:

347
348 **Office of the Superintendent**
349 **10 Campus Drive**
350 **Madison, CT 06443**
351 **(203) 245-6322**

352
353 Anyone who has questions or concerns about the Board's policies regarding
354 discrimination or harassment on the basis of gender/sex, gender identity or expression, ~~or~~ sexual
355 orientation, or pregnancy may contact the Board's Title IX Coordinator:

356
357 **Director of Special Education**
358 **10 Campus Drive**
359 **Madison, CT 06443**
360 **(203) 245-6341**

361
362 Anyone who has questions or concerns about the Board's policies regarding
363 discrimination or harassment on the basis of disability, and/or who may wish to request or
364 discuss accommodations for a disability, may contact the Board's Section 504/ADA
365 Coordinator:
366

367 **Director of Special Education**
368 **10 Campus Drive**
369 **Madison, CT 06443**
370 **(203) 245-6341**
371

Family and Medical Leave

PURPOSE

The purpose of this policy is to apprise employees of their rights, and establish guidelines for leaves taken by employees of the Madison Board of Education (the “Board”), under the federal Family and Medical Leave Act of 1993 (“FMLA”) and applicable Connecticut state law. This policy is not intended to, and does not, recite every provision of applicable law and regulations.

ELIGIBILITY

An employee who holds a certification under Chapter 166 of the Connecticut General Statutes (i.e. a certified employee) who has ~~Employees other than school paraprofessionals who have~~ been employed by the Board for at least twelve (12) months, and who has ~~ve~~ worked at least 1,250 actual work hours during the twelve (12) months immediately preceding the start of a leave, ~~is~~are eligible for unpaid leave under the FMLA. A full-time instructional employee meets the 1,250 hours of service requirement unless the Board can demonstrate that such employee did not meet the 1,250 hours of service requirement in the 12-month period prior to the start of leave.

An employee who does not hold a certification under Chapter 166 of the Connecticut General Statutes (i.e. a noncertified employee)~~A school paraprofessional in an educational setting~~ is eligible for the leave described in this policy if ~~the paraprofessional~~such employee has worked for the Board for at least twelve (12) months, and has worked at least 950 service hours during the twelve (12) months immediately preceding the start of such leave.

~~Full-time instructional employees meet the 1,250 hours of service requirement unless the Board can demonstrate that the full-time instructional employee did not meet the 1,250 hours of service requirement in the 12-month period prior to the start of leave.~~

DEFINITIONS

Genetic information: For purposes of this policy, “genetic information” includes an individual’s family medical history, the results of an individual’s or family member’s genetic tests, the fact that an individual or an individual’s family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual’s family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Instructional employee: For purposes of this policy, an “instructional employee” is defined as a teacher or other employee of the Board who is employed principally in an instructional capacity and whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary

47 personnel such as counselors, psychologists, curriculum specialists, cafeteria workers,
48 maintenance workers, bus drivers, or other primarily non-instructional employees.

49
50 ~~**Paraprofessional:** For purposes of this policy, a “paraprofessional” means a school employee~~
51 ~~who performs duties that are instructional in nature or deliver either direct or indirect services to~~
52 ~~students and/or parents and serves in a position for which a teacher has ultimate responsibility~~
53 ~~for the design and implementation of educational programs and services. This definition is only~~
54 ~~used for the purpose of calculating eligibility for the leave described in this policy at the 950~~
55 ~~hour threshold.~~

56
57 **REASONS FOR LEAVE**

58
59 Leaves under the FMLA and applicable state law may be taken for the following reasons:

- 60
61 • incapacity due to pregnancy, prenatal medical care or child birth; or
- 62
63 • to care for the employee's newborn child; or
- 64
65 • the placement of a child with the employee by adoption or for foster care; or
- 66
67 • to care for the employee's spouse, child or parent who has a serious health
- 68 condition; or
- 69
70 • to care for the employee's own serious health condition that renders the employee
- 71 unable to perform the functions of the employee’s position; or
- 72
73 • to serve as an organ or bone marrow donor; or
- 74
75 • to care for an injured or ill servicemember (see below – Length of Leave – for
- 76 further information); or
- 77
78 • a qualifying exigency arising out of a family member’s military service, including
- 79 one or more of the following reasons (note – more detailed information on the
- 80 following categories is available from the Human Resources office):
- 81
82 • short-notice deployment;
- 83
84 • military events and related activities;
- 85
86 • childcare and school activities;
- 87
88 • financial and legal arrangements;
- 89
90 • counseling;
- 91
92 • rest and recuperation;

- 93
- 94 • post-deployment activities;
- 95
- 96 • parental care leave for military member's parent who is incapable of self-
- 97 care and care is necessitated by the military member's covered active
- 98 duty;
- 99
- 100 • additional activities that arise out of the active duty or call to active duty
- 101 status of a covered military member, provided that the Board and the
- 102 employee agree that such leave qualifies as an exigency, and agree to both
- 103 the timing and the duration of such leave.
- 104

105 ***LENGTH OF LEAVE***

106

107 (a) Basic FMLA Leave Entitlement

108

109 If a leave is requested for one of the above-listed reasons, each eligible employee may take up to

110 a total of twelve (12) weeks unpaid family or medical leave in the 12-month entitlement period.

111

112 The 12-month entitlement period for family or medical leave is measured on the basis of a

113 "rolling" 12-month period measured backward from the date an employee uses any FMLA leave.

114

115 (b) Leave to Care for an Injured or Ill Servicemember

116

117 In addition to the reasons for leave listed above, an eligible employee may take up to twenty-six

118 (26) workweeks of FMLA leave during a 12-month period to care for (i) a servicemember who is

119 the employee's spouse, parent, child or next of kin, and who incurred a serious injury or illness

120 in the line of duty and while on active duty in the Armed Forces or had a preexisting injury or

121 illness prior to beginning active duty that was aggravated by service in the line of duty on active

122 duty in the Armed Forces; or (ii) a covered veteran with a serious injury or illness who is the

123 employee's spouse, parent, child or next of kin.

124

125 For servicemembers, the injury or illness must render the servicemember medically unable to

126 perform the duties of office, grade, rank or rating. This provision applies to servicemembers

127 who are undergoing medical treatment, recuperation, or therapy, are in outpatient status, or who

128 are on the temporary disability retired list, for a serious injury or illness.

129

130 For covered veterans, the veteran must be undergoing medical treatment, recuperation or therapy

131 for a serious injury or illness and must have been (1) a member of the Armed Forces (including

132 the National Guard or Reserves); (2) discharged or released under conditions that were other than

133 dishonorable; and (3) discharged within the five-year period before the eligible employee first

134 takes FMLA military caregiver leave to care for the veteran.¹

¹ The employee's first date of leave must be within the five-year period. However, the employee may continue to take leave throughout the single 12-month period even if the leave extends past the five-year period. Note - special rules may apply to calculating the five-year period for veterans discharged between October 28, 2009 and March 8, 2013. This period will effectively be excluded from the five-year calculation.

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For covered veterans, serious injury or illness means any of the following:

- (i) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or
- (ii) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability Rating (VASRD) of 50 percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
- (iii) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
- (iv) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

When combined with any other type of FMLA-qualifying leave, total leave time may not exceed twenty-six (26) weeks in a single twelve (12) month period. Standard FMLA leave procedures described below apply to all requests for and designation of leave for this purpose. *However*, in the case of leave to care for a servicemember with a serious injury or illness, the 12-month period begins on the day such leave actually commences.

TYPES OF LEAVE AND CONDITIONS

(a) Full-Time, Intermittent and Reduced Schedule Leave

Full-time leave excuses the employee from work for a continuous period of time. Full-time unpaid leave may be taken for any of the reasons permitted by the FMLA.

Intermittent leave means leave taken due to a single qualifying reason in separate periods of time rather than for one continuous period of time. Examples of intermittent leave include: leave taken one day per week over a period of a few months; or leave taken on an occasional/as-needed basis for medical appointments.

Reduced schedule leave is leave that reduces the employee's usual number of work hours per day for some period of time. For example, an employee may request half-time work for a number of weeks so the employee can assist in the care of a seriously ill parent.

180 Intermittent or reduced schedule leave may be taken (a) when medically necessary for an
181 employee's or covered family member's serious health condition, or for a covered service
182 member's serious illness or injury, and (b) the need for leave can be best accommodated through
183 an intermittent or reduced schedule leave. In addition, FMLA leave may be taken intermittently
184 or on a reduced schedule basis (1) due to a qualifying exigency; or (2) to effectuate the
185 placement of a child for adoption or foster care before the placement of the child in the home.
186

187 If foreseeable intermittent or reduced schedule leave is medically required based upon planned
188 medical treatment of the employee or a family member or a covered service member, including
189 during a period of recovery from an employee's or family member's serious health condition or a
190 serious injury or illness of a covered service member, the Board may, in its sole discretion,
191 temporarily transfer the employee to another job with equivalent pay and benefits that better
192 accommodates the type of leave requested. Also, special arrangements may be required of an
193 instructional employee who needs to take intermittent or reduced-schedule leave which will
194 involve absence for more than twenty (20) percent of the work days in the period over which the
195 leave will extend (for example, more than five days over a five-week period), if the leave is to
196 care for a family member with a serious health condition, to care for a covered service member
197 with a serious injury or illness, or for the employee's own serious health condition, which is
198 foreseeable based on planned medical treatment. In such situations, the Board may require the
199 instructional employee to transfer temporarily to another job or take leave for a particular
200 duration, not to exceed the duration of the planned medical treatment.
201

202 (b) Both Spouses Working for the Same Employer
203

204 If both spouses are eligible employees of the Board and request leave for the birth, placement of
205 a child by adoption or for foster care, or to care for a parent with a serious health condition, they
206 only will be entitled to a maximum combined total leave equal to twelve (12) weeks in the 12-
207 month entitlement period. If either spouse (or both) uses a portion of the total 12-week
208 entitlement for one of the purposes in the preceding sentence, each is entitled to the difference
209 between the amount the employee has taken individually and the 12 weeks for FMLA leave for
210 their own or their spouse's serious health condition in the 12-month entitlement periods.
211

212 (c) Leave Taken by Instructional Employees Near the End of an
213 Academic Term
214

215 If a leave taken by an instructional employee for any reason begins more than five (5) weeks
216 before the end of an academic term, the Board may require that instructional employee to
217 continue the leave until the end of the term if the leave will last at least three (3) weeks and the
218 instructional employee would return to work during the three-week period before the end of the
219 term.
220

221 If the instructional employee begins a leave during the five-week period preceding the end of an
222 academic term for a reason other than the instructional employee's own serious health condition,
223 the Board may require the instructional employee to continue taking leave until the end of the
224 term if the leave will last more than two (2) weeks and the instructional employee would return
225 to work during the two-week period before the end of the term.

226
227 If the instructional employee begins a leave during the three-week period preceding the end of an
228 academic term for a reason other than the instructional employee's own serious health condition,
229 the Board may require the instructional employee to continue taking leave until the end of the
230 term if the leave will last more than five (5) working days.

231
232

233 ***REQUESTS FOR LEAVE***

234

235 (a) Foreseeable Leave

236

237 An employee must notify the Human Resources Department of the need for a family or medical
238 leave at least thirty (30) days before the leave is to begin if the need for the leave is foreseeable
239 based on the expected birth of the employee's child, placement of a child with the employee for
240 adoption or foster care, planned medical treatment for the employee's or family member's
241 serious health condition, or the planned medical treatment for a serious injury or illness of a
242 covered service member. If 30 days-notice is not practicable, then the employee must provide
243 notice as soon as practicable under the circumstances, usually the same day or the next business
244 day after the employee becomes aware of the need for FMLA leave.

245

246 (b) Qualifying Exigency.

247

248 An employee must provide notice as soon as practicable if the foreseeable leave is for a
249 qualifying exigency, regardless of how far in advance such leave is foreseeable.

250

251 (c) Unforeseeable Leave.

252

253 When the employee's need for leave is not foreseeable, an employee must provide notice as
254 practicable under the circumstances.

255

256 ***SCHEDULING PLANNED MEDICAL TREATMENT***

257

258 When planning medical treatment for foreseeable FMLA leave, an employee must consult with
259 the Human Resources Department and make a reasonable effort to schedule the treatment so as
260 not to disrupt unduly the Board's operations, subject to the approval of the health care provider.
261 Similarly, if an employee needs leave intermittently or on a reduced leave schedule for planned
262 medical treatment, the employee must make a reasonable effort to schedule the treatment so as
263 not to disrupt unduly the Board's operations. Ordinarily, the employee should consult with the
264 Human Resources Department prior to scheduling the treatment in order to work out a treatment
265 schedule that best suits the needs of the Board and the employee. The Board and the employee
266 shall attempt to work out a schedule for leave that meets the employee's needs without unduly
267 disrupting the Board's operations, subject to the approval of the health care provider as to any
268 modification of the treatment schedule.

269

270 ***REQUIRED CERTIFICATIONS/DOCUMENTATION***

271
272 For leaves taken for any FMLA-qualifying reason, an employee must submit a completed
273 certification form supporting the need for leave. The appropriate form will be provided to the
274 employee. The employee must submit a complete and sufficient certification form as required
275 within fifteen (15) calendar days of receiving the request for the completed certification. If it is
276 not practicable for the employee to provide the completed form by the due date despite the
277 employee's diligent, good faith efforts, the employee must inform the Human Resources
278 Department of the reason(s) for delay and what efforts the employee undertook to obtain the
279 required certification. FMLA-protected leave may be delayed or denied if the employee does not
280 provide a complete and sufficient certification as required. Depending on the reason for leave,
281 an employee may be required to submit medical certification from the employee's health care
282 provider, medical certification the employee's family member's health care provider, and/or
283 other documentation (e.g., to establish a family relationship, military active duty orders, etc.). In
284 certain circumstances and under certain conditions, employees may also be required to obtain
285 second or third medical opinions and/or recertifications, in accordance with applicable law.
286

287 If an employee takes leave for the employee's own serious health condition (except on an
288 intermittent or reduced-schedule basis), prior to returning to work the employee must provide a
289 medical fitness-for-duty certification that the employee is able to resume work and the health
290 condition that created the need for the leave no longer renders the employee unable to perform
291 the essential functions of the job. This certification must be submitted to the Human Resources
292 Department. If the employee is unable to perform one or more of the essential functions of the
293 employee's position, the Board will determine whether the employee is eligible for additional
294 FMLA leave (if such leave has not been exhausted) or whether an accommodation is appropriate,
295 in accordance with the Americans with Disabilities Act.
296

297 In connection with the Board's request for medical information, employees must be aware that
298 the Genetic Information Nondiscrimination Act of 2008 ("GINA") prohibits employers and other
299 entities covered by Title II of GINA from requesting or requiring genetic information of an
300 individual or family member of the individual, except as specifically allowed by this law. To
301 comply with this law, the Board requests that employees not provide any genetic information
302 when responding to a request for medical information.
303

304 ***USE OF PAID LEAVE***

305
306 Paid leave, which has been accrued in accordance with applicable law, the relevant collective
307 bargaining agreement (if any), and/or Board policy will be substituted for any unpaid portions of
308 family or medical leave taken for any reason that is also a qualifying reason for using such
309 accrued paid leave. In such instance, the employee's accrued paid leave and FMLA-qualifying
310 leave will run concurrently. The employee must satisfy any procedural requirements applicable
311 to the use of paid leave, but only in connection with the receipt of such payment. Accrued paid
312 personal leave and accrued paid vacation will be substituted (in that order) for any unpaid
313 portions of family or medical leave taken for any reason. However, where the leave is for the
314 employee's own serious health condition, accrued paid sick leave shall be substituted for unpaid
315 portions of family or medical leave prior to the substitution of accrued paid personal and accrued

316 ~~paid vacation leave. The amount of unpaid family or medical leave entitlement is reduced by the~~
317 ~~amount of paid leave that is substituted.~~

318
319 In addition, in cases involving absences due to a Workers' Compensation injury that also
320 qualifies as an FMLA serious health condition, and if the employee (and the employee's
321 collective bargaining agent, if applicable) and the Board agree to do so, the Board will apply the
322 employee's available accrued paid leave in increments as a supplement to the Workers'
323 Compensation weekly benefit in an appropriate amount so that the employee can maintain the
324 employee's regular weekly income level.

325
326 ***MEDICAL INSURANCE AND OTHER BENEFITS***

327
328 During ~~approved~~ family or medical leaves of absence approved pursuant to this policy, the Board
329 will continue to pay its portion of medical insurance premiums for the period of unpaid family or
330 medical leave. The employee must continue to pay the employee's share of the premium, and
331 failure to do so may result in loss of coverage. If the employee does not return to work after
332 expiration of the leave, the employee will be required to reimburse the Board for payment of
333 medical insurance premiums during the family or medical leave, unless the employee does not
334 return because of a serious health condition or circumstances beyond the employee's control.

335
336
337 ***REINSTATEMENT***

338
339 Except for circumstances unrelated to the taking of a family or medical leave pursuant to this
340 policy, and unless an exception applies, an employee who returns to work following the
341 expiration of a family or medical leave is entitled to return to the job such employee held prior to
342 the leave or to an equivalent position with equivalent pay and benefits.

343
344
345 ***ADDITIONAL INFORMATION***

346
347 Questions regarding family or medical leave may be directed to the Superintendent or designee.
348 An employee may file a complaint with the U.S. Department of Labor or may bring a private
349 lawsuit against an employer. FMLA does not affect any federal or state law prohibiting
350 discrimination, or supersede any state or local law or collective bargaining agreement that
351 provides greater family or medical leave rights.

352
353 Legal References:

354 Connecticut General Statutes:

355 Conn. Gen. Stat. § 31-51rr Family and medical leave benefits for employees
356 of political subdivisions

357
358 Regs. Conn. State Agencies 31-51rr-1, et seq.

359
360 Public Act 24-41, "An Act Concerning Educator Certification, Teachers, Paraeducators
361 and Mandated Reporter Requirements"

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United States Code:
Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended
29 CFR Part 825.100 et seq.
Title II of the Genetic Information Nondiscrimination Act of 2008, 42 USC 2000ff et seq.
29 CFR 1635.1 et seq.

Date of Adoption: October 17, 2023

First Reading: November 12, 2024

Second Reading: November 26, 2024

The Board of Education (the “Board”) will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, religion, color, national origin, ancestry, alienage, sex, sexual orientation, marital status, age, disability, pregnancy, genetic information, gender identity or expression, or veteran status, status as a victim of domestic violence or any other basis prohibited by state or federal law (“Protected Class”) except in the case of a bona fide occupational qualification.

It is the policy of the Board that any form of discrimination or harassment on the basis of an individual’s actual or perceived membership in a Protected Class, whether by students, Board employees, Board members or third parties subject to the control of the Board is prohibited. The Board’s prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. The Board will not discriminate against any employee or applicant for employment solely on the basis of the individual’s erased criminal history record information, as defined in Conn. Gen. Stat. § 46a-80a.

The Board further prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participates in the investigation of such reports.

Discrimination and/or harassment against any individual on the basis of that individual’s association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment, and is therefore prohibited by this policy.

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the District, accessing or seeking access to District facilities) are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

I. Definitions:

The following definitions apply for purposes of this policy:

34 A. Discrimination

35 With respect to employees, it is illegal for employers to treat employees differently in relation to hiring,
36 discharging, compensating, or providing the terms, conditions, and privileges of employment because of
37 such employee’s actual or perceived membership in a Protected Class.

38
39 B. Harassment

40 Harassment is a form of Protected Class discrimination that is prohibited by law and by this policy.
41 Harassment is unwelcome conduct that is based on an employee’s actual or perceived membership in a
42 Protected Class. Harassment constitutes unlawful discrimination when 1) enduring the offensive conduct
43 becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create
44 a work environment that a reasonable person would consider intimidating, hostile, or abusive.

45
46 Although not an exhaustive list, the following are examples of the types of conduct that may be
47 considered Protected Class harassment and can lead to an intimidating, hostile, or abusive environment,
48 and are therefore prohibited by this policy:

- 49
- 50 • objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated
51 with any Protected Class membership, including but not limited to epithets relating to
52 sex, sexual orientation, and/or gender identity or expression);
 - 53 • other words or phrases commonly considered demeaning or degrading on the basis of
54 Protected Class membership;
 - 55 • display of images or symbols commonly associated with discrimination against
56 individuals on the basis of their membership in a Protected Class;
 - 57 • graphic, written or electronic communications that are harmful or humiliating based on
58 Protected Class membership;
 - 59 • physical, written, electronic or verbal threats based on Protected Class membership.

60
61 Harassment does not have to include involve intent to harm, be directed towardat a specific person target,
62 or involve repeated incidents.

63

64 Sexual harassment is a form of harassment that is prohibited by law and Board Policy 4116.1 Prohibition
65 of Sex Discrimination, Including Sex-based and Sexual Harassment. For more information regarding
66 harassment based on sex, sexual orientation, pregnancy,⁷ or gender identity or expression, contact the
67 District’s Title IX Coordinator.

68 C. Genetic information

69 The information about genes, gene products, or inherited characteristics that may derive from an individual
70 or a family member. “Genetic information” may also include an individual’s family medical history, the
71 results of an individual’s or family member’s genetic tests, the fact that an individual or an individual’s
72 family member sought or received genetic services, and genetic information of a fetus carried by an
73 individual or an individual’s family member or an embryo lawfully held by an individual or family
74 member receiving assistive reproductive services.

75 D. Veteran

76 A “veteran” is any person honorably discharged from, or released with an other than honorable discharge
77 based on a qualifying condition from active service in, the United States Army, Navy, Marine Corps,
78 Coast Guard and Air Force and Space Force and any reserve component thereof, including the Connecticut
79 National Guard. “Qualifying condition” means (A) a diagnosis of post-traumatic stress disorder or
80 traumatic brain injury made by an individual licensed to provide health care services at a United States
81 Department of Veterans Affairs facility, (B) an experience of military sexual trauma disclosed to an
82 individual licensed to provide health care services at a United States Department of Veterans Affairs
83 facility, or (C) a determination that sexual orientation, gender identity, or gender expression was more
84 likely than not the primary reason for an other than honorable discharge, as determined in accordance with
85 Conn. Gen. Stat. §§ 27-103(c), (d).

86 E. Gender identity or expression

87 Gender identity or expression refers to a person's gender-related identity, appearance or behavior, whether
88 or not that gender-related identity, appearance or behavior is different from that traditionally associated
89 with the person's physiology or assigned sex at birth, which gender-related identity can be shown by
90 providing evidence including, but not limited to, medical history, care or treatment of the gender-related
91 identity, consistent and uniform assertion of the gender-related identity or any other evidence that the
92 gender-related identity is sincerely held, part of a person's core identity or not being asserted for an
93 improper purpose.

94 F. Sexual orientation

95 Sexual orientation refers to a person’s identity in relation to the gender or genders to which they are
96 romantically, emotionally or sexually attracted, inclusive of any identity that a person (i) may have
97 previously expressed, or (ii) is perceived by another person to hold.
98

99 F.G. Race

100 The term race is inclusive of historically-associated ethnic traits, including but not limited to, hair texture
101 and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and
102 hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

103 G.H. Domestic violence

104 The term domestic violence means (1) a continuous threat of present physical pain or physical injury
105 against a family or household member, as defined in Conn. Gen. Stat. § 46b-38a; (2) stalking, including
106 but not limited to, stalking as described in Conn. Gen. Stat. § 53a-181d, of such family or household
107 member; (3) a pattern of threatening, including but not limited to, a pattern of threatening as described in
108 Conn. Gen. Stat. § 53a-62, of such family or household member or a third party that intimidates such
109 family or household member; or (4) coercive control of such family or household member, which is a
110 pattern of behavior that in purpose or effect unreasonably interferes with a person's free will and
111 personal liberty. “Coercive control” includes, but is not limited to, unreasonably engaging in any of the
112 following: (a) isolating the family or household member from friends, relatives or other sources of
113 support; (b) depriving the family or household member of basic necessities; (c) controlling, regulating or
114 monitoring the family or household member's movements, communications, daily behavior, finances,
115 economic resources or access to services; (d) compelling the family or household member by force,
116 threat or intimidation, including, but not limited to, threats based on actual or suspected immigration
117 status, to (i) engage in conduct from which such family or household member has a right to abstain, or
118 (ii) abstain from conduct that such family or household member has a right to pursue; (e) committing or
119 threatening to commit cruelty to animals that intimidates the family or household member; or (f) forced
120 sex acts, or threats of a sexual nature, including, but not limited to, threatened acts of sexual conduct,
121 threats based on a person's sexuality or threats to release sexual images.
122

123 **II. Reporting:**
124

125 It is the policy of the Board to provide for the prompt and equitable resolution of complaints
126 alleging Protected Class discrimination or harassment. The District will investigate both formal and
127 informal complaints of discrimination, harassment or retaliation.

128

129 Any employee who believes an employee has experienced Protected Class discrimination or harassment
130 or an act of retaliation or reprisal in violation of this policy should report such concern in writing in
131 accordance with the Board’s complaint procedures included in the Board’s Administrative Regulations
132 Regarding Non-Discrimination/Personnel. These regulations accompany Board Policy #4118.1 and are
133 available online at <https://www.madison.k12.ct.us/board-of-education/policies> or upon request from the
134 main office of any district school. Employees are encouraged to report incidents of alleged Protected
135 Class discrimination, harassment, or retaliation immediately.

136

137 If a complaint involves allegations of discrimination or harassment based on sex, gender identity or
138 expression, sexual orientation, or pregnancy, such complaints will be handled under other appropriate
139 policies (e.g., Policy #4116.1, Prohibition of Sex Discrimination, including Sex-based –and– Sexual
140 Harassment and Policy #4118.14, Americans with Disabilities Act/Section 504).

141

142 In the event conduct reported as Protected Class discrimination and/or harassment allegedly violates
143 more than one policy, the Board will coordinate any investigation in compliance with the applicable
144 policies.

145

146 District employees are required to report incidents of alleged student-to-student and employee-to-student
147 discrimination, harassment or retaliation that may be based on a Protected Class, when District employees
148 witness or of which they have received reports or information, whether such incidents are verbal or
149 physical or amount to discrimination, harassment or retaliation in other forms. Reports should be made to
150 any District administrator.

151

152 **Remedial Action:**

153

154 If the District makes a finding of discrimination, harassment or retaliation, the District will take
155 remedial action designed to:

156

- 157 A. eliminate the discriminatory/harassing/retaliatory conduct,
- 158 B. prevent its recurrence, and
- 159 C. address its effects on the complainant and any other affected individuals.

160

161 Examples of appropriate action may include, but are not limited to:

162

- 163 A. In the case of a student respondent, interventions for the individual who engaged in the
164 discrimination/harassment may include, but are not limited to, discipline (including but not
165 limited to suspension and/or expulsion), educational interventions, exclusion from extra-
166 curricular activities and/or sports programs, and/or referral to appropriate state or local agencies;
167 B. In the case of an employee respondent, interventions for the individual who engaged in the
168 discrimination/harassment may include, but are not limited to, supervisor notification, discipline
169 (including possible termination of employment), training, and/or referral to appropriate state or
170 local agencies;
171 C. In the case of respondent who is otherwise associated with the school community, interventions
172 for the individual who engaged in the discrimination/harassment may include, but are not limited
173 to, exclusion from school property and/or activities and/or referral to appropriate state or local
174 agencies;
175 D. Follow-up inquiries with the complainant and witnesses to ensure that the
176 discriminatory/harassing conduct has stopped and that they have not experienced any retaliation;
177 E. Supports for the complainant; and
178 F. Training or other interventions for the larger school community designed to ensure that students,
179 staff, parents, Board members and other individuals within the school community understand the
180 types of behavior that constitute discrimination/harassment, that the District does not tolerate it,
181 and how to report it.
182

183 In addition to reporting to the Board, any employee also may file a complaint with the following:

184
185 Office for Civil Rights, Boston Office
186 U.S. Department of Education
187 8th Floor
188 5 Post Office Square
189 Boston, MA 02109- 3921
190 (617) 289-0111
191 <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

192
193 Equal Employment Opportunity Commission:

194
195 Equal Employment Opportunity Commission, Boston Area Office
196 John F. Kennedy Federal Building
197 475 Government Center
198 Boston, MA 02203
199 (800-669-4000)

200
201
202 Connecticut Commission on Human Rights and Opportunities
203 450 Columbus Blvd.
204 Hartford, CT 06103-1835
205 (860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)
206

207 Anyone who has questions or concerns about this policy, and/or who may wish to request or discuss
208 accommodations based on religion, and/or who would like a copy of the Board’s complaint procedures
209 or complaint forms related to claims of discrimination or harassment, may contact:

210
211 **Office of the Superintendent**
212 **10 Campus Drive**
213 **Madison, CT 06443**
214 **(203) 245-6322**
215

216 Anyone who has questions or concerns about the Board’s policies regarding discrimination or
217 harassment on the basis of gender/sex, gender identify or sexual orientation may contact the Board’s
218 Title IX Coordinator:

219
220 **Director of Special Education**
221 **10 Campus Drive**
222 **Madison, CT 06443**
223 **(203) 245-6341**
224

225 Anyone who has questions or concerns about the Board’s policies regarding discrimination or
226 harassment on the basis of disability, and/or who may wish to request or discuss accommodations for a
227 disability, may contact the Board’s Section 504/ADA Coordinator:

228
229 **Director of Special Education**
230 **10 Campus Drive**
231 **Madison, CT 06443**
232 **(203) 245-6341**
233

234 Legal References:

235
236 Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.
237 Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.
238 Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.
239 Age Discrimination in Employment Act, 29 U.S.C. § 621 et seq.
240 Americans with Disabilities Act, 42 U.S.C. § 12101
241 Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
242 Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110-233, 42
243 U.S.C. § 2000ff; 29 CFR 1635.1 et seq.
244

245
246 Connecticut General Statutes § 1-1n, “Gender Identity or Expression” defined
247 Connecticut General Statutes § 46a-51, Definitions

248 Connecticut General Statutes § 10-153, Discrimination on the basis of sex, gender
 249 indemnity or expression or marital status prohibited
 250 Connecticut General Statutes § 27-103
 251 Connecticut General Statutes § 31-51i
 252 Connecticut General Statutes § 46a-58, Deprivation of rights
 253 Connecticut Fair Employment Practices Act, Connecticut General Statutes § 46a-60
 254 Connecticut General Statutes § 46a-80a
 255 Connecticut General Statutes § 46a-81a Sexual orientation discrimination: Definitions
 256 Connecticut General Statutes § 46a-81c, Sexual orientation discrimination: Employment-
 257 Connecticut General Statutes § 46b-1, Family relations matters and domestic violence
 258 defined

259
 260 Public Act No. 23-145, “An Act Revising the State’s Antidiscrimination Statutes”
 261 ~~Public Act No. 22-82, “An Act Concerning Online Dating Operators, the Creation of a~~
 262 ~~Grant Program to Reduce Occurrences of Online Abuse and the Provision of Domestic~~
 263 ~~Violence Training and Protections for Victims of Domestic Violence”~~

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 272
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274
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Second Reading: November 26, 2024

**Regulation #4118.1
Non-Discrimination**

The Madison Board of Education (the “Board”) will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, gender identity or expression, status as a victim of domestic violence, or any other basis prohibited by state or federal law (“Protected Class”), except in the case of a bona fide occupational qualification.

It is the policy of the Board that any form of discrimination or harassment on the basis of an individual’s actual or perceived membership in a Protected Class whether by students, Board employees, Board members or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

The Board will not discriminate against any employee or applicant for employment solely on the basis of the individual’s erased criminal history record information, as defined in Conn. Gen. Stat. § 46a-80a.

The Board prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participates in the investigation of such reports.

The District will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of Protected Class discrimination or harassment. Any such reprisals or retaliation may result in disciplinary action against the retaliator, and other corrective actions as appropriate.

Discrimination and/or harassment against any individual on the basis of that individual’s association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment.

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the District, accessing or seeking access to District facilities) are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

~~It is the express policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class. The District will investigate both formal and informal complaints of discrimination, harassment or retaliation.~~

Although not an exhaustive list, the following are examples of the types of conduct that may be considered Protected Class harassment and can lead to a hostile environment, and are therefore prohibited:

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership, including but not limited to epithets relating to sex, sexual orientation, and/or gender identity or expression);
- other words or phrases commonly considered demeaning or degrading on the basis of Protected Class membership;

- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphic, written or electronic communications that are harmful or humiliating based on Protected Class membership; or
- physical, written, electronic or verbal threats based on Protected Class membership.

Harassment does not have to ~~include~~ involve intent to harm, be directed ~~toward~~ a specific ~~target~~ person, or involve repeated incidents.

Reporting to District Officials:

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment. The District will investigate both formal and informal complaints of discrimination, harassment or retaliation.

Employees are encouraged to report incidents of alleged Protected Class discrimination, harassment, or retaliation immediately.

Any employee who believes an employee has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of Board policy should report such concern in writing in accordance with the Board’s complaint procedures included in these Administrative Regulations Regarding Non-Discrimination/Personnel.

If a complaint involves allegations of discrimination or harassment based on sex, gender identity or expression, sexual orientation, or pregnancy, such complaints will be handled, as appropriate, in accordance with other Board policies (e.g., Policy #4116.1 Prohibition of Sex Discrimination, including Sex-based Harassment (Personnel) ~~and Policy #4118.14 Disabilities (Personnel)~~).

If a complaint involves allegations of discrimination or harassment based on disability, such complaints will be addressed in accordance with the procedures set forth in Board Policy #4118.14 Section 504/ADA (Personnel)).

In the event conduct reported as Protected Class discrimination and/or harassment allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

Mandatory Staff Reporting for Student Incidents

Board employees are required to report incidents of alleged student-to-student and employee-to-student discrimination, harassment or retaliation that may be based on a Protected Class when Board employees witness such incidents or when Board employees receive reports or information about such incidents, whether such incidents are verbal or physical or amount to discrimination, harassment or retaliation in other forms. Reports should be made to any District administrator.

Complaint Procedure

Preferably, complaints should be filed within thirty (30) calendar days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The District will

investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

~~The District will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of Protected Class discrimination or harassment. The Board further prohibits reprisal or retaliation against any individual who participates in the investigation of reports of alleged Protected Class harassment/discrimination. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.~~

~~The District will periodically provide staff development for District administrators and periodically distribute this policy and implementing administrative regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.~~

Complaint Procedure

As soon as an individual feels that they, or another employee has been subjected to discrimination or harassment the individual should make a written complaint to the Superintendent or designee.

~~Complaints pertaining to the Superintendent should be filed with the Board Chair. Complaints pertaining to any Board members other than the Board Chair should be filed with the Board Chair. Complaints pertaining to the Board Chair should be filed with the Board Vice Chair. In all cases, the individual receiving the complaint shall take appropriate steps to cause the matter to be investigated in a manner consistent with the Board's non-discrimination policy and regulation. If any party to the complaint is not satisfied with the findings and conclusions of the investigation in which the Superintendent or a member of the Board is the respondent, within (30) calendar days of receiving the findings such party may present the complaint and written outcome to the Board Chair, who will take appropriate steps, such as retaining an independent investigator different from the investigator who investigated the complaint, to cause the matter to be reviewed in a manner consistent with the Board's non-discrimination policy and regulation.~~

The individual who is alleged to have experienced Protected Class discrimination/harassment (the "complainant") and any individual accused of Protected Class discrimination/harassment (the "respondent") (if applicable) will be provided a copy of the Board's policy and regulation and made aware of the individual's rights under this policy and regulation. In the event the Superintendent or designee receives a complaint alleging discrimination or harassment based on sex, gender identity or expression, sexual orientation, or pregnancy, the Superintendent or designee shall follow the procedures identified in Board Policy #4116.1 Prohibition of Sex Discrimination, Including Sex-Based/Harassment (Personnel and Policy #4118.14 Disabilities (Personnel)). In the event the Superintendent or designee receives a complaint alleging discrimination or harassment based on disability, the Superintendent or designee shall follow the procedures identified in Board Policy #4118.14 Americans With Disabilities Act/Section 504.

The complaint should state the:

- A. Name of the complainant,
- B. Date of the complaint,

- 140 C. Date(s) of the alleged harassment/discrimination,
- 141
- 142 D. Name(s) of the harasser(s) or discriminator(s),
- 143
- 144 E. Location where such harassment/discrimination occurred,
- 145
- 146 F. Names of any witness(es) to the harassment/discrimination,
- 147
- 148 G. Detailed statement of the circumstances constituting the alleged
- 149 harassment/discrimination; and
- 150
- 151 H. Proposed remedy.
- 152

153 Any individual who makes an oral complaint of harassment or discrimination will be provided a copy of
154 this regulation and will be requested to make a written complaint pursuant to the above procedure. If an
155 individual is unable to make a written complaint, the employee receiving the oral complaint will either
156 reduce the complaint to writing, ~~or~~ assist the individual with completing the written complaint form or
157 request that a District administrator assist the individual.

158
159 All complaints received by staff members are to be forwarded immediately to the Superintendent or
160 designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint
161 procedure, the Superintendent or designee shall promptly investigate the complaint, or designate a District
162 administrator or other trained individual to do so. During the course of the investigation, the investigator
163 shall interview or consult with all individuals reasonably believed to have relevant information, including
164 the complainant, the reporter (if different from the complainant), the “respondent”, and any witnesses to
165 the conduct. Complaints will be investigated promptly within the time frames identified below. Time
166 frames may be extended as needed given the complexity of the investigation, availability of individuals
167 with relevant information and/or other extenuating circumstances. Confidentiality will be maintained by
168 all persons involved in the investigation to the extent possible, as determined by the investigator.

169
170 Upon receipt of a written complaint of discrimination or harassment, the investigator should:

- 171
- 172 1. Offer to meet with the complainant and respondent (if applicable) within ten (10) business days
- 173 (provided that such timeframe may be reasonably extended based on the availability of necessary
- 174 witnesses and/or participants, the complexity of the investigation, and/or other extenuating
- 175 circumstances) to discuss the nature of the complaint, discuss the availability of interim
- 176 measures, identify individuals the complainant or respondent believes has relevant information,
- 177 and obtain any relevant documents the complainant or respondent may have;
- 178
- 179 2. Provide the complainant and respondent (if applicable) with a copy of the Board’s non-
- 180 discrimination policy and accompanying regulations;
- 181
- 182
- 183 3. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis
- 184 for the complaint, including, as applicable, conducting interviews with individuals with the

185 parties to the complaint and any relevant witnesses or other information and review of
186 documents deemed relevant to the complaint;

- 187
- 188 4. Review any records, notes, statements, or other documents relevant to the complaint;
- 189
- 190
- 191 5. Maintain confidentiality to the extent practicable throughout the investigative process, in
192 accordance with state and federal law;
- 193
- 194 6. Complete a final investigation report that includes: (i) a findings of fact based on the evidence
195 gathered; (ii) for each allegation, the conclusion(s) and reasoning(s) as to whether the
196 discrimination or harassment occurred; and (iii) for any individual(s) found to have engaged in
197 discrimination or harassment, a broad statement of consequences imposed (to the extent
198 permitted by state and federal confidentiality requirements) (i.ge. “Consequences were
199 imposed.”).
- 200
- 201 7. Communicate the outcome of the investigation in writing to the complainant and respondent (if
202 any) (to the extent permitted by state and federal confidentiality requirements), within thirty (30)
203 business days (provided that such timeframe may be reasonably extended based on the
204 availability of necessary witnesses and/or participants, the complexity of the investigation,
205 and/or other extenuating circumstances) from the date the complaint was received by the
206 Superintendent’s office. The complainant and respondent (if any) shall be notified of such
207 extension. The written notice shall include a finding whether the complaint was substantiated
208 and if so, shall identify, to the extent possible, how the District will remedy the discrimination
209 or harassment, adhering to the requirements of state and federal law;
- 210
- 211 8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as
212 quickly as possible given the availability of employees and/or other individuals who may have
213 information relevant to the complaint. If fixed time frames cannot be met, the complainant and
214 respondent (if any) will receive notice and interim measures may be implemented as necessary
215 ~~(see sub-paragraph 6);~~
- 216
- 217 9. Whenever allegations are verified, ensure that appropriate corrective action is taken (including,
218 but not limited to, disciplinary action) aimed at preventing the recurrence of the discrimination
219 or harassment. Corrective action should include steps designed to avoid continuing
220 discrimination or harassment;
- 221
- 222 10. After receiving the written notice of the outcome, parties shall have ten (10) school days to
223 submit a formal written statement of appeal, if they so choose. If a complainant or a respondent
224 is not satisfied with the findings and conclusions of the investigation, such party may present
225 the complaint and written outcome to the Superintendent challenging the outcome of the
226 investigation and explaining the basis for appeal. Upon receipt of within thirty (30) calendar
227 days of receiving the findings. Upon review of a written request from the party requesting an
228 appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal, who may be the
229 Superintendent or designee. The decisionmaker(s) for the appeal will provide the appealing
230 party’s written statement to the non-appealing party. The non-appealing party will then have ten

231 (10) school days to submit to the decision-maker(s) for the appeal a written statement in support
232 of, or challenging, the outcome of the investigation. The decisionmaker(s) for the appeal shall
233 review the evidence and the information presented by the parties ~~review the investigative results~~
234 ~~of the investigator~~ and determine if further action and/or investigation is warranted. Such action
235 may include consultation with ~~a designated~~the investigator(s) (if applicable), complainant, and
236 ~~respondent (if any)~~ and ~~the parties,~~ a meeting with appropriate individuals to attempt to resolve
237 the complaint, or a decision affirming or overruling ~~the written outcome. Generally, a party's~~
238 ~~disagreement with the outcome of the investigation, alone, will not be basis for further action.~~
239 The decisionmaker(s) for the appeal will attempt to issue written notice of the outcome of the
240 ~~appeal to the parties~~a designated investigator's conclusions or findings (if applicable). The
241 Superintendent shall provide written notice to the complainant and respondent (if any) of the
242 ~~proposed actions~~ within thirty (30) business days (provided that such timeframe may be
243 ~~reasonably extended based on the availability of necessary witnesses and/or participants, the~~
244 ~~complexity of the investigation, and/or other extenuating circumstances) following the receipt~~
245 of the written request for review school days of receipt of all written statements from the parties.

246
247 **Complaint Procedure for Superintendent/Board Members Complaints:**

248
249 Any District administrator or Board member who receives a complaint of discrimination, harassment or
250 retaliation of any employee by a Board Member or by the Superintendent shall forward the complaint
251 promptly to the Director of Human Resources. Complaints pertaining to the Superintendent or Board of
252 Education members will be forwarded to the Chair of the Board of Education. Complaints pertaining to
253 the Board Chair will be forwarded to the Board Vice Chair. In all cases, the individual receiving the
254 complaint shall take appropriate steps to cause the matter to be investigated in a manner consistent with
255 the procedures described above.

256
257 If a complainant or a respondent is not satisfied with the findings and conclusions of an investigation in
258 which the Superintendent or a member of the Board is the respondent, within (30) calendar days of
259 receiving the findings such party may present the complaint and written outcome to the Board Chair (or,
260 if initially presented by the Board Chair, the Board Vice Chair), who will take appropriate steps to cause
261 the matter to be reviewed in a manner consistent with the Board's non-discrimination policy and
262 regulation. Such steps may include retention of an investigator different from the investigator who
263 investigated the complaint.

264
265 **Remedial Action:**

266
267 If the District makes a finding of discrimination, harassment or retaliation, the District will take
268 appropriate remedial action designed to 1) eliminate the discriminatory/harassing conduct, 2) prevent its
269 recurrence, and 3) address its effects on the complainant and any other affected individuals. Examples
270 of appropriate action may include:

271 ~~(a)~~

- 272 A. In the case of a student respondent, interventions for the individual who engaged in the
273 discrimination/harassment may include, but are not limited to, discipline (including but not
274 limited to suspension and/or expulsion), educational interventions, exclusion from extra-
275 curricular activities and/or sports programs, and/or referral to appropriate state or local agencies;

276 B. In the case of an employee respondent, interventions for the individual who engaged in the
277 discrimination/harassment may include, but are not limited to, supervisor notification, discipline
278 (including possible termination of employment), training, and/or referral to appropriate state or
279 local agencies;

280 C. In the case of respondent who is otherwise associated with the school community, interventions
281 for the individual who engaged in the discrimination/harassment may include, but are not limited
282 to, exclusion from school property and/or activities and/or referral to appropriate state or local
283 agencies;

284 ~~Interventions for the individual who engaged in the discrimination/harassment, such as~~
285 ~~supervisor notification, discipline, or training.~~

286
287 ~~D.(b)~~ Follow-up inquiries with the complainant and witnesses to ensure that the
288 discriminatory/harassing conduct has stopped and that they have not experienced any
289 retaliation.

290 ~~E.(e)~~ Training or other interventions for the larger school community to ensure that students,
291 staff, and parents understand the types of behavior that constitute discrimination/harassment,
292 that the District does not tolerate it, and how to report it.

293
294 **Staff Development:**

295
296 The District will periodically provide staff development for District administrators and periodically
297 distribute the Board's Non-Discrimination policies and the implementing administrative regulations to
298 staff and students in an effort to maintain an environment free of discrimination and harassment.
299

300
301 In addition to reporting to the Board, any employee also may file a complaint with the following:

302
303 Office for Civil Rights, Boston Office
304 U.S. Department of Education
305 8th Floor
306 5 Post Office Square
307 Boston, MA 02109-3921
308 (617-289-0111)
309 <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>
310

311 Equal Employment Opportunity Commission:

312
313 Equal Employment Opportunity Commission, Boston Area Office
314 John F. Kennedy Federal Building
315 475 Government Center
316 Boston, MA 02203
317 (800-669-4000)
318

319 Connecticut Commission on Human Rights and Opportunities:

320
321 Connecticut Commission on Human Rights and Opportunities

322 450 Columbus Blvd.
323 Hartford, CT 06103-1835
324 (860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)
325

326 Anyone who has questions or concerns about these regulations, and/or who may wish to request or
327 discuss accommodations based on religion, may contact:

328
329 **Office of the Superintendent**
330 **10 Campus Drive**
331 **Madison, CT 06443**
332 **(203) 245-6322**
333

334 Anyone who has questions or concerns about the Board's policies regarding discrimination or
335 harassment on the basis of gender/sex, gender identity or expression, pregnancy or sexual orientation
336 may contact the Board's Title IX Coordinator:

337
338 **Director of Special Education**
339 **10 Campus Drive**
340 **Madison, CT 06443**
341 **(203) 245-6341**
342

343 Anyone who has questions or concerns about the Board's policies regarding discrimination or
344 harassment on the basis of disability, and/or who may wish to request or discuss accommodations for a
345 disability, may contact the Board's Section 504/ADA Coordinator:

346
347 **Director of Special Education**
348 **10 Campus Drive**
349 **Madison, CT 06443**
350 **(203) 245-6341**
351

DISCRIMINATION/HARASSMENT COMPLAINT FORM

(For complaints based on race, color, religion, age, marital status, national origin, alienage, ancestry, genetic information, veteran status, or status as a victim of domestic violence)

Name of the Reporter:

Name of the complainant/victim:

Reporter's Relationship to complainant/victim:

Date of the complaint

Date of the alleged discrimination/harassment

Name or names of the alleged discriminator(s) or harasser(s)

Location where such discrimination/harassment occurred

Name(s) of any witness(es) to the discrimination/harassment

Detailed statement of the circumstances constituting the alleged discrimination or harassment

Proposed remedy

#4118.14

Americans with Disabilities Act/Section 504

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. Similarly, Title II of the Americans with Disabilities Act of 1990 (“Title II” or “ADA”) prohibits discrimination against individuals with a disability by state and local governments. To be protected under Section 504 and the ADA (“collectively, “Section 504/ADA”), an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

In order to fulfill its obligation under Section 504/ADA, the Board of Education (the “Board”) recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents/guardians and members of the public who participate in school sponsored programs. In this regard, the Board prohibits discrimination against any person with a disability in any of the services, programs or activities of the school system.

Employees who are interested in requesting or discussing reasonable accommodations for a disability should contact [the Section 504/ADA Coordinator](#):

Director of Special Education
10 Campus Drive
Madison, CT 06443
202-245-6341

Any employee may file an internal grievance/complaint regarding discrimination on the basis of disability by or within the District by utilizing the grievance/complaint procedures outlined in the Board’s Administrative Regulations Regarding Employees and Section 504 of Rehabilitation Act of 1973 and Title II of Americans with Disabilities Act, and/or may file a complaint with the Office for Civil Rights, U.S. Department of Education (“OCR”):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109- 3921

37 (617) 289-0111

38

39 Employees may also file a complaint regarding employment discrimination on the basis of disability
40 with:

41

42 Equal Employment Opportunity Commission

43 Boston Area Office

44 John F. Kennedy Federal Building

45 15 New Sudbury Street, Room 475

46 Boston, MA 02203 -0506

47 (800) 669-4000

48

49 Employees may also file a complaint with:

50

51 Connecticut Commission on Human Rights and Opportunities

52 450 Columbus Blvd.

53 Hartford, CT 06103-1835

54 (800) 477-5737

55

56 Anyone who wishes to file a grievance/complaint with the district, or who has questions or concerns
57 about this policy, should contact the Director of Special Education, the Section 504/ADA Coordinator
58 for the Madison Public Schools, at 203-245-6341.

59

60

61 Legal References:

62

63 29 U.S.C. §§ 705, 794

64 34 C.F.R. Part 104

65 42 U.S.C. § 12101 et seq.

66 28 C.F.R. Part 35

67

68

69 Date of Adoption: June 19, 1990

70 Date of Revision: October 3, 2006

71 Date of Revision: December 15, 2020

72

73 First Reading: November 12, 2024

Second Reading: November 26, 2024

Regulation #4118.14
Americans with Disabilities Act/Section 504

Madison Board of Education Section 504/ADA Grievance/Complaint
Procedures Regarding Discrimination Against Employees

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and Title II of the Americans with Disabilities Act of 1990 (“Title II” or “ADA”) (collectively, “Section 504/ADA”) prohibit discrimination on the basis of disability. For the purposes of Section 504/ADA, the term “disability” with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.

I. Definitions

Major life activities: include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, such as the functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive systems. The operation of a major bodily function includes the operation of an individual organ within a body system.

Mitigating Measures: include, but are not limited to, (a) medication, medical supplies, equipment, appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies; (b) use of assistive technology; (c) reasonable modifications or auxiliary aids or services; (d) learned behavioral or adaptive neurological modifications; or (e) psychotherapy, behavioral therapy, or physical therapy.

Physical or Mental Impairment: (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems, such as: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine or (b) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability. Physical or mental impairment includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

II. Procedures for Grievances/Complaints Alleging Discrimination on the Basis of Disability

A. Any eligible person, including any student, parent/guardian, staff member or other employee who feels that ~~he/she has~~they have been discriminated against on the basis of disability may submit a written complaint to the ~~district's designated~~ Section 504/ADA Coordinator (See contact info below) within thirty (30) school days of the alleged occurrence.

A.B. Timely reporting of complaints facilitates the prompt investigation and resolution of such complaints. If a complaint is filed relating to alleged discrimination occurring more than thirty (30) school days after the alleged occurrence, the ability of the District to investigate the allegations may be limited by the passage of time. Therefore, complaints received after thirty (30) school days of the alleged occurrence shall be investigated to the extent possible, given the passage of time and the impact on available information, witnesses and memory. If the complaint is made verbally, the individual taking the complaint will reduce it to writing. Individuals wishing to make a complaint about discrimination against students on the basis of disability should be referred to the district's Section 504/ADA policies and regulations regarding students.

C. Retaliation against any individual who complains pursuant to the Board's policy and regulations listed herein is strictly prohibited. The ~~D~~istrict will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting or complaint of disability-based

66 discrimination or as a result of an individual's participation or cooperating in the
67 investigation of a complaint. The ~~D~~istrict will take necessary actions to prevent retaliation
68 as a result of filing a complaint or the participation in an investigation of a complaint.
69

70 ~~A.D.~~ If the Section 504/ADA Coordinator is the subject of the complaint, the complaint should
71 be submitted directly to the Superintendent who may conduct the investigation or appoint a
72 designee to conduct the investigation in accordance with these procedures. If the
73 Superintendent is the subject of the complaint, the District Board shall designate an
74 appropriate party to conduct the investigation in accordance with these procedures.
75

76 ~~B.~~ E. Complaints will be investigated promptly within timeframes identified below. Timeframes
77 may be extended as needed given the complexity of the investigation, availability of individuals with
78 relevant information and other extenuating circumstances. Confidentiality will be maintained by all
79 persons involved in the investigation to the extent possible.

80
81 F. The complaint should contain the following information:

- 82 1. The name of the complainant;
- 83 2. The date of the complaint;
- 84 3. The date(s) of the alleged discrimination;
- 85 4. The names of any witnesses or individuals relevant the complaint;
- 86 5. A detailed statement describing the circumstances in which the alleged
87 discrimination occurred; and
88
- 89 6. The remedy requested.

90
91 However, all complaints will be investigated to the extent possible, even if such information is
92 not included in the complaint. In such circumstances, additional
93 information may be requested by the investigator as part of the investigation process.

94
95 G. Upon receipt of the complaint, the individual investigating the complaint shall:

- 96 1. Provide a copy of the written complaint to the Superintendent of Schools;
- 97
- 98
- 99 2. Meet with the complainant within ten (10) school days to discuss the nature of the complaint,
100 identify individuals the complainant believes have relevant information, and obtain any
101 relevant documents the complainant may have;

- 103 3. Provide the complainant with a copy of the applicable Board Section 504/ADA Policy and
104 these administrative regulations;
- 105
- 106 ~~3.~~ 4. Consider whether and which interim measures might be appropriate for an alleged victim and
107 the respondent pending the outcome of the District’s investigation;
- 108
- 109
- 110 ~~4.~~ 5. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis
111 for the complaint, including conducting interviews with individuals with information and review of
112 documents relevant to the complaint;
- 113
- 114 ~~2.~~ 6. Maintain confidentiality to the extent practicable throughout the investigative process in
115 accordance with state and federal law;
- 116
- 117 ~~3.~~ 7. Communicate the outcome of the investigation in writing to the complainant, and to any
118 individual properly identified as a party to the complaint (to the extent permitted by state and federal
119 confidentiality requirements), within fifteen (15) school days from the date the complaint was received
120 by the Section 504/ADA Coordinator or Superintendent. The investigator may extend this deadline for
121 no more than fifteen (15) additional school days if needed to complete the investigation. The
122 complainant shall be notified of such extension. The written notice shall include a finding whether the
123 complaint was substantiated and if so, shall identify how the district will remedy any identified
124 violations of Section 504/ADA;
- 125
- 126 ~~4.~~ 8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as
127 quickly as possible given the availability of staff and/or other individuals who may have information
128 relevant to the complaint. If fixed timeframes cannot be met, complainant will receive notice and
129 interim measures may be implemented as necessary (see sub-paragraph 6);
- 130
- 131 ~~5.~~ 9. Ensure that appropriate corrective action is taken whenever allegations are verified. When
132 allegations are verified, ensure that measures to remedy the effects of the discrimination are
133 appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid
134 continuing discrimination.

135
136 6. 10. In the event the investigator concludes that there is no violation of Section 504/ADA, the
137 District may attempt to resolve the complainant's ongoing concerns, if possible.

138
139 ~~G. If the complainant is not satisfied with the findings and conclusions of the investigation, the~~
140 ~~complainant may present the complaint and written outcome to the Superintendent for review~~
141 ~~and reconsideration within thirty (30) calendar days of receiving the findings. This process~~
142 ~~provides an opportunity for the complainant to bring information to the Superintendent's~~
143 ~~attention that would change the outcome of the investigation. In submitting the complaint and~~
144 ~~written outcome for review, the complainant must explain why he/she believes the factual~~
145 ~~information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal~~
146 ~~standard was not applied, and how this information would change the investigator's~~
147 ~~determination in the case. Failure to provide all such information may result in the denial of the~~
148 ~~review.~~

149 H. After receiving the written notice of the outcome, parties shall have ten (10) school days to
150 submit a formal written statement of appeal, if they so choose, to the Superintendent of Schools
151 challenging the outcome of the investigation and explaining the basis for appeal.

152
153 ~~Upon review of a written request from the complainant, the Superintendent shall review~~
154 ~~the investigative results of the investigator and determine if further action and/or~~
155 ~~investigation is warranted. Such action may include consultation with the investigator~~
156 ~~and complainant, a meeting with appropriate individuals to attempt to resolve the~~
157 ~~complaint or a decision affirming or overruling the investigator's conclusions or findings.~~
158 ~~The Superintendent shall provide written notice to the complainant of his/her decision~~
159 ~~within ten (10) school days following the receipt of the written request for review. Upon~~
160 ~~receipt of an appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal,~~
161 ~~who may be the Superintendent or designee. The decisionmaker(s) for the appeal will~~
162 ~~provide the appealing party's written statement to the non-appealing party. The non-~~
163 ~~appealing party will then have ten (10) school days to submit to the decision-maker(s) for~~
164 ~~the appeal a written statement in support of, or challenging, the outcome of the~~
165 ~~investigation.~~

166
167 The decisionmaker(s) for the appeal shall review the evidence and the information
168 presented by the parties and determine if further action and/or investigation is warranted.
169 Such action may include consultation with the investigator(s) and the parties, a meeting
170 with appropriate individuals to attempt to resolve the complaint, or a decision affirming
171 or overruling the written outcome. Generally, a party's disagreement with the outcome of
172 the investigation, alone, will not be basis for further action. The decisionmaker(s) for the
173 appeal will attempt to issue written notice of the outcome of the appeal to the parties
174 within thirty (30) school days of receipt of all written statements from the parties.

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III. The Section 504/ADA Coordinator for this district is:

**Director of Special Education
10 Campus Drive
Madison, CT 06443
203-245-6341**

IV. Complaints to Federal or State Agencies

At any time, the complainant has the right to file a formal complaint with:

U.S. Department of Education,
Office for Civil Rights, 8th Floor,
5 Post Office Square, Suite 900,
Boston, MA 02109-0111
(617) 289-0111
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>.

Employees may also file a complaint regarding employment discrimination on the basis of disability with:

Equal Employment Opportunity Commission,
Boston Area Office,
John F. Kennedy Federal Building,
475 Government Center,
Boston, MA 02203
(800) 669-4000

OR

Connecticut Commission on Human Rights and Opportunities,
25 Sigourney Street,
Hartford, CT 06106
(800) 477-5737

**SECTION 504/ADA DISCRIMINATION
GRIEVANCE/COMPLAINT FORM FOR NON-STUDENTS**

(This form is intended to be used if an individual has grievance/complaint under Section 504/ADA alleging discrimination on the basis of a disability).

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1. Name of Complainant: _____ Date: _____

2. Contact Information for Complainant:

(Address)

(Home Tel. #)

(Cell # or Work #)

3. Name of Covered Individual: _____

4. Address of Covered Individual (if different from above):

5. Relationship to School (e.g., position, visitor, parent) (if applicable):

6. Please describe the nature of your complaint:

7. Proposed resolution or corrective action you wish to see taken with regard to the stated issues:

The Board of Education (the “Board”) complies with all laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities including all academic, extra-curricular, and school-sponsored activities, on the basis of any protected characteristic (or protected class) including race, color, religion, national origin, ancestry, alienage, sex, sexual orientation, marital status, age, 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”), subject to the conditions and limitations established by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of an individual’s actual or perceived membership in a Protected Class, whether by students, Board employees, Board members or third parties subject to the control of the Board is prohibited. The Board’s prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics.

The Board ~~further~~ prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participates in the investigation of such reports.

Discrimination and/or harassment against any individual on the basis of that individual’s association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment, and is therefore prohibited by this policy.

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the District, accessing or seeking access to District facilities) are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

I. Definitions:

The following definitions apply for purposes of this policy:

A. Discrimination:

35
36 With respect to students, unlawful discrimination occurs when a student is denied participation in, or the
37 benefits of, a program or activity of the Board because of such student’s actual or perceived membership
38 in a Protected Class.

39
40 B. Harassment:

41
42 Harassment is a form of Protected Class discrimination that is prohibited by law and by this policy.
43 Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when
44 the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student’s
45 ability to participate in or benefit from the services, activities, or opportunities offered by the District.

46
47 Although not an exhaustive list, the following are examples of the types of conduct that may be
48 considered Protected Class harassment and can lead to a hostile environment, and are therefore
49 prohibited by this policy:

- 50
51
- 52 • objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated
53 with any Protected Class membership, including but not limited to epithets relating to
sex, sexual orientation, and/or gender identity or expression);
 - 54 • other words or phrases commonly considered demeaning or degrading on the basis of
55 Protected Class membership;
 - 56 • display of images or symbols commonly associated with discrimination against
57 individuals on the basis of their membership in a Protected Class;
 - 58 • graphic, written or electronic communications that are harmful, or humiliating based on
59 Protected Class membership; or
 - 60 • physical, written, electronic or verbal threats based on Protected Class membership.
- 61

62 Harassment does not have to ~~include~~ involve intent to harm, be directed ~~at~~ toward a specific ~~target person~~,
63 or involve repeated incidents.

64
65 Sexual harassment is a form of harassment that is prohibited by law and Board Policy 5120. 4.2.4 Title
66 ~~IX of the Education Amendments of 1972—Prohibition of Sex Discrimination, Including Sex-based and~~

67 ~~Sexual~~ Harassment. For more information regarding harassment based on sex, sexual orientation,
68 pregnancy, or gender identity or expression, contact the District’s Title IX Coordinator.

69
70 C. Veteran:

71 A veteran is any person honorably discharged from, released under honorable conditions from or released
72 with an other than honorable discharge based on a qualifying condition from active service in, the United
73 States Army, Navy, Marine Corps, Coast Guard and Air Force and Space Force and any reserve
74 component thereof, including the Connecticut National Guard. “Qualifying condition” means (A) a
75 diagnosis of post-traumatic stress disorder or traumatic brain injury made by an individual licensed to
76 provide health care services at a United States Department of Veterans Affairs facility, (B) an experience
77 of military sexual trauma disclosed to an individual licensed to provide
78 health care services at a United States Department of Veterans Affairs facility, or (C) a determination
79 that sexual orientation, gender identity or gender expression was more likely than not the primary reason
80 for an other than honorable discharge, as determined in accordance with Conn. Gen. Stat. §§ 27-103(c),
81 (d).

82
83 D. Gender identity or expression:

84 Gender identity or expression refers to a person’s gender-related identity, appearance or behavior, whether
85 or not that gender-related identity, appearance or behavior is different from that traditionally associated
86 with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by
87 providing evidence including, but not limited to, medical history, care or treatment of the gender-related
88 identity, consistent and uniform assertion of the gender-related identity or any other evidence that the
89 gender-related identity is sincerely held, part of a person's core identity or not being asserted for an
90 improper purpose.

91 E. ~~Sexual Orientation~~orientation:

92
93 Sexual orientation refers to a person’s identity in relation to the gender or genders to which they
94 are romantically, emotionally or sexually attracted, inclusive of any identity that a person (i) may have
95 previously expressed, or (ii) is perceived by another person to hold.

96
97 E.F. Race

The term race is inclusive of historically-associated ethnic traits, including but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

F.G. Domestic Violence:

The term domestic violence means (1) a continuous threat of present physical pain or physical injury against a family or household member, as defined in Conn. Gen. Stat. § 46b-38a; (2) stalking, including but not limited to, stalking as described in Conn. Gen. Stat. § 53a-181d, of such family or household member; (3) a pattern of threatening, including but not limited to, a pattern of threatening as described in Conn. Gen. Stat. § 53a-62, of such family or household member or a third party that intimidates such family or household member; or (4) coercive control of such family or household member, which is a pattern of behavior that in purpose or effect unreasonably interferes with a person's free will and personal liberty. “Coercive control” includes, but is not limited to, unreasonably engaging in any of the following: (a) isolating the family or household member from friends, relatives or other sources of support; (b) depriving the family or household member of basic necessities; (c) controlling, regulating or monitoring the family or household member's movements, communications, daily behavior, finances, economic resources or access to services; (d) compelling the family or household member by force, threat or intimidation, including, but not limited to, threats based on actual or suspected immigration status, to (i) engage in conduct from which such family or household member has a right to abstain, or (ii) abstain from conduct that such family or household member has a right to pursue; (e) committing or threatening to commit cruelty to animals that intimidates the family or household member; or (f) forced sex acts, or threats of a sexual nature, including, but not limited to, threatened acts of sexual conduct, threats based on a person's sexuality or threats to release sexual images.

II. Reporting:

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment. The District will investigate both formal and informal complaints of discrimination, harassment, or retaliation.

Any student, staff member and/or parent/guardian who believes a student has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of this policy should report such concern in writing in accordance with the Board’s complaint procedures included in the

131 Board’s Administrative Regulations Regarding Non-Discrimination/Students. These regulations
132 accompany Board Policy #5020.1 and are available online at [https://www.madison.k12.ct.us/board-of-](https://www.madison.k12.ct.us/board-of-education/policies)
133 [education/policies](https://www.madison.k12.ct.us/board-of-education/policies) or upon request from the main office of any district school. Students are encouraged
134 to immediately report concerns about Protected Class discrimination, harassment, or retaliation.

135
136 Students may make verbal or written reports about Protected Class discrimination, harassment, or
137 retaliation to any Board employee.
138

139 If a complaint involves allegations of discrimination or harassment based on sex, gender identity or
140 expression, sexual orientation, or pregnancy, such complaints will be handled in accordance with
141 procedures set forth in Board Policy #5120.4.2.4,5 Prohibition of Sex Discrimination, Including Sex-based
142 and Sexual Harassment. Complaints involving allegations of discrimination or harassment based on
143 disability will be addressed in accordance with the procedures set forth in Board Policy #5200, Section
144 504/ADA. In the event reported conducted allegedly violates more than one policy, the Board will
145 coordinate any investigation in compliance with the applicable policies.

146
147 District employees are required to report incidents of alleged student-to-student and staff-to-student
148 discrimination, harassment or retaliation that may be based on a Protected Class that District employees
149 witness or of which they have received reports or information, whether such incidents are verbal or
150 physical or amount to discrimination, harassment or retaliation in other forms. Reports should be made to
151 any District administrator.

152
153 **Remedial Action:**
154

155 If the District makes a finding of discrimination, harassment or retaliation of a student, the District
156 will take remedial action designed to:

- 157
158 A. eliminate the discriminatory/harassing/retaliatory conduct,
159 B. prevent its recurrence, and
160 C. address its effects on the complainant and any other affected individuals.
161

162 Examples of appropriate action may include, but are not limited to:
163

- 164 A. In the case of a student respondent, interventions for the individual who engaged in the
165 discrimination/harassment may include, but are not limited to, discipline (including but not
166 limited to suspension and/or expulsion), educational interventions, exclusion from extra-
167 curricular activities and/or sports programs, and/or referral to appropriate state or local agencies;

- B. In the case of an employee respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, supervisor notification, discipline (including possible termination of employment), training, and/or referral to appropriate state or local agencies;
- C. In the case of respondent who is otherwise associated with the school community, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, exclusion from school property and/or activities and/or referral to appropriate state or local agencies;
- D. Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation;
- E. Supports for the complainant; and
- F. Training or other interventions for the larger school community designed to ensure that students, staff, parents, Board members and other individuals within the school community understand the types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it.

~~Students found to have engaged in acts of discrimination or harassment that create a hostile environment based on a Protected Class may be disciplined, and such discipline may include, when circumstances warrant, suspension or expulsion.~~

District employees and administration will work with students and parents/guardians to prevent acts of discrimination, harassment and retaliation.

In addition to reporting to the Board, any student and/or parent/guardian also may file a complaint with the following agencies:

Office for Civil Rights, U.S. Department of Education (“OCR”):
Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
(617-289-0111)
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

209
210 Anyone who has questions or concerns about this policy, and/or who may wish to request or discuss
211 accommodations based on religion, and/or who would like a copy of the Board’s complaint procedures or
212 complaint forms related to claims of discrimination, may contact:

213
214 **Office of the Superintendent**
215 **10 Campus Drive**
216 **Madison, CT 06443**
217 **(203) 245-6322**
218

219 Anyone who has questions or concerns about the Board’s policies regarding discrimination or harassment
220 on the basis of gender/sex, gender identity, or sexual orientation may contact the Board’s Title IX
221 Coordinator:

222
223 **Director of Special Education**
224 **10 Campus Drive**
225 **Madison, CT 06443**
226 **(203) 245-6341**
227

227 Anyone who has questions or concerns about the Board’s policies regarding discrimination or harassment
228 on the basis of disability, and/or who may wish to request or discuss accommodations for a disability, may
229 contact the Board’s Section 504/ADA Coordinator:

230
231 **Director of Special Education**
232 **10 Campus Drive**
233 **Madison, CT 06443**
234 **(203) 245-6341**

235 Legal References:

- 236
237 Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.
238 Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq.
239 Americans with Disabilities Act, 42 U.S.C. § 12101, et seq.
240 Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, et seq.
241 Connecticut General Statutes § 1-1n, “Gender Identity or Expression” defined
242 Connecticut General Statutes § 46a-51, Definitions
243 Connecticut General Statutes § 10-15c
244 Connecticut General Statutes § 27-103
245 Connecticut General Statutes § 46a-58, Deprivation of rights
246 Connecticut General Statutes § 46a-81a, et seq.
247 Connecticut General Statutes § 46b-1, Family relations matters and domestic violence
248 defined

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Public Act No. 23-145, “An Act Revising the State’s Antidiscrimination Statutes”~~Public Act No. 22-82, “An Act Concerning Online Dating Operators, the Creation of a Grant Program to Reduce Occurrences of Online Abuse and the Provision of Domestic Violence Training and Protections of Victims of Domestic Violence”~~

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Date Adopted: March 16, 2021
Date Revised: October 12, 2021
Date of Revision: October 17, 2023
First Reading: November 12, 2024
Second Reading: November 26, 2024

**Regulation #5020.1
Nondiscrimination**

**ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS
(STUDENTS)**

The Madison Board of Education (the “Board”) complies with all laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities on the basis of any protected characteristic (or protected class) including 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”), subject to the conditions and limitations established by law. When the Board has created a limited public forum, the Board shall provide equal access to the Boy Scouts and other groups as required by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of an individual’s actual or perceived membership in a Protected Class, whether by students, Board employees, Board members or third parties subject to the control of the Board is prohibited

The Board’s prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics.

~~Students, Board employees, Board members and third parties are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.~~

The Board further prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participates in the investigation of such reports.

The District will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of Protected Class discrimination or harassment. Any such reprisals or retaliation may result in disciplinary action against the retaliator, and other corrective actions as appropriate.

Discrimination and/or harassment against any individual on the basis of that individual’s association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment.

~~It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment. The District will investigate both formal and informal complaints of discrimination, harassment or retaliation.~~

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the District, accessing or seeking access to District facilities) are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

Although not an exhaustive list, the following are examples of the type of conduct that may be considered Protected Class harassment and can lead to a hostile environment, and are therefore prohibited:

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership, including but not limited to epithets relating to sex, sexual orientation, and/or gender identity or expression);
- other words or phrases commonly considered demeaning or degrading on the basis of Protected Class membership;
- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphic, written or electronic communications that are harmful, or humiliating based on Protected Class membership; or
- physical, written, electronic or verbal threats based on Protected Class membership.

Harassment does not have to ~~include~~ involve intent to harm, be directed ~~at~~ toward a specific person ~~target~~, or involve repeated incidents.

Reporting to District Officials:

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment. The District will investigate both formal and informal complaints of discrimination, harassment, or retaliation.

Any student, staff member and/or parent/guardian who believes a student has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of Board policy should report such concern in writing in accordance with the Board’s complaint procedures included in these Administrative Regulations Regarding Non-Discrimination/Students. If a complaint involves allegations of discrimination or harassment based on sex, gender identity or expression, sexual orientation, pregnancy, such complaints will be handled in accordance with the procedures set forth in Board Policy #5120. ~~54.2.4. Title IX of the Education Amendments of 1972—Prohibition of Sex Discrimination, Including Sex-based and Sexual~~ Harassment. Complaints involving allegations of discrimination or harassment based on disability will be addressed in accordance with the procedures set forth in Board Policy # 5200, Section 504/ADA (Students). In the event reported conducted allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

Students are encouraged to immediately report any concerns about Protected Class discrimination, harassment, or retaliation.

Mandatory Staff Reporting for Student Incidents:

Board employees are required to report incidents of alleged student-to-student and employee-to-student discrimination, harassment or retaliation that may be based on a Protected Class when Board employees witness such incidents or when Board employees receive reports or information about such incidents, whether such incidents are verbal or physical or amount to discrimination, harassment or retaliation in other forms. Reports should be made to any District administrator.

Complaint Procedure

90 Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting
91 of complaints facilitates the investigation and resolution of such complaints. The District will investigate
92 such complaints promptly and equitably, and will take corrective action when allegations are verified.

93
94 ~~The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of~~
95 ~~charges of Protected Class Discrimination or harassment. The Board further prohibits reprisal or~~
96 ~~retaliation against any individual who participates in the investigation of reports of alleged Protected Class~~
97 ~~harassment/discrimination. Any such reprisals or retaliation will result in disciplinary action against the~~
98 ~~retaliator, and other corrective actions as appropriate.~~

99
100 ~~The District will periodically provide staff development for district administrators and periodically~~
101 ~~distribute this policy and the implementing administrative regulations to employees and students in an~~
102 ~~effort to maintain an environment free of harassment and discrimination.~~

103 104 Complaint Procedure

105
106 As soon as a student feels that they or another student has been subject to Protected Class discrimination
107 or harassment, the individual should make a written complaint to the Superintendent or Superintendent's
108 designee or to the building principal, or principal's designee. Students may make verbal or written reports
109 about Protected Class discrimination, harassment, or retaliation to any Board employee. Board employees
110 receiving such reports shall promptly forward them to any District administrator

111
112 ~~Complaints pertaining to the Superintendent should be filed with the Board Chair. Complaints pertaining~~
113 ~~to any Board members other than the board chair should be filed with the Board Vice Chair. In all cases,~~
114 ~~the individual receiving the complaint shall take appropriate steps to cause the matter to be investigated~~
115 ~~in a manner consistent with the Board's non-discrimination policy and regulation. If any party to the~~
116 ~~complaint involving the Superintendent or a Board member is not satisfied with the findings and~~
117 ~~conclusions of the investigation, within (30) calendar days of receiving the findings, such party may~~
118 ~~present the complaint and written outcome to the Board Chair, who will take appropriate steps, such as~~
119 ~~retaining an independent investigator different from the investigator who investigated the complaint, to~~
120 ~~cause the matter to be reviewed in a manner consistent with the Board's non-discrimination policy and~~
121 ~~regulation.~~

122
123 The student and/or parent/guardian will be provided a copy of the Board's policy and regulation and made
124 aware of the student's rights under this policy and regulation. In the event the principal or designee
125 receives a complaint alleging discrimination or harassment based on sex, gender identity or expression,
126 sexual orientation, or pregnancy, the principal or designee shall follow the procedures identified in Policy
127 51020.54.2, Prohibition of Sex Discrimination, Including Sex-based and Sexual Harassment (Students).
128 If the complaint alleging discrimination or harassment is based on disability, the Superintendent or
129 designee shall follow the procedures identified in Board Policy #5200, Section 504/ADA (Students).

130 The complaint should state the:

- 131
132 A. Name of the complainant/victim,
- 133
134 B. Date of the complaint,
- 135

- 136 C. Date(s) of the alleged harassment/discrimination,
- 137
- 138 D. Name(s) of the harasser(s) or discriminator(s),
- 139
- 140 E. Location where such harassment/discrimination occurred,
- 141
- 142 F. Names of any witness(es) to the harassment/discrimination,
- 143
- 144 G. Detailed statement of the circumstances constituting the alleged
- 145 harassment/discrimination; and
- 146
- 147 H. Proposed remedy.
- 148

149 Any student and/or parent/guardian who makes an oral complaint of harassment or discrimination to any
150 of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make
151 a written complaint pursuant to the above procedure. If a student (or individual acting on behalf of the
152 student) is unable to make a written complaint, the administrator receiving the oral complaint will either
153 reduce the complaint to writing, ~~or~~ assist the student (individual acting on behalf of the student) in
154 completing the written complaint form or ask a District administrator for assistance in doing so.

155
156 All complaints are to be forwarded immediately to the Superintendent or designee. Upon receipt of a
157 complaint alleging harassment or discrimination under this complaint procedure, the Superintendent shall
158 designate a District administrator (or other trained individual) to promptly investigate the complaint.
159 During the course of the investigation, the investigator shall interview or consult with all individuals
160 reasonably believed to have relevant information, including the individual alleged to have experienced
161 Protected Class discrimination and/or harassment (the “complainant”), the alleged harasser/discriminator
162 (“respondent”) and any witnesses to the conduct. Complaints will be investigated promptly within the
163 time frames identified below. Time frames may be extended as needed given the complexity of the
164 investigation, availability of individuals with relevant information and/or other extenuating circumstances.
165 Confidentiality will be maintained by all persons involved in the investigation to the extent possible to the
166 extent consistent with principals of due process, as determined by the investigator.

167
168 Upon receipt of a written complaint of discrimination or harassment, the investigator should:

- 169
- 170 1. Offer to meet with the complainant (and respondent, if applicable) within ten (10) business days
- 171 (provided that such time frame may be reasonably extended based on the availability of
- 172 necessary witnesses and/or participants, the complexity of the investigation, and/or other
- 173 extenuating circumstances) to discuss the nature of the complaint, discuss the availability of
- 174 interim measures, identify individuals the complainant or respondent believes has relevant
- 175 information, and obtain any relevant documents the complainant or respondent may have;
- 176
- 177 2. Provide the complainant (and respondent, if applicable) with a copy of the Board’s non-
- 178 discrimination policy and accompanying regulations;
- 179
- 180

- 181 3. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis
182 of the complaint, including, as applicable conducting interviews with the parties to the complaint
183 and any relevant witnesses or other individuals deemed relevant to the complaint;
184
- 185 4. Review any records, notes, statements, or other documents relevant to the complaint;
186
- 187 5. Maintain confidentiality to the extent practicable throughout the investigative process, in
188 accordance with state and federal law;
189
- 190 6. Complete a final investigation report that includes: (i) a findings of fact based on the evidence
191 gathered; (ii) for each allegation, the conclusion(s) and reasoning(s) as to whether the
192 discrimination or harassment occurred; and (iii) for any individual(s) found to have engaged in
193 discrimination or harassment, a broad statement of consequences imposed (to the extent
194 permitted by state and federal confidentiality requirements) (i.e. “Consequences were
195 imposed.”).
- 196
- 197 7. Communicate the outcome of the investigation in writing to the complainant (and respondent, if
198 applicable) (to the extent permitted by state and federal confidentiality requirements), within
199 thirty (30) business days (provided that such time frame may be reasonably extended based on
200 the availability of necessary witnesses and/or participants, the complexity of the investigation,
201 and/or other extenuating circumstances) from the date the complaint was received by the
202 Superintendent’s office. The complainant (and respondent, if applicable) shall be notified of any
203 extension of the investigation timeline. The written notice shall include a finding whether the
204 complaint was substantiated and if so, shall identify, to the extent possible, how the District will
205 remedy the discrimination or harassment, adhering to the requirements of state and federal law;
206
- 207 8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as
208 quickly as possible given the availability of employees and/or other individuals who may have
209 information relevant to the complaint. If fixed time frames cannot be met, the complainant (and
210 respondent, if applicable) will receive notice and interim measures may be implemented as
211 necessary ~~(see sub-paragraph 6)~~;
212
- 213 9. Whenever allegations are verified, ensure that appropriate corrective action is taken (including,
214 but not limited to, disciplinary action) aimed at preventing the recurrence of the discrimination
215 or harassment. Corrective action should include steps designed to avoid continuing
216 discrimination or harassment;
217
- 218 10. After receiving the written notice of the outcome, parties shall have ten (10) school days to
219 submit a formal written statement of appeal, if they so choose, to the Superintendent challenging
220 the outcome of the investigation and explaining the basis for appeal. Upon receipt of an appeal,
221 the Superintendent shall appoint a decisionmaker(s) for the appeal, who may be the
222 Superintendent or designee. The decisionmaker(s) for the appeal will provide the appealing
223 party’s written statement to the non-appealing party. The non-appealing party will then have ten
224 (10) school days to submit to the decision-maker(s) for the appeal a written statement in support
225 of, or challenging, the outcome of the investigation. The decisionmaker(s) for the appeal shall review the
226 evidence and the information presented by the parties ~~If a complainant or respondents not satisfied with the~~

~~findings and conclusions of the investigation, the complainant (and/or respondent, if applicable) may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the complainant (and/or respondent, if applicable), the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator(s) and complainant (and/or respondent, if applicable) the parties, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the written outcome. Generally, a party's disagreement with the outcome of the investigation, alone, will not be basis for further action. The decisionmaker(s) for the appeal will attempt to issue written notice of the outcome of the appeal to the parties within investigator's conclusions or findings. The Superintendent shall provide written notice to the complainant (and respondent, if applicable) of the proposed actions within thirty (30) business days (provided that such time frame may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) following the receipt of the written request for review school days of receipt of all written statements from the parties.~~

If the District makes a finding of discrimination, harassment or retaliation, the District will take appropriate remedial action designed to 1) eliminate the discriminatory/harassing conduct, 2) prevent its recurrence, and 3) address its effects on the complainant and any other affected individuals. Examples of appropriate action may include:

(a)

- ~~A. In the case of a student respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, discipline (including but not limited to suspension and/or expulsion), educational interventions, exclusion from extra-curricular activities and/or sports programs, and/or referral to appropriate state or local agencies;~~
- ~~B. In the case of an employee respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, supervisor notification, discipline (including possible termination of employment), training, and/or referral to appropriate state or local agencies;~~
- ~~C. In the case of respondent who is otherwise associated with the school community, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, exclusion from school property and/or activities and/or referral to appropriate state or local agencies;~~
- ~~Interventions for the individual who engaged in the discrimination/harassment, such as parent/guardian notification, discipline, or counseling.~~
- ~~(b) Interventions for the complainant, such as counseling, academic support, and information on how to report further incidents of discrimination.~~
- ~~(c) Separating the complainant and the individual who engaged in the discrimination/harassment, provided the separation does not penalize the complainant.~~
- (d) Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation.
- (e) Training or other interventions for the larger school community to ensure that students, staff, and parents understand the types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it.

273
274 District staff members and administrators will work with students and parents/guardians to take steps
275 designed to prevent acts of discrimination, harassment and retaliation.
276

277 **Staff Development:**
278

279 The District will periodically provide staff development for District administrators and periodically
280 distribute the Board’s Non-Discrimination policies and the implementing administrative regulations to
281 staff, students and parents in an effort to maintain an environment free of discrimination, harassment and
282 retaliation.
283

284 **Reporting to State and Federal Agencies:**
285

286 Any student and/or parent/guardian also may file a complaint with the Office for Civil Rights, U.S.
287 Department of Education (“OCR”):
288

289 Office for Civil Rights, Boston Office
290 U.S. Department of Education
291 8th Floor
292 5 Post Office Square
293

294 Boston, MA 02109- 3921
295 (617-289-0111)
296 <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>
297

298 Any student and/or parent/guardian may also file a complaint with the Connecticut Commission on
299 Human Rights and Opportunities:
300

301 Connecticut Commission on Human Rights and Opportunities
302 450 Columbus Blvd.
303 Hartford, CT 06103-1835
304 (860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)
305

306 Anyone who has questions or concerns about these regulations,
307 and/or who may wish to request or discuss accommodations based on religion, may contact:
308

309 **Office of the Superintendent**
310 **10 Campus Drive**
311 **Madison, CT 06443**
312 **(203) 245-6322**
313

314 Anyone who has questions or concerns about the Board’s policies regarding discrimination or
315 harassment on the basis of gender/sex, gender identity, or sexual orientation may contact the Board’s
316 Title IX Coordinator:
317

318 **Director of Special Education**

319 **10 Campus Drive**
320 **Madison, CT 06443**
321 **(203) 245-6341**

322
323 Anyone who has questions or concerns about the Board’s policies regarding discrimination or
324 harassment on the basis of disability, and/or who may wish to request or discuss accommodations for a
325 disability, may contact the Board’s Section 504/ADA Coordinator:

326
327 **Director of Special Education**
328 **10 Campus Drive**
329 **Madison, CT 06443**
330 **(203) 245-6341**
331

DISCRIMINATION/HARASSMENT COMPLAINT FORM

(For complaints based on race, color, religion, age, marital status, national origin, alienage, ancestry, veteran status, or status as a victim of domestic violence)

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Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

Location where such discrimination/harassment occurred _____

Name(s) of any witness(es) to the discrimination/harassment

Detailed statement of the circumstances constituting the alleged discrimination or harassment

Proposed remedy _____

Americans with Disabilities Act/Section 504

1
2
3
4 Section 504 of the Rehabilitation Act of 1973 (“Section 504”) prohibits discrimination against individuals
5 with a disability in any program receiving Federal financial assistance. Similarly, Title II of the Americans
6 with Disabilities Act of 1990 (“Title II” or “ADA”) prohibits discrimination against individuals with a
7 disability by state and local governments. To be protected under Section 504 and the ADA (“collectively,
8 “Section 504/ADA”), an individual must (1) have a physical or mental impairment that substantially limits
9 one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having
10 such an impairment.

11
12 In order to fulfill its obligation under Section 504/ADA, the Madison Public Schools recognize a
13 responsibility to avoid discrimination in policies and practices regarding its personnel, students,
14 parents/guardians and members of the public who participate in school sponsored programs, which may
15 require reasonable modifications to such policies and practices. In this regard, the Madison Public Schools
16 prohibit discrimination against any person with a disability in any of the services, programs or activities
17 of the school system.

18
19 The District has specific responsibilities under Section 504 to identify, evaluate and provide an
20 educational placement for students who have a physical or mental impairment that substantially limits a
21 major life activity. The school district’s obligation includes providing access to a free appropriate public
22 education (“FAPE”) for students determined to be eligible under Section 504/ADA. Under Section 504,
23 FAPE is defined as the provision of regular or special education and related services that are designed to
24 meet the individual educational needs of a student with a disability as adequately as the needs of students
25 without disabilities are met, and that are provided without cost (except for fees similarly imposed on
26 nondisabled students/parents).

27
28 If a student’s parent/guardian disagrees with the decisions made by the professional staff of the school
29 district with respect to the identification, evaluation or educational placement of their child, such
30 parent/guardian has the right to request an impartial due process hearing.

32 In addition, a student or parent/guardian of a student may also file an internal grievance/complaint on
33 these issues or any other type of discrimination on the basis of disability by or within the district by
34 utilizing the grievance/complaint procedures outlined in the Board’s Administrative Regulations
35 Regarding Students and Section 504 of Rehabilitation Act of 1973 and Title II of Americans with
36 Disabilities Act, and/or may file a complaint with the Office for Civil Rights, U.S. Department of
37 Education (“OCR”):

38
39 Office for Civil Rights, Boston Office
40 U.S. Department of Education
41 8th Floor
42 5 Post Office Square
43 Boston, MA 02109- 3921
44 (617) 289-0111
45

46 Anyone who wishes to file a grievance/complaint with the district, or who has questions or concerns
47 about this policy, should contact the Director of Special Education, the Section 504/ADA Coordinator
48 for the Madison Public Schools, at 203-245-6341.

49
50 Legal References:

51
52 29 U.S.C. §§ 705, 794
53 34 C.F.R. Part 104
54 42 U.S.C. § 12101 et seq.
55 28 C.F.R. Part 35
56

57 *Protecting Students with Disabilities, Frequently Asked Questions About Section 504 and the Education*
58 *of Children with Disabilities*, Office for Civil Rights (March 17, 2011), available at
59 <http://www.ed.gov/about/offices/list/ocr/504faq.html>
60

61 *Dear Colleague Letter*, United States Department of Education, Office for Civil Rights (January 19,
62 2012)
63

64 [Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline Under](https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term)
65 [Section 504 of the Rehabilitation Act of 1973](https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term), Office for Civil Rights (July 2022), available at
66 [https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-](https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term)
67 [guidance.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term](https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term)
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71 Technical Revision: June 1, 2010
72 Date of Revision: February 13, 2018
73 Date Adopted: December 15, 2020

74 First Reading: February 7, 2023

75 Second Reading: March 7, 2023

76 Dated Adopted: March 7, 2023

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78 First Reading: November 12, 2024

Second Reading: November 26, 2024

Regulation #5200
Americans with Disabilities Act/Section 504

**Madison Board of Education Section 504/ADA Grievance/Complaint
Procedures Regarding Discrimination Against Students on the Basis of Disability**

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and Title II of the Americans with Disabilities Act of 1990 (“Title II” or “ADA”) (collectively, “Section 504/ADA”) prohibit discrimination on the basis of disability. For the purposes of Section 504/ADA, the term “disability” with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.

I. Definitions

Free appropriate public education (FAPE) for purposes of Section 504, refers to the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, that are provided without cost (except for fees similarly imposed on nondisabled students/parents), and is based upon adherence to procedures that satisfy the Section 504 requirements pertaining to educational setting, evaluation and placement, and procedural safeguards.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, such as the functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive systems. The operation of a major bodily function includes the operation of an individual organ within a body system.

Mitigating measures include, but are not limited to, (a) medication, medical supplies, equipment, appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies; (b) use of assistive technology; (c) reasonable modifications or auxiliary aids or services; (d) learned behavioral or adaptive neurological modifications; or (e) psychotherapy, behavioral therapy, or physical therapy.

Physical or mental impairment is (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems, such as: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine; (b) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability; or (c) an impairment that is episodic or in remission if it would substantially limit a major life activity when active. Physical or mental impairment includes, but

is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

II. Procedures for Grievances/Complaints Alleging Discrimination on the Basis of Disability

- A. Any eligible person, including any student, parent/guardian, staff member or other employee who feels that they have been discriminated against on the basis of disability (including differential treatment, harassment and retaliation) may submit a written complaint to the district’s designated Section 504/ADA Coordinator (*see* contact information below) for the Madison Public Schools (the “District”) within thirty (30) school days of the alleged occurrence. Complaints by students and/or parents/guardians alleging discrimination involving students will be investigated under these procedures; complaints by employees or other non-students will be investigated under the appropriate administrative regulation. ~~Administrative Regulation #4116.1 Sex Discrimination and Sexual Harassment.~~
- B. Timely reporting of complaints facilitates the prompt investigation and resolution of such complaints. If a complaint is filed relating to alleged discrimination occurring more than thirty (30) school days after the alleged occurrence, the Board’s ability to investigate the allegations may be limited by the passage of time. Therefore, complaints received after thirty (30) school days of the alleged occurrence shall be investigated to the extent possible, given the passage of time and the impact on available information, witnesses and memory. If a complaint is made verbally, the individual taking the complaint will reduce the complaint to writing.
- C. At any time, when a complaint involves discrimination that is directly related to a claim regarding the identification, evaluation or educational placement of a student under Section 504, the complainant may request that the Section 504/ADA Coordinator submit the complaint directly to an impartial hearing officer and request a due process hearing in accordance with Section III.D. Complaints regarding a student’s rights with respect to the student’s identification, evaluation or educational placement shall be addressed in accordance with the procedures set forth below in Section III.
- D. Retaliation against any individual who complains pursuant to the Board’s policy and regulations listed herein is strictly prohibited. The District will not tolerate any retaliation that occurs as a result of the good faith reporting or complaint of disability-based discrimination or as a result of an individual’s participation or cooperation in the investigation of a complaint. The District will take necessary actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.
- E. If the Section 504/ADA Coordinator is the subject of the complaint, the complaint should be submitted directly to the Superintendent who may conduct the investigation or appoint a designee to conduct the investigation in accordance with these procedures. If the

93 Superintendent is the subject of the complaint, the Board shall designate an appropriate
94 party to conduct the investigation in accordance with these procedures.

95
96 F. Complaints will be investigated promptly. Timeframes may be extended as needed given
97 the complexity of the investigation, availability of individuals with relevant information
98 and other extenuating circumstances. Confidentiality will be maintained by all persons
99 involved in the investigation to the extent possible.

100
101 G. If a disability discrimination complaint raises a concern about bullying behavior, the
102 Section 504 Coordinator shall notify the Safe School Climate Specialist or designee who
103 shall coordinate any bullying investigation with the Section 504 Coordinator, so as to
104 ensure that any such bullying investigation complies with the requirements of applicable
105 Board policies.

106
107 H. The complaint should contain the following information:

- 108 1. The name of the complainant;
- 109 2. The date of the complaint;
- 110 3. The date(s) of the alleged discrimination;
- 111 4. The names of any witnesses or individuals relevant the complaint;
- 112 5. A detailed statement describing the circumstances in which the alleged
113 discrimination occurred; and
- 114 6. The remedy requested.

115
116
117 However, all complaints will be investigated to the extent possible, even if such
118 information is not included in the complaint. In such circumstances, additional information
119 may be requested by the investigator as part of the investigation process.

120
121 I. Upon receipt of the complaint, the individual investigating the complaint shall:

- 122 1. Provide a copy of the written complaint to the Superintendent of Schools;
- 123 2. Meet separately with the complainant and the respondent within ten (10) school days
124 to discuss the nature of the complaint, identify individuals the complainant and
125 respondent believe have relevant information, and obtain any relevant documents the
126 complainant and respondent may have;
- 127 3. Provide the complainant and the respondent with a copy of the applicable Board
128 Section 504/ADA Policy and these administrative regulations;
- 129 4. Consider whether and which interim measures might be appropriate for an alleged
130 victim and the respondent pending the outcome of the District's investigation;
- 131 5. Conduct an investigation of the factual basis of the complaint that is adequate, reliable,
132 and impartial, including conducting interviews with individuals with information and
133 review of documents relevant to the complaint;
- 134 6. Maintain confidentiality to the extent practicable throughout the investigative process
135 in accordance with state and federal law;
- 136 7. Communicate the outcome of the investigation in writing to the complainant, and to
137 the respondent (to the extent permitted by state and federal confidentiality
138

requirements), within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or Superintendent. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify how the District will remedy any identified violations of Section 504/ADA. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and the respondent shall be notified of any such extension-;

8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint, and no later than fifteen (15) school days after the start of the following school year. The complainant and the respondent will receive notice if the investigation has been impeded by the summer recess, and interim measures may be implemented as necessary (see sub-paragraph 4);
9. Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that measures to remedy the effects of the discrimination and prevent its recurrence are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination-;
10. In the event the investigator concludes that there is no violation of Section 504/ADA, the District may attempt to resolve the complainant's ongoing concerns, if possible.

J. ~~After receiving the written notice of the outcome, parties shall have ten (10) school days to submit a formal written statement of appeal, if they so choose, to the Superintendent of Schools challenging the outcome of the investigation and explaining the basis for appeal. If the complainant or the respondent is not satisfied with the findings and conclusions of the investigation, the dissatisfied party may request review and reconsideration of the conclusion of the complaint (an "Appeal") within thirty (30) days of receipt of the written outcome. In requesting an Appeal, the appealing party must submit the complaint, the written outcome of the complaint, and explain why the appealing party believes the factual information relied upon by the investigator was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, and how this information would change the investigator's determination in the case. Failure to provide all such information may result in the denial of the Appeal.~~

~~Upon review of an Appeal from the appealing party, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted, or shall appoint a designee to do so. Such action may include consultation with the investigator and other relevant witnesses, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent or designee shall provide written notice to the appealing party and the other party of the Superintendent or designee's decision within ten (10) school days following the written request for review. When an Appeal is received during summer recess, the Superintendent or designee shall conduct the review as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the review, and no later than ten (10) school days after the start of the following school year.~~

The Superintendent or designee's decision shall be final. Upon receipt of an appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal, who may be the Superintendent or superintendent's designee. The decisionmaker(s) for the appeal will provide the appealing party's written statement to the non-appealing party. The non-appealing party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the investigation.

The decisionmaker(s) for the appeal shall review the evidence and the information presented by the parties and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator(s) and the parties, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the written outcome. Generally, a party's disagreement with the outcome of the investigation, alone, will not be basis for further action. The decisionmaker(s) for the appeal will attempt to issue written notice of the outcome of the appeal to the parties within thirty (30) school days of receipt of all written statements from the parties.

III. Grievance/Complaint Resolution Procedures for Complaints Involving a Student's Identification, Evaluation or Educational Placement

Complaints regarding a student's identification, evaluation or educational placement shall generally be handled using the procedures described below. **However, at any time, the complainant may request that the Section 504/ADA Coordinator submit the complaint directly to an impartial hearing officer, and request a hearing in accordance with the provisions of subsection D (below).**

A. Submission of Complaint to Section 504/ADA Coordinator

1. In order to facilitate the prompt investigation of complaints, any complaint regarding a student's identification, evaluation or educational placement under Section 504 should be forwarded to the District's Section 504/ADA Coordinator (*see* contact information below) within thirty (30) school days of the alleged date that the dispute regarding the student's identification, evaluation and/or education placement arose. Timely reporting of complaints facilitates the resolution of potential educational disputes.
2. The complaint concerning a student's identification, evaluation or educational placement should contain the following information:
 - a. Full name of the student, age, and grade level;
 - b. Name of parent(s);
 - c. Address and relevant contact information for parent/complainant;
 - d. Date of complaint;
 - e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and

230 f. Remedy requested.
231

232 However, all complaints will be investigated to the extent possible even if such information
233 is not included in the written complaint. In such circumstances, additional information
234 may be requested by the investigator as part of the investigation process.
235

236 3. Complaints will be investigated promptly within timeframes identified below. Timeframes
237 may be extended as needed given the complexity of the investigation, availability of
238 individuals with relevant information and other extenuating circumstances.
239

240 4. Upon receipt of the complaint, the Section 504/ADA Coordinator or the Coordinator's
241 designee shall:

242 a. Forward a copy of the complaint to the Superintendent of Schools;
243

244 b. Meet with the complainant within ten (10) school days to discuss the nature of the
245 complainant's concerns and determine if an appropriate resolution can be reached, or
246 whether interim measures may be appropriate. If a complaint is made during summer
247 recess, the complaint will be reviewed and addressed as quickly as possible given the
248 availability of staff and other individuals who may have information relevant to the
249 complaint, and no later than ten (10) school days after the start of the following school
250 year;
251

252 c. If, following such a meeting, further investigation is deemed necessary, the Section
253 504/ADA Coordinator or designee shall promptly investigate the factual basis for the
254 complaint, consulting with any individuals reasonably believed to have relevant
255 information, including the student and/or complainant; and
256

257 d. Communicate the results of the investigation in writing to the complainant and any
258 persons named as parties to the complaint (to the extent permitted by state and federal
259 confidentiality requirements) within fifteen (15) school days from the date the
260 complaint was received by the Section 504/ADA Coordinator or designee.
261

262 e. In the event that the Section 504/ADA Coordinator or designee has a conflict of interest
263 that prevents such individual from serving in this role, the complaint shall be forwarded
264 to the Superintendent who shall appoint an investigator who does not have a conflict
265 of interest.
266

267 B. Review by Superintendent of Schools
268

269 1. After receiving the written notice of the outcome, the Complainant shall have ten (10) school
270 days to submit a formal written statement of appeal, if they so choose, to the Superintendent
271 of Schools challenging the outcome of the investigation and explaining the basis for appeal.
272 Upon receipt of an appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal,
273 who may be the Superintendent or designee. If the complainant is not satisfied with the findings
274 and conclusions of the investigation, the dissatisfied party may present the complaint and

~~written outcome to the Superintendent for review and reconsideration (an “Appeal”) within thirty (30) calendar days of receiving the findings. This process provides an opportunity for the appealing party to bring information to the Superintendent’s attention that would change the outcome of the investigation. In submitting an Appeal, the appealing party must explain why they believe the factual information relied upon by the investigator was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, and how this information would change the investigator’s determination in the case. Failure to provide all such information may result in the denial of the Appeal.~~

2. ~~The decisionmaker(s) for the appeal Upon review of a an Appeal from the appealing party, the Superintendent shall review the evidence and information presented by the parties ~~investigative results of the investigator~~ and determine if further action and/or investigation is warranted, ~~or appoint a designee to do so.~~ Such action may include consultation with the investigator(s) and ~~other relevant witnesses~~the parties, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the ~~investigator’s conclusions or findings.~~ ~~The Superintendent or designee shall provide written notice to the appealing party of the Superintendent’s or designee’s decision~~ written outcome. Generally, a party’s disagreement with the outcome of the investigation, alone, will not be basis for further action. The decisionmaker(s) for the appeal will attempt to issue written notice of the outcome of the appeal to the parties within ~~thirtyten (310)~~ thirtyten (310) school days ~~following the receipt of the Appeal, or if the Appeal is received during summer recess, as quickly as possible but no later than ten (10) school days after the start of the following school year~~ of receipt of all written statements from the parties.~~
3. If the complainant is not satisfied with the ~~Superintendent or designee’s~~ decisionmaker for the appeal’s decision or proposed resolution, such individual may request that the Superintendent submit the matter to a neutral mediator or to an impartial hearing officer. This request for mediation or a hearing should be made within fifteen (15) school days of the Superintendent or designee’s decision.

C. Mediation Procedures:

1. A parent/guardian or student aged 18 or older may request mediation with a neutral mediator to attempt to resolve a disagreement with the decisions made by the professional staff of the District with respect to the identification, evaluation or educational placement of the student.
2. A request for mediation regarding a student’s identification, evaluation or educational placement under Section 504 should be forwarded to the District’s Section 504/ADA Coordinator within thirty (30) school days of the alleged date that the dispute regarding the student’s identification, evaluation, and/or education placement arose or within fifteen (15) school days of the Superintendent’s decision in reviewing a complaint handled through the grievance/complaint procedure described in Section III.B, above. Mediation shall only occur by mutual agreement of the parties.
3. The request for mediation concerning a disagreement relating to a student’s identification, evaluation or educational placement should contain the following information:

- 321 a. Full name of the student, age, and grade level;
- 322 b. Name of parent(s);
- 323 c. Address and relevant contact information for parent/complainant;
- 324 d. Date of complaint;
- 325 e. Specific areas of disagreement relating to the student’s identification, evaluation
- 326 and/or placement; and
- 327 f. Remedy requested.
- 328
- 329 4. Upon receipt of a request for mediation,
- 330
- 331 a. The Section 504/ADA Coordinator shall:
- 332 i. Forward a copy of the request for mediation to the Superintendent of Schools; and
- 333 ii. Inform the parent/guardian or student 18 years old or older as to whether the
- 334 District agrees to mediation in writing.
- 335
- 336 b. If the District agrees to mediation, the Board shall retain a neutral mediator who is
- 337 knowledgeable about the requirements of Section 504/ADA and has an understanding of a
- 338 free appropriate public education (“FAPE”) under Section 504 and the distinctions between
- 339 and among Section 504, the ADA and the Individuals with Disabilities Education Act
- 340 (“IDEA”).
- 341
- 342 c. If the District does not agree to mediation, the Section 504/ADA Coordinator shall inform
- 343 the parent/guardian or student aged 18 or older of their right to request an impartial hearing.
- 344
- 345 5. The mediator shall inform all parties involved of the date, time and place of the mediation and
- 346 of the right to have legal counsel or other representation at the complainant’s own expense, if
- 347 desired.
- 348
- 349 6. The mediator shall meet with the parties jointly, or separately, as determined by the mediator,
- 350 and shall facilitate a voluntary settlement of the dispute between the parties, if possible.
- 351
- 352 7. All statements, offers, or discussions and/or information shared during the mediation process,
- 353 but not available from other means, shall be confidential, and may not be used in a subsequent
- 354 hearing or other administrative or judicial proceeding related to the disagreement that is the
- 355 subject of the mediation.
- 356
- 357 8. If the parties are not able to reach a voluntary settlement of the dispute, the complainant may
- 358 request an impartial hearing, as described below.
- 359

360 D. Impartial Hearing Procedures:

361 An impartial due process hearing is available to a parent/guardian of a student, or a student aged 18

362 years of age or older, who disagrees with the decisions made by the professional staff of the District

363 with respect to the identification, evaluation or educational placement of the student, or otherwise

364 makes a claim of discrimination relating to the identification, evaluation or educational placement of

365 the student.

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1. The request for a due process hearing concerning a disagreement relating to a student’s identification, evaluation or educational placement should contain the following information:
 - a. Full name of the student, age, and grade level;
 - b. Name of parent(s);
 - c. Address and relevant contact information for parent/complainant;
 - d. Date of complaint;
 - e. Specific areas of disagreement relating to the student’s identification, evaluation and/or placement; and
 - f. Remedy requested.
2. Upon receipt of a request for an impartial due process hearing, the Board shall retain an impartial hearing officer. The impartial hearing officer must be someone who is knowledgeable about the requirements of Section 504/ADA and has an understanding of a free appropriate public education (“FAPE”) under Section 504 and the distinctions between and among Section 504, the ADA and the (“IDEA”).
3. The impartial hearing office shall schedule a pre-hearing conference with the District and the parent(s) or student aged 18 years of age or older (and/or legal counsel for the student) to identify the issue(s) for hearing, set the hearing schedule and address other administrative matters related to the hearing, including the option for mediation.
4. The impartial hearing officer shall inform all parties involved of the date, time and place of the hearing and of the right to present witnesses, other evidence and to be represented by legal counsel at each party’s own expense, if desired.
5. The impartial hearing officer shall hear all aspects of the complainant’s complaint concerning the identification, evaluation or educational placement of the student and shall reach a decision within forty-five (45) school days of receipt of the request for hearing. The decision shall be presented in writing to the complainant and to the Section 504/ADA Coordinator. The impartial hearing officer’s decision shall be final.
6. An impartial hearing officer under Section 504 does not have jurisdiction to hear claims alleging discrimination, harassment or retaliation based on an individual’s disability unless such a claim is *directly related* to a claim regarding the identification, evaluation, or educational placement of a student under Section 504.
7. The time limits noted herein may be extended for good cause shown for reasons including, but not limited to, permitting more time for thorough review of the record, presentation of evidence or opportunity for resolution.

E. Drug/Alcohol Violations

If a student with a disability violates the Board’s policies relative to the use or possession of illegal drugs or alcohol, the Board may take disciplinary action against such student for the student’s illegal

413 use or possession of drugs or alcohol to the same extent that the Board would take disciplinary action
414 against nondisabled students. Such disciplinary action is not subject to the complaint or due process
415 procedures outlined above.

416
417 **IV. The Section 504/ADA Coordinator for the District is:**

418
419 **Director of Special Education**
420 **10 Campus Drive**
421 **Madison, CT 06443**
422 **(203) 245-6341**

423
424 **V. Complaints to Federal Agencies**

425
426 At any time, the complainant has the right to file a formal complaint with the:

427
428 U.S. Department of Education, Office for Civil Rights,
429 8th Floor, 5 Post Office Square, Suite 900,
430 Boston, MA 02109-0111
431 (617) 289-0111
432 <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>.

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MADISON PUBLIC SCHOOLS

**NOTICE OF PARENT/STUDENT RIGHTS
UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973
AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is a non-discrimination statute enacted by the United States Congress. Section 504 prohibits discrimination on the basis of disability by recipients of federal funds. Title II of the Americans with Disabilities Act (“ADA” or “Title II”) also prohibits discrimination on the basis of disability by state and local governments. To be protected under Section 504 and the ADA (“collectively, “Section 504/ADA”) as an individual with a disability, an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

Under Section 504, the Madison Public Schools (the “District”) has specific responsibilities to identify, evaluate and provide an educational placement for students with a disability. The District’s obligation includes providing such eligible students a free appropriate public education (“FAPE”). Section 504 defines FAPE as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees similarly imposed on nondisabled students/parents).

A student is eligible for regular or special education and related services under Section 504 if it is determined that the student has a mental or physical disability that substantially limits one or more major life activity such as (but not limited to): caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating or working. A major life activity may also include the operation of a major bodily function, such as an individual’s immune, digestive, respiratory or circulatory systems.

A student can have a disability and be covered by Section 504/ADA even if the student does not qualify for, or receive, special education services under the IDEA.

The purpose of this notice is to provide parents/guardians and students 18 years of age or older with information regarding their rights under Section 504. Under Section 504, you have the right:

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the District’s education programs without discrimination based on your child’s disability;
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on your child’s disability;
4. To be notified of decisions and the basis for decisions regarding the identification, evaluation, and educational placement of your child under Section 504;

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5. If you suspect your child may have a disability, to request an evaluation, at no expense to you and to have an eligibility determination under Section 504 (and if eligible, placement decisions made) by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;
6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education (FAPE). This includes the right to receive regular or special education and related services that are designed to meet the individual needs of your child as adequately as the needs of students without disabilities are met;
7. For your child to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school, extra-curricular and school-related activities;
8. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
9. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;
10. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
11. To examine or obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;
12. To request changes in the educational program of your child, to have your request and related information considered by the team, a decision made by the team, and if denied, an explanation for the team's decision/determination;
13. To request an impartial due process hearing if you disagree with the District's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the District. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense;
14. To file a local grievance/complaint with the District's designated Section 504/ADA Coordinator to resolve complaints of discrimination including, but not limited to, claims of discrimination directly related to the identification, evaluation or placement of your child; and
15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504/ADA Coordinator for this district is:

Director of Special Education
10 Campus Drive
Madison, CT 06443
(203) 245-6341

528

529 For additional assistance regarding your rights under Section 504 and Title II of the Americans with
530 Disabilities Act, you may contact:

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532 Office for Civil Rights, Boston Office

533 U.S. Department of Education

534 8th Floor

535 5 Post Office Square

536 Boston, MA 02109-0111

537 (617) 289-0111.

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Board of Education Regular Meeting
Tuesday, November 12, 2024 7:30 PM

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

Subject to Approval

Meeting Minutes

Video documentation of these proceedings can be found in the Meetings/Minutes section of the website.

I. Call to Order / Attendance

The regular meeting of the Board of Education was called to order at 7:30 p.m. by Chairman Seth Klaskin. Mr. Klaskin led the Pledge of Allegiance.

Present: Galen Cawley, Mary Ann Connelly, Diane Infantine-Vyce (on Zoom), Seth Klaskin, Maureen Lewis, Steven Pynn, Emily Rosenthal

Also present: Craig Cooke, Ph.D., Superintendent; Gail Dahling-Hench, Assistant Superintendent; Adam Levitus, Colliers International

Reimbursements

II. School / Community Session

No members of the public spoke.

III. Board of Education Student Representatives' Report

Brooke Anderson and Grace Ackerman

Brooke reported that student leadership recently met with members of Madison Youth Unplugged to discuss cell phones. Brooke said the conversation was productive and it was helpful for members of MYU to hear more about the cell phone restrictions already in place at the high school. Brooke also shared that Dr. Cooke, Mr. Salutari, and Mrs. DaSilva recently traveled to Washington D.C. to receive Hand's National Blue Ribbon Award.

Grace shared that the high school held a Veterans Day assembly this week, the end of Trimester 1 is quickly approaching, and the fall sports season is wrapping up.

IV. Superintendent's Report

Craig A. Cooke, Ph.D.

- Project Update from Colliers International – Adam Levitus of Colliers International gave an update on the Neck River Elementary School project. The presentation can be heard in full on the meeting recording on the District website.
- Nonlapsing Education Fund Update – Dr. Cooke notified the Board that, as confirmed through the audit process, approximately \$140,000 in 2023-2024 education dollars will be moved into the Board's nonlapsing fund.
- NEAS&C Visit – Dr. Cooke shared that the visiting team from NEAS&C will be at the high school next week. This visit is part of the high school accreditation process.

V. Board Members' Comments

Mr. Klaskin commented that the Board will attend the CABA/CAPSS Conference on Nov. 15.

VI. Audience Response to Information Presented (Ref. Bylaw #9540.10)

No members of the public spoke.

VII. Consent Agenda (Ref. Bylaw #9540.2)

- Line Item Transfers as of October 31, 2024
- Budget Expenditures as of October 31, 2024
- October 2024 Personnel Report

VIII. Action Item: Motion to approve the Consent Agenda

MOTION: by Pynn, seconded by Rosenthal to approve the Consent Agenda.

AYES: Cawley, Connelly, Infantine-Vyce, Klaskin, Lewis, Pynn, Rosenthal

NAYS:

ABSTAIN:

MOTION CARRIED: 7 – 0

IX. Board Committees / Liaison Updates (Ref. Bylaw #9450)

Curriculum and Student Development

Members: Steve Pynn, Chair; Catherine Miller, Mary Ann Connelly

Mr. Pynn reported that the committee met earlier that evening. The meeting included a presentation from the high school administration on changes to the Program of Studies.

Facilities Committee

Members: Emily Rosenthal, Chair, Steven Pynn, Diane Infantine-Vyce

Mrs. Rosenthal reported that the committee met earlier that evening. The committee toured the Neck River Elementary School construction site.

Finance Committee

Members: Galen Cawley, Chair, Christine Maisano, Emily Rosenthal

No report.

Personnel Committee

Members: Maureen Lewis, Chair; Catherine Miller, Mary Ann Connelly

No report.

Policy Committee

Members: Diane Infantine-Vyce, Chair; Maureen Lewis, Galen Cawley

Dr. Infantine-Vyce gave a report on the following policies:

Policies for rescission, waive second reading:

- 6080 Educating Students in the Core Educational Program
- 6080.13 Teaching About Religion
- 6080.20.1 Remedial Instruction
- 6080.22 Homebound/Hospital Instruction
- 6080.29.3 Career and Vocational Education

Policies for Review, First Reading:

- 1370 Non-Discrimination
- 4030.5 Family and Medical Leave
- 4118.1 Non-Discrimination
- 4118.14 Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990
- 5020.1 Non-Discrimination
- 5200 Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990

LEARN Liaison

Mary Ann Connelly

No report.

X. Action Item: Motion to waive the second reading and rescind the following policies: 6080 Educating Students in the Core Educational Program, 6080.13 Teaching About Religion, 6080.20.1 Remedial Instruction, 6080.22 Homebound/Hospital Instruction, 6080.29.3 Career and Vocational Education

MOTION: by Connelly, seconded by Rosenthal to waive the second reading and rescind the following policies: 6080 Educating Students in the Core Educational Program, 6080.13 Teaching About Religion, 6080.20.1 Remedial Instruction, 6080.22 Homebound/Hospital Instruction, 6080.29.3 Career and Vocational Education.

AYES: Cawley, Connelly, Infantine-Vyce, Klaskin, Lewis, Pynn, Rosenthal

NAYS:

ABSTAIN:

MOTION CARRIED: 7 – 0

XI. Action Item: Motion to approve a donation from the DHHS Gymnastics Boosters Club to Daniel Hand High School Athletics in the amount of \$2,083 for a gymnastics mat.

MOTION: by Rosenthal, seconded by Connelly to approve a donation from the DHHS Gymnastics Boosters Club to Daniel Hand High School Athletics in the amount of \$2,083 for a gymnastics mat.

AYES: Cawley, Connelly, Infantine-Vyce, Klaskin, Lewis,
Pynn, Rosenthal
NAYS:
ABSTAIN:
MOTION CARRIED: 7 – 0

XII. Action Item: Motion to approve the minutes of the October 22, 2024 Board of Education Meeting
(Ref. Bylaw #9540.9)

MOTION: by Pynn, seconded by Cawley to approve the
minutes of the October 22, 2024 Board of Education
Meeting.

AYES: Cawley, Connelly, Klaskin, Lewis, Pynn, Rosenthal
NAYS:
ABSTAIN: Infantine-Vyce
MOTION CARRIED: 6 – 0 – 1

XIII. Future Agenda Items

XIV. Adjournment

MOTION: by Pynn, seconded by Lewis to adjourn at 8:33
p.m.

AYES: Cawley, Connelly, Infantine-Vyce, Klaskin, Lewis,
Pynn, Rosenthal
NAYS:
ABSTAIN:
MOTION CARRIED: 7 – 0

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 at least five (5) business days prior to the meeting.